

Broward County Public Schools

Watkins Elementary School



2022-23 Schoolwide Improvement Plan

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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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (57%) 2018-19: B (58%) 2017-18: C (42%)
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	N/A
* 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>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</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;">96%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	B	B	B

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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 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. <p>ORGANIZATIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 14. Employ and monitor transparent decision-making processes that are

Name	Position Title	Job Duties and Responsibilities
		<p>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 Leaders 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>INSTRUCTIONAL LEADERSHIP:</p> <p>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</p> <p>2. Utilize collaborative leadership style and quality processes to assist in establishing and monitoring 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).</p> <p>3. Assist in achieving expected results on the school's student learning goals.</p> <p>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</p> <p>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</p> <p>6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</p> <p>7. Assist in recruiting, retaining, developing and evaluating an effective and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>diverse faculty and staff.</p> <p>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.</p> <p>9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement.</p> <p>10. Assist in monitoring 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.</p> <p>11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population.</p> <p>12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.</p> <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. Assist in managing 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. Assist in employing 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>27. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>30. 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>31. Assist in administering negotiated employee contracts in the appropriate manner at the school site.</p> <p>32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>33. 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>34. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>35. Ensure adherence to good safety procedures.</p> <p>36. Follow Federal and State laws, as well as School Board policies.</p> <p>37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.</p>

Name	Position Title	Job Duties and Responsibilities
Woodard, Shonda	Reading Coach	<ul style="list-style-type: none"> • Assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement. • Support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing. • Build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. • 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. • Model innovative teaching methodologies and evidenced-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. • Assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community. • 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. • 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. • Participate and engage in monthly content related professional learning and learning communities to continue to increase knowledge base in reading instruction, intervention, and instructional reading strategies. • Promote collegiality through collaborative work and reflective practices with teachers and administrators. • Support teachers with the effective integration of digital applications, tools, strategies, and classroom related technologies to support students in their literacy learning. • Assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction. • Handle information in a confidential manner in accordance with established policies and legal requirements, including the Family Educational Rights and Privacy Act (FERPA), Health Insurance Probability and Accountability Act (HIPAA), among others. • Monitor implementation of the District's K-12 Comprehensive Evidenced-Based Reading Plan as approved by the state. • Maintain high standards of honesty, integrity, flexibility, and responsiveness. • Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida. • Participate in ongoing professional learning offered to enhance the individual skills and proficiency related to the job responsibilities. • Review current developments, literature and technical sources of information

Name	Position Title	Job Duties and Responsibilities
		<p>related to the job responsibilities.</p> <ul style="list-style-type: none"> • Ensure adherence to safety rules and procedures. • Follow federal and state laws, as well as School Board policies. • Perform other duties as assigned by the immediate supervisor, or designee.
Torres, Ceciliania	Science Coach	<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 coaching activities and scheduled meetings. 9. assist teachers in effective integration of technology within daily instructional practice. 10. establish and maintain a trusting, confidential and non-evaluative relationship with teachers and align coaching based on classroom observations. 11. support teachers with curriculum, pedagogy, digital applications, tools, strategies and classroom related technologies. 12. analyze data to inform high quality instruction leading to improved student achievement. 13. promote collegiality through collaborative work and reflective practices with teachers and administrators. 14. facilitate research-based professional learning through the school’s professional learning communities. 15. perform and promote all activities in compliance with equal employment

Name	Position Title	Job Duties and Responsibilities
		<p>and nondiscrimination policies of The School Board of Broward County, Fl.</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>

Lesperance, Kenya	Other	<p>? This position does not have any supervisory responsibilities.</p> <p>? 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.</p> <p>? Coordinate required ESE meetings.</p> <p>? 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.</p> <p>? Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews.</p> <p>? Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities.</p> <p>? 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.</p> <p>? 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.</p> <p>? Assist in identifying, reporting and correcting IDEA compliance concerns identified internally.</p> <p>? Shall report all compliance concerns directly to the school-based leadership.</p> <p>? Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures.</p> <p>? Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity.</p> <p>? Utilize the electronic management system to generate IEP documents.</p> <p>? Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School</p>
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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.
<p>Figueroa-Sifre, Paola</p>	<p>Teacher, K-12</p>	<ol style="list-style-type: none"> 1. ASSESSMENT use assessment strategies (traditional and alternative) which are aligned with the curriculum and standards to assist in the continuous development of the learner. 2. COMMUNICATION use effective communication techniques with students, parents, and all other stakeholders. 3. CONTINUOUS IMPROVEMENT engage in planned continuous professional quality improvement for self and school. 4. CRITICAL THINKING use appropriate techniques and strategies which promote and enhance critical, creative, and evaluate thinking capabilities of students. 5. DIVERSITY use appropriate instructional strategies and materials that reflect each student's culture, learning styles, special needs, and socio-economic background. 6. ETHICS AND REGULATIONS fulfill the terms of any affected written contract and adhere to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and assist in the enforcement of all federal, state and district board regulations. 7. HUMAN DEVELOPMENT AND LEARNING use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students. 8. KNOWLEDGE SUBJECT MATTER demonstrate knowledge and understanding of the subject matter. 9. LEARNING ENVIRONMENTS establish a classroom management system that maintains appropriate discipline and creates a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation. 10. PLANNING plan, align, implement, and evaluate effective instruction and assessment in a variety of learning environments. 11. ROLE OF THE TEACHER work with peers, parents, community, and other stakeholders in the continuous improvement of the

Name	Position Title	Job Duties and Responsibilities
		<p>educational experiences of students.</p> <p>12. TECHNOLOGY integrate appropriate technology in teaching and learning processes.</p> <p>13. ESOL REQUIREMENT complete the training and obtain the endorsement outlined in State Board of Education rules and/or guidelines if assigned limited English proficient (LEP) students.</p> <p>14. RECORD KEEPING keep school records and prepare and submit such reports as may be required by law, by regulations of the state board or school district.</p> <p>15. PROPERTY account for all other school property (keys, records, reports, personal computers, etc.) to the principal of the school or to the Superintendent as may be prescribed by regulations of the state board and of The School Board of Broward County.</p> <p>16. ADDITIONAL RESPONSIBILITIES</p> <ol style="list-style-type: none"> perform and promote all activities in compliance with equal employment and nondiscrimination policies. ensure adherence to good safety procedures. follow federal and state laws, as well as School Board policies. perform other duties as assigned by the principal.
<p>Hightower, Valencia</p>	<p>Math Coach</p>	<ol style="list-style-type: none"> assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices. participate in monthly content related professional learning. participate successfully in ongoing professional learning to increase the individual's skills and proficiency related to the job responsibilities. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to both parents and the community. develop and assist teachers in designing formative assessments including nonevaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 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. assist teachers in effective integration of technology within daily

Name	Position Title	Job Duties and Responsibilities
		<p>instructional practice.</p> <ol style="list-style-type: none"> 10. establish and maintain a trusting, confidential and non-evaluative relationship with teachers and align coaching based on classroom observations. 11. support teachers with curriculum, pedagogy, digital applications, tools, strategies and classroom related technologies. 12. analyze data to inform high quality instruction leading to improved student achievement. 13. promote collegiality through collaborative work and reflective practices with teachers and administrators. 14. facilitate research-based professional learning through the school's professional learning communities. 15. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Fl. 16. review current developments, literature and technical sources of information related to job responsibilities. 17. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.) 18. ensure adherence to good safety procedures. 19. follow federal and state laws, as well as School Board policies. 20. perform other duties as assigned by the Supervisor(s).
<p>Honore, Pauline</p>	<p>School Counselor</p>	<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.

Name	Position Title	Job Duties and Responsibilities
		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.

Demographic Information

Principal start date

Wednesday 11/10/2010, Lori Mendez

Number of teachers with a 2022 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 2022 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.*

7

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

395

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	51	63	79	81	64	79	0	0	0	0	0	0	0	417
Attendance below 90 percent	21	25	33	32	21	38	0	0	0	0	0	0	0	170
One or more suspensions	0	0	0	4	9	5	0	0	0	0	0	0	0	18
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 2022 statewide FSA ELA assessment	0	0	0	32	21	17	0	0	0	0	0	0	0	70
Level 1 on 2022 statewide FSA Math assessment	0	0	0	26	22	29	0	0	0	0	0	0	0	77
Number of students with a substantial reading deficiency	0	1	5	9	7	4	0	0	0	0	0	0	0	26

Using the table above, complete the table below with the number of students by current grade level who have 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	0	11	12	28	24	24	0	0	0	0	0	0	0	99

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	20	20	21	0	0	0	0	0	0	0	0	0	61
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/1/2022

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	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	
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	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	
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	

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	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	
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	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	
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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%	58%	56%				53%	59%	57%
ELA Learning Gains	73%						65%	60%	58%
ELA Lowest 25th Percentile	66%						61%	54%	53%
Math Achievement	45%	54%	50%				59%	65%	63%
Math Learning Gains	68%						73%	66%	62%
Math Lowest 25th Percentile	66%						56%	53%	51%
Science Achievement	37%	59%	59%				36%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	45%	60%	-15%	58%	-13%
Cohort Comparison		0%				
04	2022					
	2019	59%	62%	-3%	58%	1%
Cohort Comparison		-45%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	45%	59%	-14%	56%	-11%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	53%	65%	-12%	62%	-9%
Cohort Comparison		0%				
04	2022					
	2019	55%	67%	-12%	64%	-9%
Cohort Comparison		-53%				
05	2022					
	2019	64%	64%	0%	60%	4%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	34%	49%	-15%	53%	-19%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	44	62	40	37	55		27				
ELL	30	72		39	58		38				
BLK	46	69	53	45	71	68	39				
HSP	43	81		41	62		35				
FRL	48	74	67	48	71	68	34				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	29
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Regular attendance increased significantly from 2021 to the 2022 school year. This increase was significant because all forms of online learning at individual schools was not an option any longer. A decrease in the number of students exhibiting two or more early warning indicators was also seen, however we did see an overall increase in student retentions.

Proficiency rates in ELA, Math and Science increased overall, but we did not see the increase over 50% proficiency. Overall learning gains were made and our lowest 25 percentile improved significantly from 2021 to 2022. Again we met ESSA data for all of our subgroups.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

A focus on increasing the proficiency levels in ELA and Math to over 50%.
Our 2022 ELA proficiency was at 46% and our Math proficiency was at 45%.

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

Lesson planning with a focus on Tier 1 instruction. Moving from whole group to small group with a target not only on remediation, but also on enrichment.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

From 2021 to 2022 we had a significant increase in our ELA and Math learning gains as well as the lowest 25th percentile.

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

Implementation of the ESSER teachers. A focus on Tier 2 and Tier 3 instruction. Tracking and discussing on a regular basis student data.

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

Professional learning for all staff members with a focus on lesson planning Tier 1 instruction. Continue to track and discuss student data on a regular basis. Ensure that all groups are fluid and based on the individual needs of students.

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.

The instructional coaches meet weekly with all classroom teachers for professional learning around the IFC. Each coach works with the team determining materials to be used, what will be taught whole group, as well as what will be taught in small group.

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

Continue the use of small group instruction with the ESSER teacher. Using the STEM teacher to provided small group support to the students when they attend her class rotation. Continued use of I-ready for ELA to allow the students the opportunity to work on assignments aligned to their individual academic needs. Use of Success Maker by all students 15 minutes daily to ensure students are working at their level and helping to bridge any achievement loss of standards in math.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

We are a state RAISE school because our level of overall proficiency in ELA is below 50%. In 2022, our proficiency level of the students in grades 3-5 was at 46%. We are very close to our target. In order for our students to be successful in all content areas they first must be able to read proficiently with understanding of what is read.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, 55% of students in grades 3-5 will score proficient (on grade level) or higher as measured by the 3rd progress monitoring FAST assessment.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Students will be progress monitored through iReady Fall, Winter and Spring diagnostics, and Unit Benchmark Advance Assessments. Data will be used to drive instruction to ensure that instruction is modified to meet the needs of students based on their progress. Instructional rounds will be conducted by administration and instructional coaches and feedback will be given to teachers in a timely manner to inform them of their practice and areas for improvement. Data will be reviewed and discussed at data chats with teachers and students.

Person responsible for monitoring outcome:

Lori Mendez (lorimendez@browardschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being

All students in grade K-5 will be using the Benchmark Advance series. With this series all of our teachers follow the same IFC at each grade level. They work closely with our literacy coach to ensure the implementation is effective. All students will complete the AP1 ELA Diagnostic. Plans will be put into 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.

implemented for this Area of Focus.

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:

Explain the rationale for selecting this specific strategy.

These are research based programs that we have utilized before. With these programs we have shown growth.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

All teachers will participate in year long professional learning with the literacy coach. This learning will be around content specific programs. The benchmark advance series. Implementation of small group, a focus on vocabulary as well as written response.

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

Data chats will be conducted at least each quarter to monitor the progress of students on an individual basis as well as class progress.

Person Responsible Lori Mendez (lorimendez@browardschools.com)

Students will need to complete the AP1, AP2, and AP3 I-ready Diagnostic. Students will need to complete the PM1, Pm2, and PM 3 assessments.

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)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

ELA will be the area of focus in all grades with the focus being on phonics for Watkins Elementary after being identified for the RAISE program. Decoding and encoding words were challenges students encountered in all three grade levels which affected their word recognition skills and reading comprehension, as a result they had difficulties correct answering questions that were asked based on what they read. STAR Early Literacy for Kindergarten 44% and First grade 56%. Second Grade is 0% based on the STAR Reading.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

ELA will be the area of focus in all grades with the focus being Language Comprehension for Watkins Elementary after being identified for the RAISE program. Students encountered difficulties in all three grade levels which affected their reading comprehension, as a result they had difficulties comprehending passages and correctly answering questions related to the passages. The overall school ELA proficiency on the 2022 FSA was 46%.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By June 2023, 53% of students in grades K-2 will score proficient (on grade level) or higher as measured by the 3rd progress monitoring FAST Star assessment.

Grades 3-5: Measureable Outcome(s)

By June 2023, 51% of students in grades 3-5 score proficient (on grade level) or higher as measured by the 3rd progress monitoring FAST assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Students will be progress monitored through iReady Fall, Winter and Spring diagnostics, and Unit Benchmark Advance Assessments. Data will be used to drive instruction to ensure that instruction is modified to meet the needs of students based on their progress. Instructional rounds will be conducted by administration and instructional coaches and feedback will be given to teachers in a timely manner to inform them of their practice and areas for improvement. Data will be reviewed and discussed at data chats with teachers and students.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Mendez, Lori, lorimendez@browardschools.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Benchmark Advance is state adopted and supports the B.E.S.T. standards. Monitoring will be done through unit assessments. Other programs that will be used are Reading Horizon, Benchmark Advance Intervention, and Leveled Literacy Intervention (LLI) for intervention and will be monitored using the program's specific assessment resources that is provided. These resources will be used to monitor the specific ELA standards including the phonics component.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The programs are State adopted and have been identified as effective evidence-based practices/programs that have proven that with proper implement and teaching them with fidelity while improve student achievement and close the gap for students. Teachers will be focusing on accelerating learning using Benchmark Advance through using Benchmark Advance to plan effective lessons with a focus being on

vocabulary and asking higher-order (critical thinking) questions to improve reading comprehension, They will provide remediation to offer additional support for struggling students.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Teams will meet and plan with instructional coach to plan lessons. This will allow teachers to prioritize lessons, combine lessons (when applicable) and ensure standards are being taught in spiral and not isolation, as well as the integration of Science and Social Studies. Instructional coach will co-plan lessons to be taught by teachers and/or model by coach to ensure that teachers are supported with the implementation of the curriculum.</p>	<p>Mendez, Lori, lorimendez@browardschools.com</p>
<p>Progress monitor students in ELA and conduct data chats with teachers to inform instruction. Assist in motivating students as they work towards meeting their targeted goal. Trends and patterns observed during instructional rounds will be shared by administration and instructional coaches as feedback is provided to teachers.</p>	<p>Mendez, Lori, lorimendez@browardschools.com</p>
<p>ESSER teacher will provide push in and/or pull-out small group instruction for grades 2-5. Struggling students who have not already been provided additional services will be targeted. Groups will be monitored and reviewed quarterly</p>	<p>Mendez, Lori, lorimendez@browardschools.com</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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. Our guidance counselor also works 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.

Each Sunday administration sends a Weekly update through email that celebrates one staff members success throughout the week. That staff member receives the "Crew Member" parking spot. Additionally, the newsletter includes an SEL section for the teachers.

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

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.