

Broward County Public Schools

Watkins Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Watkins Elementary School

3520 SW 52ND AVE, Pembroke Park, FL 33023

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Mendez, Lori	Principal	<p>INSTRUCTIONAL LEADERSHIP:</p> <ul style="list-style-type: none"> • Exercise proactive leadership in promoting the vision and mission of the District’s Strategic Plan. • 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). • Achieve expected results on the school’s student learning goals. • Direct energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. • Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. • Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. • Recruit, retain, develop, and evaluate an effective and diverse faculty and staff. • 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. • Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. • 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. • Structure and monitor a school learning environment that improves learning for a diverse student population. • Establish and coordinate procedures for student, teacher, parent, and community evaluation of curriculum. • Implement and monitor procedures to ensure that rights of all children and their parents are protected. <p>ORGANIZATIONAL LEADERSHIP:</p> <ul style="list-style-type: none"> • Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. • Utilize processes to empower others and distribute leadership when appropriate. • Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. • 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.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Employ an improvement cycle for operational problems that analyzes results, identifies root causes, and takes corrective action. • Manage and delegate tasks while consistently demonstrating fiscal efficiency. • Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. • Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals. • Maintain high visibility at school and in the community. • Cultivate, support, and develop others within the school. • 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. • Provide recognition and celebration for student, staff, and school accomplishments. • Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. • Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement. • Interact with government and service agencies relative to student welfare. <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <ul style="list-style-type: none"> • Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice. • Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the District job description. • 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. • Administer negotiated employee contracts in the appropriate manner at the school site. • Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida. • Participate in the training programs offered to increase 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 laws, as well as School Board policies. • Perform other duties as assigned by the immediate supervisor, or designee.

Name	Position Title	Job Duties and Responsibilities
Ricketts, Ricardo	Assistant Principal	<p>INSTRUCTIONAL LEADERSHIP:</p> <ul style="list-style-type: none"> • Exercise proactive leadership in promoting the vision and mission of the District’s Strategic Plan. • 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). • Achieve expected results on the school’s student learning goals. • Direct energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. • Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. • Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. • Recruit, retain, develop, and evaluate an effective and diverse faculty and staff. • 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. • Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. • 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. • Structure and monitor a school learning environment that improves learning for a diverse student population. • Establish and coordinate procedures for student, teacher, parent, and community evaluation of curriculum. • Implement and monitor procedures to ensure that rights of all children and their parents are protected. <p>ORGANIZATIONAL LEADERSHIP:</p> <ul style="list-style-type: none"> • Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. • Utilize processes to empower others and distribute leadership when appropriate. • Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. • 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.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Employ an improvement cycle for operational problems that analyzes results, identifies root causes, and takes corrective action. • Manage and delegate tasks while consistently demonstrating fiscal efficiency. • Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. • Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals. • Maintain high visibility at school and in the community. • Cultivate, support, and develop others within the school. • 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. • Provide recognition and celebration for student, staff, and school accomplishments. • Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. • Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement. • Interact with government and service agencies relative to student welfare. <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <ul style="list-style-type: none"> • Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice. • Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the District job description. • 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. • Administer negotiated employee contracts in the appropriate manner at the school site. • Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida. • Participate in the training programs offered to increase 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 laws, as well as School Board policies. • Perform other duties as assigned by the immediate supervisor, or designee.

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.
<p>Hightower, Valencia</p>	<p>Math Coach</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 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 and

Name	Position Title	Job Duties and Responsibilities
		<p>nondiscrimination policies of The School Board of Broward County, Fl.</p> <ol style="list-style-type: none"> 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).
Torres, Ceciliansa	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

Name	Position Title	Job Duties and Responsibilities
		<p>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, 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>
<p>Honore, Pauline</p>	<p>School Counselor</p>	<p>The Elementary Guidance Counselor shall carry out the performance responsibilities listed below.</p> <ul style="list-style-type: none"> • Establish small group counseling sessions. • Counsel students on personal and academic concerns and notify parents as deemed necessary. • Provide materials and suggestions for classroom oriented guidance activities. • Arrange student, parent and teacher conferences. • Acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment. • Assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs. • Work with parent groups in the area of child growth, development and discipline. • Meet with teachers to present and explaining the results of various testing programs. • Assist teachers in effective utilization of test results. • Identify community and school system resources and when advisable, refer student situations to the proper agencies. • Keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested. • Gather information from all faculty members having contact with a student being considered for referral. • 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 training programs offered to enhance the individual skills and proficiency related to job responsibilities.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • 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 immediate supervisor or designee.
Lesperance, Kenya	Other	<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 Board of Broward County, Florida. ? 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.

Name	Position Title	Job Duties and Responsibilities
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- ? Follow federal and state, as well as School Board policies.
- ? Perform other duties as assigned by the school principal.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At each monthly SAC meeting, we discuss the School Improvement Plan. In May, September and October our SAC committee discusses the school improvement plan. All stakeholders can share their thoughts and ideas of what information and goals need to be included in the school improvement plan. Throughout the remainder of the school year during our SAC meetings, the SAC co-chairs share data on how we are progressing towards our SMART Goal.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The ILT meeting meets weekly to discuss school-wide data as well as individual student data. The academic coaches each keep an Excel database documenting class and individual student performance on assessments. The ILT team uses this data to track how each student is performing. If the student needs extra support or acceleration, we determine how to provide it. Based on how each student is doing determines if we will meet our overall SIP goal. Within the Excel database, as well as some of our online programs we track our data based on state subgroups.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No

<p>2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)</p>	<p>Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)</p>
<p>School Grades History *2022-23 school grades will serve as an informational baseline.</p>	<p>2021-22: B 2019-20: B 2018-19: B 2017-18: C</p>
<p>School Improvement Rating History</p>	
<p>DJJ Accountability Rating History</p>	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	22	29	23	23	32	17	0	0	0	146
One or more suspensions	1	0	0	5	4	1	0	0	0	11
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	15	20	29	29	29	22	0	0	0	144
Level 1 on statewide Math assessment	0	11	25	36	29	22	0	0	0	123
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	5	31	2	0	0	0	0	41

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	7	12	23	38	29	19	0	0	0	128

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	7	9	14	4	1	0	0	0	40
Students retained two or more times	1	7	7	1	0	0	0	0	0	16

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	21	25	33	32	21	38	0	0	0	170
One or more suspensions	0	0	0	4	9	5	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	32	21	17	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	26	22	29	0	0	0	77
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	5	9	7	4	0	0	0	26

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	11	12	28	24	24	0	0	0	99

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	21	25	33	32	21	38	0	0	0	170
One or more suspensions	0	0	0	4	9	5	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	32	21	17	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	26	22	29	0	0	0	77
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	5	9	7	4	0	0	0	26

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	11	12	28	24	24	0	0	0	99

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40	56	53	46	58	56	40		
ELA Learning Gains				73			33		
ELA Lowest 25th Percentile				66			13		
Math Achievement*	39	62	59	45	54	50	30		
Math Learning Gains				68			23		
Math Lowest 25th Percentile				66			7		
Science Achievement*	36	48	54	37	59	59	21		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	48	59	59	29			50		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	207
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	1	
ELL	31	Yes	1	1
AMI				
ASN				
BLK	45			
HSP	29	Yes	1	1
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT				
FRL	43			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	44			
ELL	44			
AMI				
ASN				
BLK	56			
HSP	52			
MUL				
PAC				
WHT				
FRL	55			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	40			39			36					48
SWD	33			26							3	
ELL	28			37			24				5	48
AMI												
ASN												
BLK	44			40			40				5	57
HSP	24			29			21				5	43

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT												
FRL	42			36			44				5	51

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	46	73	66	45	68	66	37					29
SWD	44	62	40	37	55		27					
ELL	30	72		39	58		38					29
AMI												
ASN												
BLK	46	69	53	45	71	68	39					
HSP	43	81		41	62		35					
MUL												
PAC												
WHT												
FRL	48	74	67	48	71	68	34					27

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	40	33	13	30	23	7	21					50
SWD	27	14		18	8		15					
ELL	31	41		28	13		24					50
AMI												
ASN												
BLK	42	33	18	29	28	8	19					30
HSP	31	24		33	13		25					
MUL												
PAC												
WHT												

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	41	33	8	32	23	8	20					42

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	56%	-17%	54%	-15%
04	2023 - Spring	37%	61%	-24%	58%	-21%
03	2023 - Spring	34%	53%	-19%	50%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	27%	62%	-35%	59%	-32%
04	2023 - Spring	43%	65%	-22%	61%	-18%
05	2023 - Spring	44%	58%	-14%	55%	-11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	46%	-13%	51%	-18%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Using the data from the 2023 FAST PM3 data we scored 38% proficiency in both ELA and Math. The data from this new assessment is significantly lower in both areas from previous years.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

In both overall areas of ELA and Math our decline was similar in both. In 2022 we had 46% proficiency in ELA and 45% proficiency in Math on the FSA. The assessment is different from each year, but they are both standards based assessments.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When comparing ourselves to the district in the state we have a more significant number of students who are scoring at a Level 1 in grades 3 - 5.

Which data component showed the most improvement? What new actions did your school take in this area?

In the past we have always showed the most improvement in our learning gains for both ELA and Math.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data two potential areas of concern are with our economically disadvantages as well as our students with disabilities.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Improving out proficiency in all core content areas of ELA, Math and Science. We need to increase our level of proficiency as well as ensure students are making learning gains in ELA and Math.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We continually work on planning and implementing rigorous lessons. One of our classroom "look fors" is authentic student engagement.

Measurable Outcome:

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

By June of 2024, 75% of the instructional staff will increase the level of student engagement in their Math lessons.

Monitoring:

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

Classroom Walkthroughs will be conducted.

Person responsible for monitoring outcome:

Ricardo Ricketts (ricardo.ricketts@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers are participating in professional learning for math engagement strategies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers need support on what student engagement should look like in a math lesson.

Teachers need to see it modeled by coaches.

Teachers need to plan effectively for student engagement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will participate in school based professional development.

Person Responsible: Valencia Hightower (valencia.hightower@browardschools.com)

By When: The end of the first semester.

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Ensure that students are receiving the individual support needed to be successful in ELA.

Measurable Outcome:

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

By May of 2024, 55% of the SWD in 3rd - 5th grade will be at or above proficiency as measured by PM3 of the FAST assessment.

Monitoring:

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

Student data will be tracked and discussed by Administration, the ILT team and the teacher. We will look at specific BEST standards the students are not performing in.

Person responsible for monitoring outcome:

Lori Mendez (lorimendez@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students are placed in ELA intervention programs that the literacy coach determines they need during small group.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Meets the individual needs of each student.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Using data the students are placed in the appropriate intervention program for ELA.

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

By When: October 2023

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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. Based on the Science of Reading we learned that the students need a solid foundation in decoding and language comprehension to obtain reading comprehension. STAR Early Literacy for Kindergarten 32% and First grade 36%. Second Grade is 39% based on the STAR Reading.

Grades 3-5: Instructional Practice specifically related 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, based on the Simple view of Reading a direct focus will be on the foundational skills as a result scholars had difficulties comprehending passages and correctly answering questions related to the passages. The overall school ELA proficiency on the 2023 FAST Progress Monitoring Assessment was 38%.

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 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 Measurable Outcomes

By June 2024, students in Kindergarten will increase in ELA proficiency from 48% to 55% as per the Early Literacy or STAR Reading Assessment.

By June 2024, student in grade 2 will increase in ELA proficiency from 40% to 55% as per the STAR Reading Assessments

Grades 3-5 Measurable Outcomes

By June 2024, students in grade 3 will increase in ELA proficiency from 36% to 53% as per the F.A.S.T. assessment.

By June 2024, students in grade 4 will increase in ELA proficiency from 41% to 53% as per the F.A.S.T. assessment.

By June 2024, students in grade 5 will increase in ELA proficiency from 40% to 53% as per the F.A.S.T. assessment.

Monitoring

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 impact student achievement outcomes.

The school's area of focus will be monitored through a series of diagnostics that will be administered in the fall, winter, and spring highlighting ELA. Unit Assessments, weekly assessments that are related to tier 1 instruction will also be administered, such data from these assessment will drive instruction and intervention to meet the needs of all learners individually. Instructional rounds will actively take place by the administration team and the instructional leadership team. This will encourage corrective feedback and reform support/guidance to ensure teachers are able to improve their quality of instruction. Biweekly data chats will be conducted to review, discuss, and analyze data 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

Description:

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. §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?

The evidence based program the state of Florida Adopted is the Benchmark Advance curriculum. It is aligned to the BEST standards. Watkins will monitor ELA in grades K-5 with using the Unit Assessment, IREADY Diagnostic, and IREADY Growth Monitoring assessment. We will also use Reading Horizon, SIPPS, and Benchmark Advance Intervention.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The program are state adopted and has been identified as effective evidence-based programs that have proven that with proper implementation and teaching students with fidelity will improve student achievement and close the gap for student. Teachers will be focusing on accelerating learning using Benchmark Advance to plan effective lessons with a focus being on the Science of Reading and the Simple View of Reading.

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>To close the gap in ELA, every Tuesday teachers will meet with instructional coaches to plan effective lessons. We want the teachers to understand students will learn the skill because the standards spiral every week and do not need to be taught in isolation. Instructional coaches will co-plan lessons to be taught by teachers and support the implementation of the curriculum.</p>	<p>Mendez, Lori, lorimendez@browardschools.com</p>
<p>ESSER teacher will deliver small group instruction inside the classroom and in the reading resource room for students in grades 1-5 that have not demonstrated proficiency in reading. At-risk and struggling students will receive research based intervention to meet the unique needs of such learners. Reading Intervention groups will be monitored closely by the Literacy Coach and the Problem Solving Collaboration Team (CPST) weekly to address their achievement gap.</p>	<p>Mendez, Lori, lorimendez@browardschools.com</p>
<p>Throughout the school year the ILT team will meet weekly to discuss data points and adjust small group interventions as needed. Quarterly the teachers will participate in the data discussions with the ILT team.</p>	<p>Mendez, Lori, lorimendez@browardschools.com</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Each month we hold School Advisory Meetings where we share the School Improvement plan with all stakeholders who attend. At each meeting we share updated data to show how we are progressing towards the overall SIP goal. Our monthly meeting dates are posted on the website. When we do our weekly parentlink we remind parents about the upcoming. The document can be viewed via the webpage, but we also keep a few copies in the office if anyone should request it.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Each week we send a Sunday call out to our families outlining the events for the upcoming week. The call out includes academic events as well as events that focus on the social aspect of school. Our school uses Class Dojo to share information with parents, and it is also a tool the teachers use to communicate back and forth with parents and families.

Throughout the school year we hold Parent Success Academies around ELA, Math and Science.

Stakeholders can come out and learn about the curriculum and expectations for their children.

Teachers send interims and report cards home quarterly and are required to meet with parents at least two times throughout the school year for their conference.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Our teachers are provided instructional focus calendars for the content areas of ELA, Math and Science. The instructional coaches work with the teachers to ensure they stay on the focus timeline which ensure that students will be taught all the necessary BEST standards for their grade level. Administration and the ILT team create the daily instructional calendar for all grade level classes. Administration conducts classroom walkthroughs on a daily basis ensuring that teachers are teaching rigorous quality standards based lessons during the appropriate block on the schedule and that the lesson is aligned to the IFC.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This is included in our Title 1 addendum found in our local SIP.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

We have a full time guidance counselor at our school. Our guidance counselor works with our teachers to ensure that mandatory district and school curriculum takes place within the classroom throughout the school year. Additionally, she completes many trainings with the students around Life Skills and Wellness. We have girls and boys mentoring group. This year we will also have class buddies and student counselors.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We have a school wide positive behavior plan that is implemented and followed by all stakeholders. Students who successfully follow our PBIS plan earn rewards as an incentive. Each week administration shares a positive behavior lesson with all staff members. Additionally, as a school we follow the CHAMPS model. Through the MTSS process students who are struggling with behavior issues are brought to the RTI team to discuss the individual needs. If the team decides to implement TIER 2 interventions we create a plan and track the data for 4 to 6 weeks with the teacher. Our goal is that the interventions will help our students. If however they don't work we move to TIER 3 interventions and then possibly towards special services. Each child is looked at on an individual basis.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

At Watkins, the strategies used to attract high-quality, highly qualified teachers begins with the Talent Recruitment Committee works collaboratively to retain and recruit Highly Qualified, Certified-in Field educators. Candidates are interviewed at the recruitment fair and referred by Instructional Staffing Department. We retain effective teachers in our TIER program through district and in-school trainings. Our main goal is to retain teachers at our school. Each year, our goal is to retain 100% of existing staff. Teachers are supported by administration, coaches, and district mentors. A culture of family is built at our school which helps to retain instructional staff. Each week teachers are recognized with "The Crew Commander of the Week" where they are recognized for their success in the weekly updates and given a special parking spot.

Teachers are encouraged to participate in professional development for reading to understand the Science of Reading and the B.E.S.T Standards. Next, teachers are encouraged to participate in Math training for a deeper understanding of the B.E.S.T standards. All learning for the teachers throughout the entire school year that is geared to specific content area. A PLC committee is created at the start of the school year to help determine training teachers and staff would like, as well as facilitate the training. The coaches work with the teachers targeting the BEST Standards at each grade level. In addition, if there is

professional learning provided by the district to ensure that we have teachers or staff members who attend.

Our teachers participate in quarterly data chats with administration and the ILT team. Prior to our first data chat administration meets with each team to set the expectations of the data chat and the importance of using the data to help determine next steps with instruction.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

In April we hold Kindergarten Round Up. This is an opportunity for families in the area to bring their children who are eligible to begin Kindergarten in the fall on a tour of the school. Not only do they get to participate in a tour of the school, they also receive information on expectations for the upcoming school years. This is also a time for parent to register their students to begin elementary school.

Kindergarten Orientation is held prior to the beginning of the school year. This gives the incoming kindergarten students an opportunity to meet their new teacher and get acclimated to their classroom. Additionally, parents are given an overview of the kindergarten curriculum and expectation. Watkins is currently in partnership with preschools in our community to assist with helping our parents get acclimated to what is expected at Watkins.