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Watkins Elementary School

3520 SW 52ND AVE, Pembroke Park, FL 33023

[no web address on file]

Demographics

Principal: Lori Mendez

Start Date for this Principal: 11/10/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: C (42%) 2016-17: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Watkins Elementary School

3520 SW 52ND AVE, Pembroke Park, FL 33023

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">84%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">97%</p>

School Grades History

	2020-21	2019-20	2018-19	2017-18
Year				
Grade		B	B	C

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Creating innovative thinkers for global success!

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Mendez, Lori	Principal	<p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build School Principal and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.

Name	Position Title	Job Duties and Responsibilities
		<p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Leaders</p> <p>Proficiency Indicators while performing all duties required by the district job description.</p> <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>35. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p> <p>37. Follow Federal and State laws, as well as School Board policies.</p> <p>38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.</p>
<p>Ricketts, Ricardo</p>	<p>Assistant Principal</p>	<p>LEADERSHIP:</p> <p>1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.*</p> <p>2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives.</p> <p>3. Model and maintain high standards of professional conduct.</p> <p>4. Set high standards and expectations for self, others, and school.</p> <p>5. Maintain an active involvement in the school improvement planning process.*</p> <p>6. Use quality improvement principles and processes in daily administration of school.*</p> <p>7. Anticipate difficult situations and develop plans to handle them.</p> <p>8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn.</p> <p>9. Use collaborative leadership style and quality process to involve</p>

Name	Position Title	Job Duties and Responsibilities
		<p>stakeholders in establishing and achieving the school's mission and goals.*</p> <p>10. Assist in providing leadership and direction for all aspects of the school's operation.</p> <p>11. Build teams to accomplish plans, goals and priorities.</p> <p>12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.</p> <p>13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.</p> <p>14. Assist in establishing and utilizing the Sterling process to ready the school and community for change.</p> <p>15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.*</p> <p>16. Maintain visibility and accessibility on the school campus and at school related activities and events.</p> <p>17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.</p> <p>18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</p> <p>19. Assist in providing leadership to involve the school in quality initiatives.*</p> <p>20. Assist with aligning school initiatives with District, state, and school goals and objectives.</p> <p>21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.</p> <p>22. Communicate school information, goals, student learning and behavior expectations to all customer groups.*</p> <p>23. Use effective communication techniques with students, teachers, parents and stakeholders.</p> <p>24. Provide for the articulation of the school's instructional program among school personnel.</p> <p>25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature.</p> <p>26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.</p> <p>27. Assist in the planning and implementation of initiatives in the Innovation Zone.</p> <p>INFORMATION & ANALYSIS:</p>

Name	Position Title	Job Duties and Responsibilities
		<p>28. Assist in collecting and maintaining information appropriate to the continual monitoring of all Sterling Quality goals.*</p> <p>29. Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school.</p> <p>30. Address the diverse needs of the school population consistent with the District's Strategic Plan.</p> <p>31. Analyze and use data for decision-making or to improve actions, plans and process.*</p> <p>32. Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.</p> <p>33. Access, analyze, interpret and use data in decision-making.</p> <p>34. Use benchmarks and comparison data in the analysis of results.*</p> <p>35. Make data accessible to all stakeholders.*</p> <p>STRATEGIC QUALITY PLANNING:</p> <p>36. Assist in developing long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the district.*</p> <p>37. Assist with facilitating and coordinating the development of the School's Improvement Plan.</p> <p>38. Set high goals and standards for self, others and the organization.</p> <p>39. Assist in communicating overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.*</p> <p>40. Assist in the selection and acquisition of instructional materials and equipment.</p> <p>41. Collect input and analyze data to develop goals.</p> <p>42. Assist with the management of student accounting at the assigned school as it relates to Florida Education Finance Program (FEFP) funding and future planning.</p> <p>43. Develop the master schedule and assign teachers according to identified needs.</p> <p>44. Assist in allocating resources consistent with the implementation of the School Improvement Plans.*</p> <p>45. Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in development of School Improvement Plan.*</p> <p>46. Assist in establishing procedures to monitor processes, activities and responsibilities and respond to feedback.</p> <p>47. Assist with establishing and coordinating procedures for student, teacher, parent</p>

Name	Position Title	Job Duties and Responsibilities
		<p>and community evaluation of curriculum.</p> <p>48. Assist with facilitating the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.</p> <p>49. Assist with providing recognition and celebration for student, staff, and school accomplishments.</p> <p>CUSTOMER FOCUS:</p> <p>50. Develop positive relationships with customers (students, parents, teachers, community, etc.).*</p> <p>51. Assist with facilitating a program of family and community involvement.</p> <p>52. Serve as arbitrator for serious discipline problems in accordance with District policy and state statues.</p> <p>53. Develop and maintain positive school/community relations and act as liaison between the two.</p> <p>54. Assist in promoting/marketing the school and its priorities to the community.</p> <p>55. Assist in establishing processes and methods to respond to valid customer requirements.*</p> <p>56. Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services.</p> <p>57. Work with parents to resolve complaints or concerns.</p> <p>58. Interact with government and service agencies relative to student welfare.</p> <p>59. Assist in establishing processes to determine customer needs and level of satisfaction.*</p> <p>60. Assist in supervising the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.</p> <p>61. Take appropriate reporting and/or referral actions whenever abuse situations are recognized.</p> <p>62. Assist in providing leadership to support community involvement programs and business partnerships at the school level.*</p> <p>63. Assist in directing and developing the recruitment of Business Partners to benefit the school and community.</p> <p>64. Assist with the development of activities with business partners that promote student achievement.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>HUMAN RESOURCES:</p> <p>65. Assist in analyzing data and information to plan staff development to accomplish school goals.*</p> <p>66. Assist with the completion of the annual Needs Assessment to determine staff development.</p> <p>67. Assist with providing staff development opportunities and feedback to personnel at the assigned school.</p> <p>68. Assist in building a school community and environment which supports learning and growth for everyone toward realization of the school's mission.*</p> <p>69. Assist with the development and implementation of an effective staff development program.</p> <p>70. Participate in District management meetings and other activities to enhance professional development.</p> <p>71. Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.</p> <p>72. Review current developments, literature and technical sources of information related to job responsibility.</p>

Woodard, Shonda	Instructional Coach	<p>Our literacy coach is responsible for the planning and implementation of all ELA curriculum.</p> <p>The Literacy Coach will provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic literacy-focused mentoring, coaches will support teachers to develop skills in analyzing student work, differentiating instruction, supporting English Language learners and students with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.</p> <p>The goal of the Literacy Coach is to improve and sustain student achievement by promoting a culture for literacy learning to include all stakeholders, by enhancing and refining literacy instruction and intervention, providing targeted instructional coaching and building capacity for literacy across the curriculum.</p> <p>1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement</p> <p>2. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing.</p>
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Name	Position Title	Job Duties and Responsibilities
		<p>3. build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning.</p> <p>4. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate research based professional learning through the school's professional learning communities.</p> <p>5. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons.</p> <p>6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community.</p> <p>7. analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement.</p> <p>8. maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as required.</p> <p>9. participate and engage in monthly content related professional learning and learning communities.</p> <p>10. promote collegiality through collaborative work and reflective practices with teachers and administrators.</p> <p>11. support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning.</p> <p>12. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction.</p> <p>13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.</p> <p>14. participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities.</p> <p>15. review current developments, literature and technical sources of</p>

Name	Position Title	Job Duties and Responsibilities
		<p>information related to job responsibilities.</p> <ol style="list-style-type: none"> 16. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.) 17. ensure adherence to good safety procedures. 18. follow federal and state laws, as well as School Board policies. 19. perform other duties as assigned by the principal or designee.
Clavijo, Barbara	Math Coach	<p>Math Coach</p> <p>Our math coach is responsible for the planning and implementation of all Math curriculum.</p> <p>The Mathematics Coach will provide personalized support that is based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic content focused mentoring, coaches will support teachers to develop skills in critical areas such as establishing a positive classroom culture and climate, implementing instructional strategies, analyzing student work, differentiating instruction and supporting English Language learners and student with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.</p> <ol style="list-style-type: none"> 1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement. 2. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 3. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices. 4. participate in monthly content related professional learning. 5. participate successfully in ongoing professional learning to increase the individual's skills and proficiency related to the job responsibilities. 6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to both parents and the community. 7. develop and assist teachers in designing formative assessments including nonevaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 8. maintain and submit required documentation, including but not limited to, coaching logs, data analysis for teacher development and calendar reflecting

Name	Position Title	Job Duties and Responsibilities
		<p>coaching activities and scheduled meetings.</p> <p>9. assist teachers in effective integration of technology within daily instructional</p> <p>10. establish and maintain a trusting, confidential and non-evaluative relationship with teachers and align coaching based on classroom observations.</p> <p>11. support teachers with curriculum, pedagogy, digital applications, tools, strategies and classroom related technologies.</p> <p>12. analyze data to inform high quality instruction leading to improved student achievement.</p> <p>13. promote collegiality through collaborative work and reflective practices with teachers and administrators.</p> <p>14. facilitate research-based professional learning through the school's professional learning communities.</p> <p>15. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.</p> <p>16. review current developments, literature and technical sources of information related to job responsibilities.</p> <p>17. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)</p> <p>18. ensure adherence to good safety procedures.</p> <p>19. follow federal and state laws, as well as School Board policies.</p> <p>20. perform other duties as assigned by the Supervisor(s).</p>

Torres, Cecilian	Science Coach	<p>Science Coach</p> <p>Our science coach is responsible for the planning and implementation of all Science curriculum.</p> <p>The Science Coach will provide personalized support that is based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic content focused mentoring, coaches will support teachers to develop skills in critical areas such as establishing a positive classroom culture and climate, implementing instructional strategies, analyzing student work, differentiating instruction and supporting English Language learners and student with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.</p> <p>1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement.</p>
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Name	Position Title	Job Duties and Responsibilities
		<p>2. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons.</p> <p>3. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices.</p> <p>4. participate in monthly content related professional learning.</p> <p>5. participate successfully in ongoing professional learning to increase the individual's skills and proficiency related to the job responsibilities.</p> <p>6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to both parents and the community.</p> <p>7. develop and assist teachers in designing formative assessments including nonevaluative, reflective conversations with teachers using evidence of classroom practice and student learning.</p> <p>8. maintain and submit required documentation, including but not limited to, coaching logs, data analysis for teacher development and calendar reflecting coaching activities and scheduled meetings.</p> <p>9. assist teachers in effective integration of technology within daily instructional</p> <p>10. establish and maintain a trusting, confidential and non-evaluative relationship with teachers and align coaching based on classroom observations.</p> <p>11. support teachers with curriculum, pedagogy, digital applications, tools, strategies and classroom related technologies.</p> <p>12. analyze data to inform high quality instruction leading to improved student achievement.</p> <p>13. promote collegiality through collaborative work and reflective practices with teachers and administrators.</p> <p>14. facilitate research-based professional learning through the school's professional learning communities.</p> <p>15. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.</p> <p>16. review current developments, literature and technical sources of information related to job responsibilities.</p> <p>17. handle information in a confidential manner in accordance with</p>

Name	Position Title	Job Duties and Responsibilities
		<p>established policies and legal requirements (FERPA, HIPPA, etc.)</p> <p>18. ensure adherence to good safety procedures.</p> <p>19. follow federal and state laws, as well as School Board policies.</p> <p>20. perform other duties as assigned by the Supervisor(s).</p>
<p>Lesperance, Kenya</p>	<p>Other</p>	<p>To provide on-site procedural and curricular assistance to all school-based personnel with regard to the education of students with disabilities.</p> <p>The Exceptional Student Education Specialist shall carry out the performance responsibilities listed below.</p> <ul style="list-style-type: none"> ? This position does not have any supervisory responsibilities. ? Serve as the principal’s designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually. ? Coordinate required ESE meetings. ? Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. ? Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. ? Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities. ? Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student. ? Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard. ? Assist in identifying, reporting and correcting IDEA compliance concerns identified internally. ? Shall report all compliance concerns directly to the school-based leadership. ? Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures. ? Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity. ? Utilize the electronic management system to generate IEP documents. ? Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School

Name	Position Title	Job Duties and Responsibilities
		<p>Board of Broward County, Florida.</p> <ul style="list-style-type: none"> ? Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. ? Review current developments, literature and technical sources of information related to job responsibilities. ? Ensure adherence to safety rules and procedures. ? Follow federal and state, as well as School Board policies. ? Perform other duties as assigned by the school principal.
Ratigan, Amanda	School Counselor	<ol style="list-style-type: none"> 1. establish small group counseling sessions. 2. counsel students on personal and academic concerns and notify parents as deemed necessary. 3. provide materials and suggestions for classroom oriented guidance activities. 4. arrange student, parent and teacher conferences. 5. acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment. 6. assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs. 7. work with parent groups in the area of child growth, development and discipline. 8. meet with teachers to present and explaining the results of various testing programs. 9. assist teachers in effective utilization of test results. 10. identify community and school system resources and when advisable, refer student situations to the proper agencies. 11. keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested. 12. gather information from all faculty members having contact with a student being considered for referral. 13. review current developments, literature and technical sources of information related to job responsibility. 14. ensure adherence to good safety procedures. 15. perform other duties as assigned by the Principal. 16. follow federal and state laws, as well as School Board policies.
Figueroa-Sifre, Paola	Teacher, K-12	<p>Ms. Figueroa is a 5th grade teacher and team leader for the fourth and 5th grade team. In addition to her roles and responsibilities as a teacher she is the SAC Chair for our school. Additionally, she oversees the use of the Class Dojo program which is a communication tool we use to share and receive information from parents.</p>

Demographic Information

Principal start date

Wednesday 11/10/2010, Lori Mendez

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

396

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	50	59	68	82	53	74	0	0	0	0	0	0	0	386
Attendance below 90 percent	8	0	8	11	9	8	0	0	0	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	2	2	9	19	0	0	0	0	0	0	0	0	32

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	3	4	18	5	15	0	0	0	0	0	0	0	47

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	0	15	3	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 9/10/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	59	94	84	76	87	71	0	0	0	0	0	0	0	471
Attendance below 90 percent	19	40	21	28	27	19	0	0	0	0	0	0	0	154
One or more suspensions	0	0	0	2	2	1	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	11	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	13	0	0	0	0	0	0	0	15

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	3	4	18	5	15	0	0	0	0	0	0	0	47

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	0	15	3	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				53%	59%	57%	39%	56%	56%
ELA Learning Gains				65%	60%	58%	43%	57%	55%
ELA Lowest 25th Percentile				61%	54%	53%	38%	51%	48%
Math Achievement				59%	65%	63%	48%	62%	62%
Math Learning Gains				73%	66%	62%	53%	60%	59%
Math Lowest 25th Percentile				56%	53%	51%	40%	47%	47%
Science Achievement				36%	46%	53%	33%	49%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	45%	60%	-15%	58%	-13%
Cohort Comparison						
04	2021					
	2019	59%	62%	-3%	58%	1%
Cohort Comparison		-45%				
05	2021					
	2019	45%	59%	-14%	56%	-11%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	53%	65%	-12%	62%	-9%
Cohort Comparison						
04	2021					
	2019	55%	67%	-12%	64%	-9%
Cohort Comparison		-53%				
05	2021					
	2019	64%	64%	0%	60%	4%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	34%	49%	-15%	53%	-19%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

For ELA and Math we used the I-Ready AP1, AP2 and AP3 data.

For 5th Grade Science we used our Beginning of the Year Cadre Assessment for Fall, the District BSA for the winter and the Cadre Mock assessment for the Spring data.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26/32.5%	27/34.2%	29/34.9%
	Economically Disadvantaged	25/33.8%	26/35.1%	28/35.9%
	Students With Disabilities	4/30.8%	4/30.8%	2/14.3%
	English Language Learners	5/25%	5/25%	6/27.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18/22%	23/28%	23/28%
	Economically Disadvantaged	18/23.7%	23/29.9%	23/29.9%
	Students With Disabilities	2/15.4%	2/16.7%	1/7.1%
	English Language Learners	5/26.3%	3/15%	6/27.3%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19/25.7%	23/30.7%	35/44.3%
	Economically Disadvantaged	16/23.9%	19/28.8%	29/42%
	Students With Disabilities	0	1/8.3%	2/16.7%
	English Language Learners	0	1/6.3%	3/18.8%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10/13.9%	11/14.5%	14/18.2%
	Economically Disadvantaged	9/13.8%	9/13.4%	12/17.9%
	Students With Disabilities	2/16.7%	0	1/8.3%
	English Language Learners	1/7.1%	1/6.3%	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27/40.3%	30/46.2%	40/57.1%
	Economically Disadvantaged	24/40%	27/46.6%	36/58.1%
	Students With Disabilities	4/28.6%	5/35.7%	5/33.3%
	English Language Learners	3/20%	4/25%	7/41.2%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8/12.1%	12/18.2%	22/32.4%
	Economically Disadvantaged	7/11.9%	11/18.6%	19/31.7%
	Students With Disabilities	0	1/7.1%	4/28.6%
	English Language Learners	3/18.8%	3/18.8%	7/41.2%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28/37.3%	35/47.9%	40/53.3%
	Economically Disadvantaged	26/38.8%	32/49.2%	36/53.7%
	Students With Disabilities	3/21.4%	4/26.7%	4/28.6%
	English Language Learners	0	0	1/20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18/23.7%	31/39.7%	34/43.6%
	Economically Disadvantaged	17/25%	29/41.4%	30/42.9%
	Students With Disabilities	2/14.3%	1/6.7%	3/20%
	English Language Learners	0	1/20%	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13/20%	24/36.9%	23/35.4%
	Economically Disadvantaged	10/18.9%	20/38.5%	18/34.6%
	Students With Disabilities	1/7.1%	3/21.4%	2/14.3%
	English Language Learners	0	2/28.6%	1/14.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15/22.7%	19/29.2%	27/40.9%
	Economically Disadvantaged	13/24.1%	16/30.2%	21/39.6%
	Students With Disabilities	0	1/7.7%	5/33.3%
	English Language Learners	1/14.3%	1/14.3%	2/28.6%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	28%	35%	48%
	Economically Disadvantaged	26%	33%	45%
	Students With Disabilities	50%	45%	63%
	English Language Learners	12%	20%	25%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	27	14		18	8		15				
ELL	31	41		28	13		24				
BLK	42	33	18	29	28	8	19				
HSP	31	24		33	13		25				
FRL	41	33	8	32	23	8	20				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	53	55	32	57	53	19				
ELL	62	69		66	75	55	18				
BLK	52	66	68	58	74	62	33				
HSP	52	52		64	68		40				
FRL	52	65	60	58	74	60	34				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	35	31	22	48	40	17				
ELL	43	48	40	45	44	30	9				
BLK	38	42	38	50	55	44	33				
HSP	38	47	30	45	50	30	46				
FRL	38	42	36	47	53	37	32				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	27
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	217
Total Components for the Federal Index	8
Percent Tested	92%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	16
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	25
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	26
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In review, overall the majority of our grade levels and subgroups show an upward trend in the data. When looking specifically at last years I-Ready progress monitoring data you can see the small improvements we made in our overall grade levels. Specifically in the subgroup of Students with Disabilities, we did either drop or flip flop from Fall, Winter and spring. When you look at the Subgroup data review from 2018-2019 we increased in all areas moving from the low C to the B.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Overall the data shows that although we made progress, we did not make significant improvement or progress in any of the core content areas. In order to make the necessary student achievement we will need to increase the number of students make growth as well as proficiency. We need to focus on our students with disabilities in both reading and math. In ELA our proficiency of students with disabilities in first, third, fourth and fifth either decreased or stayed the same. In Math our proficiency of students with disabilities dropped or flip flopped in first, second, and fourth.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The last eighteen months in education has been challenging for all schools. With the number of students who remained in online learning and/or the flip flopping back and forth between at home and online, it made it more difficult for teachers to work with students on the standards necessary to master success. However, with all students back in school face to face we are prepared to help our boys and girls master their grade level standards. Our leadership team has been very strategic in focusing on the specific needs of each child. We have created data charts showing each child's leading and lagging data. Using this data we have created lesson plans that the teachers will use with very targeted instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Looking at the state assessments from 2018 - 2019 we made significant gains across the all ELA and Math areas, most significantly in our learning gains for math in all subgroups. Looking at some of the improvements, in ELA. ELL had the largest increase in proficiency with 21%. Our black subgroup had the highest increase in learning gains at 24% and Lowest 25 with an increase at 30%. In math our ELL students made the highest increase in proficiency at 21% and Lowest 25 with an increase of 25%. Our math learning gains were significant in all subgroups.

What were the contributing factors to this improvement? What new actions did your school take in this area?

In order to make these achievements we were very strategic in the planning of lessons and the instructional learning that took place. We ensured that we targeted the individual needs of each students so that they could reach their maximum potential towards proficiency. learning gains or both. We chose specific resources to use with students as a targeted intervention and/or resource. Students were grouped for extra support as needed and groups were fluid.

What strategies will need to be implemented in order to accelerate learning?

Beginning over the summer the Instructional Leadership Team began working on our Instructional Focus calendars to ensure that our teachers would be able to target any prerequisite skills that would be needed in order to show success on the grade level standards. Additionally, we were strategic in creating our master schedule so we could provide push-in and pull-out groups for students in need, using our two ESSER teachers, our special teachers and our Instructional leadership team. Our teachers are using mini formative assessments as well as exit tickets to determine the success of our students. The teachers work with the coaches to track student data and make the necessary changes to instruction based on individual need. All support groups are fluid.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Administration and the instructional leadership team participate in monthly trainings provided at the district level on areas around curriculum, bridging the gap for instruction lost, social and emotional learning as well as instructional based practices and data. The school leadership team brings back their learning and provides training to the staff in one of three ways; individual teams, primary vs intermediate or whole school. There are many times where the coaches and administration work with individual teachers to improve instructional practices. All teachers are part of a grade level PLC where the focus is around ELA and Math. Additionally, teachers and teacher assistants have the ability to participate in trainings provided by the district that are specific to their needs.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

-Two ESSER teachers, one in ELA and one in Math. These two teachers have been assigned to push-in and pull-out groups for students in Kindergarten - 5th grade. They are working with students who need additional support in order to show learning growth and meet their grade level standards.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Data from the 2021 school year shows that students in grades 3-5 proficiency fell below 50% in all grade levels. In 2019 our overall ELA proficiency was at 53%.

Measurable Outcome: By June of 2022, students in grades 3-5 will score at or above 50% on the ELA FSA assessment.

Monitoring: We will utilize the AP1, AP2, and AP3 ELA Diagnostic to monitor the progress of our students in Kindergarten - 5th grade. Teachers also complete mini formatives and Cadre CFA's for additional data points.

Person responsible for monitoring outcome: Shonda Woodard (shonda.h.woodard@browardschools.com)

Evidence-based Strategy: All students in grade K-5 will be using the new Benchmark Advance series. All students have already completed the AP1 ELA Diagnostic and have put plans in place to address the needs of each students. Based on AP1 the students receive a pathway of lessons that will support their area of need in ELA. Additionally, the teacher can input teacher assigned lessons for each student to complete that can challenge and stretch their growth. We also use Wordly Wise to address our need in vocabulary and phonic for reading to address students who need that support. All classrooms have a 120 minute block for ELA, including a whole group block and then they break into small groups.

Rationale for Evidence-based Strategy: These are research based programs that we have utilized before and seen success with.

Action Steps to Implement

Instructional Focus Calendar created for each grade level to ensure all standards are taught and spiraled through.

Person Responsible Shonda Woodard (shonda.h.woodard@browardschools.com)

All students in grades K-5 will take the ELA I-ready Diagnostic three times each year. Once in Fall, Winter and Spring.

Person Responsible Shonda Woodard (shonda.h.woodard@browardschools.com)

Teachers will participate in professional learning around the new reading series. I-ready, standards and effective small group instruction

Person Responsible Shonda Woodard (shonda.h.woodard@browardschools.com)

Select students in Grades K-5 will be receiving additional support provided by the ESSER ELA teacher.

Person Responsible Theresa Alvarez (theresa.alvarez@browardschools.com)

Teachers will participate in data chats throughout the school year to discuss student progress.

Person Responsible Lori Mendez (lorimendez@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Watkins is a neighborhood school. Our school incident rate is lower than the statewide elementary rate of incidents. We continue to provide our students and families resources and training around discipline and social/emotional needs. For the 2019-2020 school year zero suspensions were reported. We continue to use our Positive Behavior Plan which focuses around ROAR. The students are expected to R=Respect for Yourself and others, O=Own Your Choices, A=A Positive Attitude and R=Responsibility. Students have the ability to earn Panther Paws throughout each month to achieve a reward.

Each day our students participate in a moment of silence to start the day as well as ten minutes of a social and emotional activity.

We also have a group mentoring group for our boys and girls on campus.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

We start each morning with the pledge of allegiance followed by 1 minute of silence. This minute gives the students and staff a moment to take a breath and reflect on whatever they choose to start their day in a positive manner. Additionally, each student participates in 10 minutes of social and emotional learning each day. Our teachers, support staff, and administration provide lessons through video and/or books around our students social needs. We have a full time guidance counselor who sends activities and resources to the teachers monthly or as needed. Additionally, the district provides us a 50% guidance counselor to support our students as well. The two guidance counselors work to provide lessons within the classroom above and beyond what the teachers do. They also work with small groups of students who have been identified either through RTI or by a staff member or parent that may need additional support in school.

Throughout the school year we hold Parent Universities that provide the community and families the opportunity to come to school and learn what their students our doing in school both academically and

socially. The Instructional coaches and teachers present information to the families, including activities the parents can take home and use with their students.

This year we already have on our calendar our Meet and Greet Event, Open House, student of the month events, Read Across America, Dad Take your child to School Day, Hispanic Heritage Night, Black History Night, Family Fun Fitness and we are hoping to be able to bring back our Mother's Day Tea.

Each week, on Sunday, we send a parentlink to our families with upcoming information for the week. We also place this information in our Class Dojo school account. Our parents look forward to the weekly updates. Parents can contact teachers and staff through Class Dojo, email or the teachers CANVAS page. Teachers need to respond within 24 hours to a parent.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

All Watkins staff and families are stakeholders in the success of promoting a positive culture and environment within our school. First and foremost it is important that we have open lines of communication within our school community. It is necessary for administration to set the example of these open lines of communication and ensure that we make ourselves available to all community and staff.

It is necessary for the school to provide resources as needed as well as professional learning to staff and families. If we all work together and learn from one and other we can create an ideal positive culture.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$64,145.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0511 - Watkins Elementary School	Other		\$58,535.00
			<i>Notes: ELA ESSER teacher funded through CARES</i>			
			0511 - Watkins Elementary School	Title, I Part A		\$5,610.00
			<i>Notes: I-Ready ToolBox. Teachers will use the I-Ready toolbox to supplement resources in standards where students are not showing success. The toolbox can also be used to push students academically.</i>			
					Total:	\$64,145.00