

# Watkins Elementary School



2014-15 School Improvement Plan

## Watkins Elementary School

3520 SW 52ND AVE, Pembroke Park, FL 33023

[ no web address on file ]

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

95%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

98%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	C

### School Board Approval

This plan was approved by the Broward County School Board on 12/9/2014.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>16</b>
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	19
<b>Appendix 1: Implementation Timeline</b>	<b>25</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>26</b>
Professional Development Opportunities	27
Technical Assistance Items	0
<b>Appendix 3: Budget to Support Goals</b>	<b>29</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

Watkins is committed to all students, faculty and staff to reach their maximum potential as they become College and Career ready.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Watkins Elementary is continually working to build relationships between the students and teachers. It is important that the students and teachers develop a culture that ensures we are meeting the academic and social needs of our boys and girls. During Pre-planning and continuing throughout the school year, staff participates in team building activities and professional development that supports the continuous improvement of building culture and relationships. In addition, we plan different activities throughout the school year which allow students and teachers to work together outside the school setting.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Each morning staff greets the students as they enter the doors with a "Good Morning, and a positive comment about the day". As students prepare for the day we have teachers and staff throughout the hallway monitoring the students ensuring that all visitors have checked into the front office before walking throughout the building. Once the school bell rings all doors and gates are locked except for the main entrance door. Additionally, the expectation is set for students and staff to respect each other. Students participate in training provided by the guidance counselor throughout the school year. Trainings consist of Anti-Bullying, good touch/bad touch, and internet safety. Additionally, the Assistant Principal conducts quarterly behavior assemblies, detailing school wide behavioral expectations We want to ensure that students feel safe at the school.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The school wide expectation plan details clear behavioral expectations and the requirements for being safe, responsible and respectful in all areas of the school. For example, the cafeteria, bus loop, walking in the hall and in the classroom. Disciplinary incidents are subject to the established criteria from the district matrix with an emphasis on reducing both internal and external suspensions. School personnel were trained during pre planning week on the school wide expectations. Ongoing quarterly workshops with faculty and staff will be conducted in order to continue the reduction of behavioral incidents. Grade level assemblies were held with students in order to orient them to the behavioral



requirements detailed in the School Wide Expectations as well as the district's Code of Conduct. Assemblies will also be held quarterly with students.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Watkins has a full time guidance counselor and a full time ESE Specialist. Teachers, parents and staff member are informed of the process needed to support our students with counseling, mentoring or pupil services if needed.

Through the RTI process teachers and parents can refer students for services to help support a child's social-emotional needs.

At the beginning of the school year, staff is assigned to specific roles that meet many of the social emotional needs. Each role has a designated contact person.

**Family and Community Involvement**

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Watkins has an active Parent Teacher Association. The PTA has been instrumental in building community partners to help support our boys in girls. The school has also worked with local business and area churches to create a true community relationship that helps our students gain positive successes.

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

Name	Title
Mendez, Lori	Principal
Reynolds, Shereen	Assistant Principal
Bell, Antoinette	Teacher, K-12
Woodard, Shonda	Instructional Coach
Clavijo, Barbara	Teacher, ESE
Fulton, Keandra	Instructional Coach
Moise, Marta	Teacher, K-12
Hall, Sandra	Teacher, K-12
Freeman, Debra	Teacher, K-12
Canion, Arlisha	Teacher, K-12
Palmer, Abigail	Guidance Counselor
Torres, Cecilia	Teacher, K-12
Toussaint, Mary	Teacher, K-12

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The function of the team is to help ensure that the students going through the MTSS process are monitored with fidelity at each step in the process. The intervention specifically targets student deficiencies and needs to be monitored with fidelity. Members of the leadership team supports this process through a case manager designation. The leadership team each holds a significant role that supports the teacher, student and the parents when needed. The leadership team provides key intervention steps when developing the SIP.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The MTSS team meets each week to discuss identified students in Tier 1, Tier 2 or Tier 3. The agenda is developed by the school guidance counselor based on the referrals given. Students names are submitted by classroom teachers, parents, administrators and other staff members at Watkins. The guidance counselor is responsible for organizing the instructional staff necessary for each meeting. The meeting begins with the guidance counselor identifying the students for review. Tier 1 data is reviewed for efficacy. Data from the MTSS intervention is recorded and tracked using academic and behavioral intervention forms. The team, under the leadership of the principal, develops and/or reviews goals and objectives appropriate for the student. Ongoing monitoring is established to include timelines and persons who are responsible for the tracking and monitoring the implementation of the intervention. Each grade level is provided a case manager to work with the teacher to ensure follow up and tracking of data is complete. Based on the data collected, decisions are made regarding curriculum modifications and behavior management. The MTSS Leadership team reviews relevant data to determine whether Tier 2 or Tier 3 strategies should be implemented, to include recommendations for evaluation. Tier 2 includes change in instruction in addition to whole group strategies. Tier 3 includes change in instruction to whole group strategies and Tier 2 interventions.

Title I funds are utilized to increase the number of teachers at specific grade levels. Watkins utilizes the Title I staff development money to provide specific trainings for the entire staff at the school. Title I money will be used to conduct trainings on the Implementation of Common Core, Daily Five, and Integrating Literacy through Project Based Learning. In order to effectively conduct these training/professional learning communities Title I staff development money is also used to purchase the materials needed to support the trainings. Through Title I we also will be receiving Extended Learning Opportunity funds. This money will be used to provide additional tutoring for our students. Through Title I money we also have an allocation specific for parent involvement and training. Parent universities are completed throughout the year targeting all academic areas as well as social needs. The student agendas are purchased through parent involvement funds which has increased our communication with parents. Students are able to record their nightly homework assignments and there is additional space for teacher comments and parent responses. When we hold meetings we provide the parents with light snacks.

Watkins will continue to ensure the professional learning communities meet the needs of the teachers, administrators. A survey was completed at the beginning of the school year asking for teacher input. Professional development will be monitored regularly to check for effectiveness. Training provided will be to support the continued implementation of the Florida Standards. Teachers will be able to construct project based lessons that address the needs of students with different distinct learning styles, improve student classroom behavior, and understand how to use data and assessments to improve classroom teaching and student learning.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Lori A. Mendez	Principal
Antoinette Britt-Bell	Teacher
Shonda Woodard	Teacher
Christine Eveillard	Parent
Etasha Andrews	Parent
Lilleth Dookan	Parent
Monique Etienne	Parent
Keandra Fulton	Teacher
Yenory Gayle	Teacher
Valencia Hightower	Teacher
Lorraine Olson	Teacher

#### Duties

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

*Evaluation of last year's school improvement plan*

The School Advisory Committee's involvement in the SIP is ongoing. The SAC is involved in reviewing school data on a monthly basis. Stakeholders are active participants in the process. The SAC reviews and evaluates the SIP at monthly meetings. Data is tracked and compared to the goals of the SIP. Information is monitored and recorded to make the necessary updates and changes for the new school year.

*Development of this school improvement plan*

The SAC meets on a monthly basis. In August, September and October the committee reviews all areas of the school improvement plan. The committee discusses each component and makes any necessary changes. At each meeting throughout the school year the SAC agenda includes the school improvement plan. The committee monitors and discusses areas that need to be addressed.

*Preparation of the school's annual budget and plan*

SAC votes on how accountability funds are used. Accountability Funds are utilized annually to promote the school's written objectives and action steps. Additionally, when program changes need to be made because of a budget increase or decrease the SAC committee discusses options that are available.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

Last year the SAC council voted to utilize SAC funds to purchase document cameras and elmos for the classrooms. This school year the SAC committee would like to utilize the accountability funds to purchase materials, technology and equipment for classrooms. The SAC plans to utilize \$3500.00.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Mendez, Lori	Principal
Reynolds, Shereen	Assistant Principal
Bell, Antoinette	Instructional Coach
Clavijo, Barbara	Teacher, ESE
Hall, Sandra	Teacher, K-12
Moise, Marta	Teacher, K-12
Woodard, Shonda	Instructional Coach
Fulton, Keandra	Instructional Coach
Torres, Cecilia	Teacher, K-12
Palmer, Abigail	Guidance Counselor

**Duties**

***Describe how the LLT promotes literacy within the school***

Implementing and Monitoring Professional Development  
 Implementing and Monitoring Professional Learning Communities - The team works to ensure that teachers are utilizing the district wide CARE process. What specifically do the students need to learn from the given standard? How will you know where the students are relative to the standard? How will the students who are struggling be remediated? How will students who have demonstrated early

proficiency be provided enrichment?

Engage in peer coaching

Principal's Reading Challenge - used to motivate students to increase number of minutes read outside of school

## Public and Collaborative Teaching

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

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Teachers at Watkins Elementary have a 30 minute common planning time daily. During this block of time teachers work on lesson plans, social programs, plan activities and such. Students at Watkins are provided with the extended of hour in reading, which has removed the school wide common planning block from our school schedule. However, we were able to build in an additional two hours of monthly planning for each team. This allows teachers at the same grade level to meet with administration to discuss the academic levels of our boys and girls. In addition to this time, teachers will participate in our monthly data team PLC's to monitor the standards being taught. Select teams choose to meet for planning after school on a bi-weekly basis.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

When positions need to be filled at Watkins we work to recruit and hire only highly qualified teachers. When interviewing a team is present at the interview. The team is comprised of principal, assistant principal, literacy coach, math coach, ESE Specialist and the team leader from the grade in which we are hiring. If other members of our leadership team are available they will be invited to the interview as well. In order to retain high quality teachers at Watkins Elementary Magnet school we meet regularly as teams. The teachers and staff are continually participating in appropriate Professional Development and Professional Learning Communities. Additionally, it is so important that the teachers work on team building activities that help maintain the culture and morale of the school community in order to maintain a positive and supportive environment as we educate our boys and girls.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

New teachers at Watkins Elementary participate in the NESS program. The NESS program supports first year teachers as well as teachers who may be new to a grade level, school or the county. The NESS program helps teachers in all areas from operational procedures, academic procedures and/or behavioral support. Each month the teachers participate in meetings with their mentors and the NESS Liaison. Teachers who participate in this program are mentored by a qualified teacher to help them achieve professional success.

Amanda Schenberger -

Jordan Mauro -

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Teachers work in collaborative teams to develop lessons that are aligned to the Florida Standards. Teachers utilize district resources on BEEP that are aligned to the Florida Standards and Webb's Depth of Knowledge levels. Teachers utilize Journeys, Go Math, and other online materials and resources from the district.

### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The process that we follow at Watkins to ensure that our students are meeting standards is based on the district CARE initiative. Administration, support staff and teachers utilize the focused units of study to determine what Florida Standards are being taught. After 4 weeks of teaching, where administrators are observing and providing feedback, students complete a formative assessment. We utilize the data from the formative assessment to determine the students who will need remediation as well as the student who need to be pushed beyond their expected targets because they have mastered a standard. Remediation and enrichment is then provided to students based on their individual needs. Another assessment will be given to determine mastery or continued remediation. Classroom teachers utilize a variety of instructional strategies that appeal to multiple intelligences. Teachers use small group instruction and center activities to differentiate instruction to students.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Watkins Elementary Magnet School is currently participating in the Extended School Day Plan as determined by the FLDOE. Certified classroom teachers implement an additional hour of reading instruction that follows the 10, 30, 20 rule. The plan allows for instruction in fluency, intensive remediation for targeted deficiencies and teacher read a loud.

#### ***Strategy Rationale***

The above described strategy is intended to remediate students with significant reading deficiencies that are performing below grade level. It also allows for students who are performing at or above grade level to be included in instruction that will allow them to be instructed at a higher level.

#### ***Strategy Purpose(s)***

- Teacher collaboration, planning and professional development

#### ***Person(s) responsible for monitoring implementation of the strategy***

Mendez, Lori, lorimendez@browardschools.com

#### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Progress monitoring is ongoing with formative assessments administered every 4 weeks. Each grade level participates in ongoing data analysis and conversations with the Administrative Team and instruction is adjusted based on current data analysis.

### **Student Transition and Readiness**



### PreK-12 Transition

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

#### ***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

Watkins Elementary reaches out to neighborhood preschools throughout the year. Several of the local preschools in our community have partnered with us to hold academic and professional trainings for our parents and those of the preschool. District staff has been instrumental in helping to train our parents and community. In March, the preschools are invited to an orientation meeting presented by Administration, Support Staff and the Kindergarten teachers. Informational pamphlets promoting the event are sent to the local preschools. Kindergarten Round Up is held prior to the new school year to orient parents about the requirements for Kindergarten and the expectations when their children begin at our school. Additionally, Watkins attends community events to disseminate information about our program and school. Parents are provided with tips for a successful transition into kindergarten.

### College and Career Readiness

#### ***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

N/A

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

N/A

#### ***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

N/A

#### ***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** By June, 2015, increase student engagement in science and math to increase student proficiency from 46% to 53% by integrating the four areas of STEM into the math and science curriculum using a school specific rubric.
- G2.** By June 2015, increase student proficiency in reading from 37% to 7% through the targeted CARE implementation of Florida State Standards.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*



**G1.** By June, 2015, increase student engagement in science and math to increase student proficiency from 46% to 53% by integrating the four areas of STEM into the math and science curriculum using a school specific rubric. 1a

G042139

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	58.0
AMO Math - All Students	58.0
AMO Math - African American	57.0
AMO Math - ED	57.0
AMO Math - ELL	53.0
AMO Math - Hispanic	59.0
AMO Math - SWD	46.0
Math Gains	60.0
Math Lowest 25% Gains	55.0
FCAT 2.0 Science Proficiency	50.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

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

**Plan to Monitor Progress Toward G1.** 8

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

**Person Responsible**

Shonda Woodard

**Schedule**

Weekly, from 8/4/2014 to 6/1/2015

**Evidence of Completion**

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

**G2.** By June 2015, increase student proficiency in reading from 37% to 7% through the targeted CARE implementation of Florida State Standards. 1a

G042140

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	61.0
AMO Reading - African American	61.0
AMO Reading - ED	61.0
AMO Reading - ELL	55.0
AMO Reading - Hispanic	67.0
AMO Reading - SWD	50.0
ELA/Reading Gains	68.0
ELA/Reading Lowest 25% Gains	65.0
Teachers with advanced degrees	14.0
Certified in Field	99.0
ESOL Endorsed	70.0
Highly Qualified Teachers	100.0
Reading Endorsed	16.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

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

**Plan to Monitor Progress Toward G2.** 8

District Formative assessment  
 FAIR assessments students in Grades K and 3(retentions) Level 1's in 4th and 5th.  
 Weekly comprehension assessments.  
 Units of Integrated Studies

**Person Responsible**

Shonda Woodard

**Schedule**

Monthly, from 8/4/2014 to 5/27/2015

**Evidence of Completion**

Monthly Data Chat Meetings Student score results Project Based Activities

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** By June, 2015, increase student engagement in science and math to increase student proficiency from 46% to 53% by integrating the four areas of STEM into the math and science curriculum using a school specific rubric. **1**

 G042139

**G1.B1** A barrier is limited teacher knowledge and application on the appropriate research-based resources to integrate curriculum. **2**

 B102688

**G1.B1.S1** A strategy is to increase teacher awareness and instructional application through continued professional development on available research based resources and materials for hands on application focusing on the four areas of STEM. **4**

 S113810

### Strategy Rationale

If teachers are aware of available resources then they will utilize those resources thus increasing student engagement and proficiency.

### Action Step 1 **5**

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

#### Person Responsible

Antoinette Britt-Bell

#### Schedule

On 6/1/2015

#### Evidence of Completion

Calendar of support provided and teacher surveys

**Action Step 2** 5

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

**Person Responsible**

Keandra Fulton

**Schedule**

Weekly, from 8/4/2014 to 6/1/2015

**Evidence of Completion**

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

**Action Step 3** 5

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

**Person Responsible**

Antoinette Britt-Bell

**Schedule**

Monthly, from 8/4/2014 to 6/1/2015

**Evidence of Completion**

Lesson Plans, Student Work Samples, Observations

**Action Step 4** 5

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

**Person Responsible**

Keandra Fulton

**Schedule**

Monthly, from 8/4/2014 to 6/1/2015

**Evidence of Completion**

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

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

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

**Person Responsible**

Shereen Reynolds

**Schedule**

Monthly, from 8/4/2014 to 6/1/2015

**Evidence of Completion**

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

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

Pre and Post survey measuring teacher awareness of resources being integrated into STEM areas.

Through administrative observations of authentic student work.

**Person Responsible**

Keandra Fulton

**Schedule**

On 6/1/2015

**Evidence of Completion**

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

**G2.** By June 2015, increase student proficiency in reading from 37% to 7% through the targeted CARE implementation of Florida State Standards. 1

G042140

**G2.B1** There is a need for a deeper understanding of instructional strategies to implement Florida Standards. 2

B102689

**G2.B1.S1** Through Professional Development teachers will increase their understanding of effective instructional strategies allowing them to integrate higher order text dependent questioning, student feedback and close reads into daily instruction. 4

S113811

### Strategy Rationale

If teachers develop a higher level of understanding and use of instructional strategies then students will improve their reading proficiency.

### Action Step 1 5

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

#### Person Responsible

Shonda Woodard

#### Schedule

Every 2 Months, from 7/28/2014 to 5/27/2015

#### Evidence of Completion

Agendas, Sign In sheets, Teacher Surveys

### Action Step 2 5

2. Utilizing knowledge of instructional strategies acquired from Professional Learning Communities, teachers will use integrated units of studies to address Florida Standards.

#### Person Responsible

Arlisha Canion

#### Schedule

Monthly, from 8/4/2014 to 5/27/2015

#### Evidence of Completion

Plan for integrated units of study, Rubric of Integrated Units

**Action Step 3** 5

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

**Person Responsible**

Shonda Woodard

**Schedule**

Monthly, from 8/4/2014 to 5/13/2015

**Evidence of Completion**

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

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Use of higher order text dependent questioning  
Student Feedback  
Close Reads

**Person Responsible**

Shereen Reynolds

**Schedule**

Monthly, from 8/4/2014 to 5/27/2015

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

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

**Person Responsible**

Shereen Reynolds

**Schedule**

Monthly, from 8/4/2014 to 5/27/2015

**Evidence of Completion**

Formative assessments

**G2.B1.S2** Through PLC's, teachers will track student data using specific formative assessments, meet as teams to determine whether a student has mastered the standard or needs remediation, and how remediation will be implemented and tracked for proficiency. 4

 S116866

### Strategy Rationale

If teachers monitor specific Florida standards through formative assessments as they utilize the focused units of study then students will improve their reading proficiency.

### Action Step 1 5

Administration and teachers will determine what Florida Standards will be taught every four weeks utilizing the Focused Units of Study and how data will be tracked.

#### Person Responsible

Shereen Reynolds

#### Schedule

Monthly, from 8/4/2014 to 5/27/2015

#### Evidence of Completion

Lesson Plans

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

Teachers will meet with administration on a monthly basis, dates and times have been determined, to discuss the progress students are making on the Florida Standards through formative assessments.

#### Person Responsible

Lori Mendez

#### Schedule

Monthly, from 8/4/2014 to 5/27/2015

#### Evidence of Completion

Administration will track students by individual standards to see who is meeting proficiency and who is still struggling.



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

Teachers will be responsible for assessing the students and tracking progress by standards.

**Person Responsible**

Lori Mendez

**Schedule**

Monthly, from 8/4/2014 to 5/27/2015

**Evidence of Completion**

Teachers and administration will using tracking data sheets to monitor student prograssion.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	4. Lead teachers will support the creation and the implementation of lessons in the classroom.	Britt-Bell, Antoinette	8/4/2014	Calendar of support provided and teacher surveys	6/1/2015 one-time
G2.B1.S1.A1	1. Teachers will participate in professional development activities focused on integrating effective instructional strategies (higher order text dependent questions, student feedback, and close reading) into their daily instruction.	Woodard, Shonda	7/28/2014	Agendas, Sign In sheets, Teacher Surveys	5/27/2015 every-2-months
G2.B1.S2.A1	Administration and teachers will determine what Florida Standards will be taught every four weeks utilizing the Focused Units of Study and how data will be tracked.	Reynolds, Shereen	8/4/2014	Lesson Plans	5/27/2015 monthly
G1.B1.S1.A2	2. Teachers will collaborate to develop integrated lessons from professional development.	Fulton, Keandra	8/4/2014	Sign in sheets, agenda, and follow up activities from training	6/1/2015 weekly
G2.B1.S1.A2	2. Utilizing knowledge of instructional strategies acquired from Professional Learning Communities, teachers will use integrated units of studies to address Florida Standards.	Canion, Arlisha	8/4/2014	Plan for integrated units of study, Rubric of Integrated Units	5/27/2015 monthly
G1.B1.S1.A3	3. Teachers will integrate instructional application strategies throughout the curriculum.	Britt-Bell, Antoinette	8/4/2014	Lesson Plans, Student Work Samples, Observations	6/1/2015 monthly
G2.B1.S1.A3	3. Utilizing planned integrated units of studies teachers will implement with fidelity Florida instructional strategies.	Woodard, Shonda	8/4/2014	Lesson Plans, Integrated Units of Study, Observations, and Student Work Samples.	5/13/2015 monthly
G1.B1.S1.A4	1. Professional development to navigate teachers through the science and math resources and provide hands on demonstrations for grades K-5.	Fulton, Keandra	8/4/2014	Sign in sheets, agenda, teacher surveys and follow up activities from training	6/1/2015 monthly
G1.MA1	Increase real world problem solving skills and use critical analysis across all academic areas.	Woodard, Shonda	8/4/2014	Formative and Summative Assessments, oral presentations, student work product.	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Pre and Post survey measuring teacher awareness of resources being integrated into STEM areas. Through administrative observations of authentic student work.	Fulton, Keandra	8/4/2014	Classroom walk-throughs, Student Journals, Sample Student Work and Survey Results	6/1/2015 one-time
G1.B1.S1.MA1	Monitor teacher application of science and math resources as well as hands on activities in the general classroom science and math lessons.	Reynolds, Shereen	8/4/2014	Student Work Samples, Lesson Plans, Administrative walk-throughs, peer observation	6/1/2015 monthly
G2.MA1	District Formative assessment FAIR assessments students in Grades K and 3(retentions) Level 1's in 4th and 5th. Weekly comprehension assessments. Units of Integrated Studies	Woodard, Shonda	8/4/2014	Monthly Data Chat Meetings Student score results Project Based Activities	5/27/2015 monthly
G2.B1.S1.MA1	Mastery of standards through student work, increase in critical thinking skills.	Reynolds, Shereen	8/4/2014	Formative assessments	5/27/2015 monthly
G2.B1.S1.MA1	Use of higher order text dependent questioning Student Feedback Close Reads	Reynolds, Shereen	8/4/2014	Formal and Informal Classroom observation Data Rubric for Integrated Units of Studies	5/27/2015 monthly
G2.B1.S2.MA1	Teachers will be responsible for assessing the students and tracking progress by standards.	Mendez, Lori	8/4/2014	Teachers and administration will using tracking data sheets to monitor student progrsion.	5/27/2015 monthly
G2.B1.S2.MA1	Teachers will meet with administration on a monthly basis, dates and times have been determined, to discuss the progress students are making on the Florida Standards through formative assessments.	Mendez, Lori	8/4/2014	Administration will track students by individual standards to see who is meeting proficiency and who is still struggling.	5/27/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** By June, 2015, increase student engagement in science and math to increase student proficiency from 46% to 53% by integrating the four areas of STEM into the math and science curriculum using a school specific rubric.

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

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

### PD Opportunity 1

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

#### Facilitator

Keandra Fulton, Antoinette Bell, and Linda Pomeroy

#### Participants

All Classroom Teachers

#### Schedule

Monthly, from 8/4/2014 to 6/1/2015

**G2.** By June 2015, increase student proficiency in reading from 37% to 7% through the targeted CARE implementation of Florida State Standards.

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

**G2.B1.S1** Through Professional Development teachers will increase their understanding of effective instructional strategies allowing them to integrate higher order text dependent questioning, student feedback and close reads into daily instruction.

### **PD Opportunity 1**

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

#### **Facilitator**

Shonda Woodard Antoinette Britt-Bell

#### **Participants**

Administration All Classroom teachers

#### **Schedule**

Every 2 Months, from 7/28/2014 to 5/27/2015

**G2.B1.S2** Through PLC's, teachers will track student data using specific formative assessments, meet as teams to determine whether a student has mastered the standard or needs remediation, and how remediation will be implemented and tracked for proficiency.

### **PD Opportunity 1**

Administration and teachers will determine what Florida Standards will be taught every four weeks utilizing the Focused Units of Study and how data will be tracked.

#### **Facilitator**

Lori Mendez

#### **Participants**

All teachers and coaches

#### **Schedule**

Monthly, from 8/4/2014 to 5/27/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> By June, 2015, increase student engagement in science and math to increase student proficiency from 46% to 53% by integrating the four areas of STEM into the math and science curriculum using a school specific rubric.	500
<b>Goal 2:</b> By June 2015, increase student proficiency in reading from 37% to 7% through the targeted CARE implementation of Florida State Standards.	3,000
<b>Grand Total</b>	<b>3,500</b>

**Goal 1: By June, 2015, increase student engagement in science and math to increase student proficiency from 46% to 53% by integrating the four areas of STEM into the math and science curriculum using a school specific rubric.**

Description	Source	Total
<b>B1.S1.A4</b>	Title I Part A	500
<b>Total Goal 1</b>		<b>500</b>

**Goal 2: By June 2015, increase student proficiency in reading from 37% to 7% through the targeted CARE implementation of Florida State Standards.**

Description	Source	Total
<b>B1.S1.A1</b> - Marcia Taite and Hattie's High Effect Strategies	Title I Part A	1,000
<b>B1.S2.A1</b> - Teachers will work with administration on how to create focused units of students, write formative assessments and use data to drive individual student instruction.	Title I Part A	2,000
<b>Total Goal 2</b>		<b>3,000</b>