
Title I Comprehensive Schoolwide Plan
HOWELL L. WATKINS MIDDLE SCHOOL (0121)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

PM2 FAST data indicates that 75% of students are not on grade level. % Level 3+ Reading Subgroup Overall 25% ASIAN 63% BLACK 23% HISPANIC 23% MULTI 27.8% NATIVE 50 % WHITE 47% ELL 9% FRL 25% SWD 9%

2. List the root causes for the needs assessment statements you prioritized.

8th Grade proficiency down from FY23 22% to 15% 8th grade- Reading Informational Text (Argument) Student and teacher attendance is inconsistent, Average daily student attendance lagging district averages -Differentiated instruction group -Inadequate planning time due to meetings and coverage -Need for professional development to provide effective instructional classroom support and content delivery -Lack of knowledge of ELA standards and instructional focus model (evaluation system), -Lack of RIGOR (students and staff) - Lack of foundational skills (Reading Across Genres Vocabulary and Reading Prose and Poetry), Phonetics barriers for our ELL students -Lack of knowledge regarding interventions to meet individual academic student needs -Remedial Literacy and writing skills, which are still behind in Elementary Schools -Needs for more funding for literacy programs -Class sizes being larger than district averages for ELA -Lack of knowledge and the ability to support learning at home -Lack of student motivation

3. Share possible solutions that address the root causes.

Increase ELL student growth Target L25 students for growth along with other subgroups - Provide and implement a comprehensive ELA professional development plan to support teachers' growth in planning for and delivering differentiated instruction -decrease classroom sizes for ELA, and Reading classes to promote small group focus -Classroom management training and seminars -Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources -Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents -Provide extended learning opportunities for Reading during the day, extra periods, morning, after school, Saturdays, Thanksgiving Break, Winter Break, Spring Break, and Summer for students in grades 6-8 -Incorporating AVID strategies (WICOR) -Secondary Focus Calendars to address commonly missed benchmarks previously taught - Promoting Civics based reading and literacy into the 7th-grade Reading curriculum -Adherence to the Pacing Calendar and Assessment Alignment Smaller classes for small group instruction.

4. How will school strengthen the PFEP to support ELA?

- Communication

The newsletters are beneficial, add students who outperformed, shout outs for specific subject areas have students be a part of the newsletter, and staff as well. Continue to work on increasing parent attendance for parent training/meetings/events by communicating in various ways (Social Media, Class Dojo, Remind, SISGateway in multiple languages) to improve student achievement. Continue to work on sharing student progress with parents to support student learning and achievement.

- Parent Training

Skills for learning and life (SLL) training for parents Academic expectations by subject area Parent Training may be offered to support parents/families with understanding ELA benchmarks from all reporting categories (Reading Across Genres and Vocabulary, Reading Informational Text, Reading Prose and Poetry) as they work with their students at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- School

Be more specific in the academic goals, a starting point, and an ending goal. Continue consistent and up-to-date communication with parents, families, and stakeholders. The school will... institute Curriculum nights for at-home literacy promotion and Book fairs Focus on ELA - Reading Across Genres Vocabulary and Reading Prose and Poetry) in grades 6-8 to increase student proficiency (parent training and materials)

- Students

Students: Completing assignments, being in school on time and prepared, following school rules, and notifying parents. Students will... set learning goals to enhance writing and literacy skills in school and at home Focus on ELA - Reading Across Genres Vocabulary and Reading Prose and Poetry) in grades 6-8 to increase student proficiency (strategies to work on at school and home)

- Parents

Parents: Ensuring students are in school on time, in dress code, and prepared with materials, supporting teachers, admin, and staff with concerns, increase parental involvement - attend school activities Parents will... increase student accountability for learning and growth year to year Focus on ELA - Reading Across Genres Vocabulary and Reading Prose and Poetry) in grades 6-8 to increase student proficiency (strategies to implement at home)

- Staff Training

Staff Training to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA) Authentic Culture/Diversity training Staff Training to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA) * Continue to implement Staff training to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA-Reading Across Genres Vocabulary and Reading Prose and Poetry).

- Accessibility

Offer open media to check out books with an activity such as crafts or STEM-related Accessibility - where applicable, ramps, restrooms, appropriate instructional units- qualified teachers and staff to meet the needs of parents and students with special needs. Continue to provide support to families experiencing homelessness, and families engaged in migratory work as needed (resources, programs) Continue to provide information to families in their native language to ensure parent engagement and support Translation devices for parents who need interpretation services.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

PM2 FAST data indicates that 84% of students are not on grade level. % Level 3+ Math Subgroup Overall 16 % ASIAN 50 % BLACK 15 % HISPANIC 20% MULTI 17% NATIVE 25% WHITE 17% ELL 14% FRL 16% SWD 8%

2. List the root causes for the needs assessment statements you prioritized.

Students do not have basic knowledge of math (number sense, multi step equations) Lack of foundational knowledge Lack of motivation Time constraints on independent practice, infusing technology usage identifying foundational skills needed Training needed in unpacking standards, identifying essential concepts, and analyzing student work samples Large gaps in fundamental and remedial math skills Struggles to connect mathematical operations to real-world scenarios Need for professional development to provide effective instructional classroom support and content delivery Lack of rigor Lack of foundational skills in basic facts (multiplication and division) and solving word problems with multiple-steps Lack of knowledge regarding interventions to meet individual academic student needs Need more knowledge of how to support learning at home

3. Share possible solutions that address the root causes.

Improvement in low performing standards (small groups) 7th grade decreased in proficiency from FY23 Increase opportunities for accelerated learning by developing more accelerated pathways for students in 6th and 7th grade Policy on cell phones off campuses Intensive math across all grade levels Technology support for students at home Provide grade-level support math classes in/teachers (classroom teachers, resources, temp tutors) Instructional coaching for small groups and team teaching Follow the student progression plan for acceleration Provide and implement a comprehensive math professional development plan to support teachers' growth in planning for and delivering differentiated instruction. -Provide opportunities for students to use hands-on experiences -Provide assistive technology / online resources to support student learning and - Provide assistive technology training for students, teachers, and parents -Provide extended learning opportunities for math during the day, extra periods, before school, after school, and Saturdays for students in grades 6-8 -Incorporating AVID strategies (WICOR) -Implementing Secondary Instructional Focus Calendars to address commonly missed benchmarks previously taught -Adherence to the Pacing Calendar and Assessment Alignment. Smaller classes for small group instruction.

4. How will school strengthen the PFEP to support Math?

- Communication

Continue sending the newsletter to the parents and enhancing the document with shoutouts for specific subjects and highlighting students who demonstrated mastery. Incorporating students and staff into the newsletter creation process. Continue to work on increasing parent attendance for training/meetings/events by communicating in a variety of ways (Social Media, Class Dojo, Remind, SISGateway in various languages) to improve student achievement * Continue to work on sharing student progress with parents to support student learning and achievement.

- Parent Training

Math night with parents Parent engagement Technology training Involvement in students' access to support Parent Trainings that provide support to parents/families as they work with their students at home with Math achievement and expectations (basic facts (multiplication and division) and solving word problems with multi-steps). Acceleration Nights for parents.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

Provide training for parents for basic tech support School will Implement curriculum nights to promote and encourage math proficiency at school and at home Focus on Math -basic facts (multiplication and division)and solving word problems with multi-steps) in grades 6-8 to increase student proficiency (parent training materials)

- **Students**

Students will use supplementary resources at home to build on foundational skills and work toward proficiency Focus on Math -basic facts (multiplication and division) and solving word problems withmulti-steps) in grades 6-8 to increase student proficiency (strategies to work on at school and home)

- **Parents**

Attend student data chats Parents will Promote engagement in these math supplementary resources athome and during non school hours Focus on Math -basic facts (multiplication and division) and solving wordproblems with multi-steps) in grades 6-8 to increase student proficiency (strategies to implement at home)

- **Staff Training**

Professional development especially for new teachers. Giving support in the form of modeling or teacher observation of model class Staff Training to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math) * Continue to implement StaffTrainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math -basic facts (multiplication and division) and solving word problems with multi-steps)

- **Accessibility**

Accessibility - where applicable, ramps, restrooms, appropriate instructional units- qualified teachers and staff that support students and families with disabilities. * Continue to provide support to families experiencing homelessness, and families engaged in migratory work as needed (resources, programs) *Continue to provide information to families in their native language to ensure parent engagement and support.

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Winter Diagnostic data indicates that 81% of students are not on grade level. Subgroup Overall 19% ASIAN 50% BLACK 17 % HISPANIC 22% MULTI 43% NATIVE n/a WHITE 30 % ELL 8.7% FRL 19 % SWD 4.5%

2. List the root causes for the needs assessment statements you prioritized.

Need to restructure support from ESE or ELL students Students were not given the optimal environment for the diagnostics. -Lack of supplies for Science labs and hands-on activities -Curriculum retainment by students from 6th and 7th for the 8th grade assessment. -Promote engagement in the classroom including standard-oriented learning, purposeful classroom management and the grading system are not a reflection of student academic performance -Teachers struggle with the mastery of the content -Teachers struggle with a gradual release which model -Lack of academic rigor -Lack of knowledge regarding interventions to meet individual academic student needs -Lack of resource management to meet the individual academic needs of students -Technology integration can be sharpened by a trained administrative expert -Lack of knowledge and the ability to support learning at home

3. Share possible solutions that address the root causes.

Weekly collaboration of teachers, district support, and school resource support to create rigorous standard-based lessons and the Instructional Focus Calendar. [Monday's 4th Period] Explicitly teach targeted standards in small groups Standard-based instruction and progress monitoring Daily Bell Ringers that provide reteaching of the lowest performing standards from the previous USA using a common test-taking strategy (CUBE, HAE, UNPACK, etc) Develop professional development as needed for teachers and support staff in developing capacity in establishing small groups etc. Counselor training Form teacher support committees -Training and coaching on content pacing and identifying critical content specifically during the summer prior to the start of school -Training and coaching support plan/framework mapped during the summer for the school year based upon the needs of the students and lacking standards -District and school site support on Stemscores, and lesson planning -Provide and implement a comprehensive science professional development plan to support teachers' growth in planning for and delivering differentiated instruction - Classroom management training and seminars -Provide personnel to remediate and support instruction for targeted students (classroom teachers, resource teachers, temp tutors) -Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources. -Provide assistive technology training/ online resources to support student learning and access to technology for students, teachers, and parents (i.e. Study Island, Penda Learning, etc.). -Provide extended learning opportunities through tutorial programs for science during the day, extra periods, morning, after school, Saturdays, and Summer for students in grades 6-8 -Training for parents including short modules on how to help with homework, a setting for homework, and understanding how to use the resources provided for home support for science. -Contact number support for ELL parents to call the school and get help with science in their home language. -Incorporating AVID strategies (WICOR) -Secondary Focus Calendars to address commonly missed benchmarks previously taught -Adherence to the Pacing Calendar and Assessment Alignment -Lack of supplies for Science labs and hands-on activities -Curriculum retention by students from 6th and 7th for the 8th grade assessment. Science Fairs to engage parents and students.

4. How will school strengthen the PFEP to support Science?

• Communication

Continue sending the newsletter to the parents and enhancing the document with shoutouts for specific subjects and highlighting students who demonstrated mastery. Incorporating students and staff into the newsletter creation process. Continue to work on increasing parent attendance for parent trainings/meetings/events by communicating in a variety of ways (Social Media, Class Dojo, Remind, SIS Gateway in various languages) to improve student achievement A parent line for our ELL student's parents to communicate with the school * Continue to work on sharing student progress with parents to support student learning and achievement

- **Parent Training**

How to access and navigate SIS, Performance Matters, and Google Classroom in keeping up with assessment results and academic progress. Parent Training - continue offering training specific to parents' family needs, school needs, and student needs (Physical science - Chemistry, Physics)

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

The school will implement curriculum and science lab nights to raise awareness for science benchmark importance Focus on Physical science - Chemistry, Physics) in grades 6-8 to increase student proficiency (parent training and materials).

- **Students**

Students will link their reading comprehension with science standards through remediation activities and enrichment practice (Focus on Physical science - Chemistry, Physics) in grades 6-8 to increase student proficiency (strategies to work on at school and home).

- **Parents**

Updated contact information for parents. Parents will be active participants in their child's Stem scopes curriculum and coursework (Focus on Physical science - Chemistry, Physics) in grades 6-8 to increase student proficiency (strategies to implement at home).

- **Staff Training**

Provide short summary or bullet points of the main topics of what is being covered in the classroom. * Continue to implement Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Physical science - Chemistry, Physics)

- Accessibility

Accessibility - where applicable, ramps, restrooms, appropriate instructional units- qualified teachers and staff that support students and families with disabilities. * Continue to provide support to families experiencing homelessness, and families engaged in migratory work as needed (resources, programs) *Continue to provide information to families in their native language to ensure parent engagement and support.

Social Studies

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Winter Diagnostic data indicates that 38 % of students are not on grade level. FY23 EOC % Prof Overall ELL/LEP 54 SWD 57

2. List the root causes for the needs assessment statements you prioritized.

Absence of cross-curricular exercises More small group instruction Limited rigorous routine practice on demand on reading comprehension skills Limited rest on students part Low parent engagement Lack of cross-curricular exercises Lack of rigorous routine practice - on demand - on & off campus - on reading comprehension skills Limited Small group instruction in the classroom Low parent engagement

3. Share possible solutions that address the root causes.

Increase collaborative structures Use formative assessments to drive daily reteach standards Timely feedback of students performance Data Chat with students Host parent development for academics Host parent meeting to help register to vote and understand the democratic process. School-wide study ChatBots Partnering with parents Promote Paper

4. How will school strengthen the PFEP to support Social Studies?

- Communication

the newsletters are very helpful, add students who outperformed, shout-outs for specific subject areas have students be a part of the newsletter, and staff as well. Continue to work on increasing parent attendance for parent trainings/meetings/event by communicating in a variety of ways (Social Media, Class Dojo, Remind, SIS Gateway in various languages) to improve student achievement * Continue to work on sharing student progress with parents to support student learning and achievement

- Parent Training

Parent Training so they know where to get the assistance provide by the school district - Paper App Muffins & Donuts form Moms & Dads Relevance of Social Studies i.e. watching the News, reading news articles. Parent Trainings that may be offered to support parents/families as they work with their students at home incorporating AVID strategies(WICOR)

5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- School

line of communication between parents and school is adequate, consistent and up to date

- Students

Students: Completing assignments, being in school on time and prepared, following school rules, notifying parents Focus on incorporating AVID strategies (WICOR) in grades 6-8 and all content areas to increase student proficiency (strategies to work on at school and home)

- Parents

Parents: Ensuring students are in school on time, in dress code, and prepared with materials, supporting teachers, admin and staff with concerns, increase parental involvement - attend school activities Focus on incorporating AVID strategies (WICOR) in grades 6-8 and all content areas to increase student proficiency(strategies to implement at home)

- Staff Training

Pre-school training on family engagement. How to incorporate SS concepts into other subjects through articles and vocabulary. Co Planning cross-curricularly. Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home incorporating AVID strategies (WICOR) * Continue to implement Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home incorporating AVID strategies (WICOR)

- Accessibility

Accessibility - where applicable, ramps, restrooms, appropriate instructional units- qualified teachers and staff to meet the need of parents and students with special needs. * Continue to provide support to families experiencing homelessness, and families engaged in migratory work as needed (resources, programs) *Continue to provide information with families in their native language to ensure parent engagement and support.

Acceleration Success

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Decline in enrollment in acceleration courses. % Level 3+ Alg Subgroup Overall 54% ASIAN 100% BLACK 44% HISPANIC 50% MULTI 50 % NATIVE 100 % WHITE 75% ELL 25% FRL 46.2 SWD 0.0

2. List the root causes for the needs assessment statements you prioritized.

Lack of foundational skills in previous math courses. Example: solid understanding of Number Sense and Algebraic Reasoning. Personnel to provide additional support for students who could be successful if provided daily support/interventions beyond the regular classroom. The placement system needs improvement by reviewing each student's schedule Lack of FUNDAMENTALSKILLS or not proficiency in the basic/ fundamental skills -Large gaps in fundamental and remedial mathskills -Struggles to connect mathematical operations to real-world scenarios -Teacher struggles with identifying critical content for instruction -Need for professional development to provide effective instructional classroom support and content delivery -Lack of knowledge of math standards and instructional focus model (evaluation system), -Lack of RIGOR (students and staff) - Lack of foundational skills in basic facts (multiplication and division) and solving word problems with multi-steps -Lack of knowledge regarding interventions to meet individual academic student needs -Lack of resources, personnel, and time to meet the individual academic needs of students -Lack of knowledge and the ability to support learning at home -Student attendance continues to be a factor

3. Share possible solutions that address the root causes.

A Committee organization (teacher, administration, parent etc.) should be established to properly place students where they will be successful for each course. Consistent use of human resources for additional support during small group instruction, Teachers should be given -Provide grade-level intensive math classes/teachers (classroom teachers, resources, temp tutors) -Instructional coach for small groups and team teaching -Follow the student progression plan for acceleration -Incentives to implement IXL math on a larger scale -Provide and implement a comprehensive math professional development plan to support teachers' growth in planning for and delivering differentiated instruction (SSCC, Coaches, district staff, conferences, webinars, Consultant). More school wide and district level support for teachers in math strategies -Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (iReady Florida workbooks, intervention kits, math manipulatives, whiteboards, and more). -Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. IXL, etc.). -Provide extended learning opportunities through tutorial programs for math during the day, extra periods, morning, after school, and Saturdays, -Incorporating AVID strategies (WICOR) -Secondary Focus Calendars to address commonly missed benchmarks previously taught -Adherence to the Pacing Calendar and Assessment Alignment. Parent training to understand the reasons students should take accelerated classes.

4. How will school strengthen the PFEP to support Acceleration Success?

- **Communication**

Newsletter to communicate what is happening in the classroom Continue to work on increasing parent attendance for parent trainings/meetings/event by communicating in a variety of ways (Social Media, ClassDojo, Remind, SIS Gateway in various languages) to improve student achievement * Continue to work on sharing student progress with parents to support student learning and achievement

- **Parent Training**

Accelerate Night Parent Training that provides support to parents/families as they work with their students at home with Math achievement and expectations (basic facts (multiplication and division) and solving word problems with multi-steps). Training that provide parents with engagement strategies and math supplementary resources at home that increase student achievement to help maximize learning gains in math and school-wide improvements in math (basic facts (multiplication and division) and solving word problems with multi-steps) Parent training to understand the reasons students should take accelerated classes.

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

- **School**

School: Continue consistent and up-to-date communication with parents, families, and stakeholders The school will promote High School Acceleration to parents through guidance and curriculum nights Focus on Math -basic facts (multiplication and division) and solving word problems with multi-steps) in grades 6-8 to increase student proficiency (parent trainings and materials)

- **Students**

Completing assignments, being in school on time and prepared, following school rules, notifying parents Students will obtain support through Algebra Resource teacher, or additional tutorial before/after school Focus on Math -basic facts (multiplication and division) and solving word problems with multi-steps) in grades 6-8 to increase student proficiency (strategies to work on at school and home)

- Parents

Parents: Ensuring students are in school on time, in dress code, and prepared with materials, supporting teachers, admin and staff with concerns, increase parental involvement - attend school activities Parents their Child's progress on Algebra Nation, Geometry Nation, and IXL math Focus on Math -basic facts(multiplication and division) and solving word problems with multi-steps) in grades 6-8 to increase student proficiency (strategies to implement at home)

- Staff Training

Technology training for teachers Best practices Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math) * Continue Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math -basic facts (multiplication and division) word problems with multi-steps)

- Accessibility

STEM resources through media center to check out Accessibility - where applicable, ramps, restrooms, appropriate instructional units- qualified teachers and staff that support students and families with disabilities. * Continue to provide support to families experiencing homelessness, and families engaged work as needed (resources, programs) * Continue to provide information with families in their native language to ensure parent engagement and support

Action Step: Classroom Instruction

Provide more rigorous and differentiated instruction and assessment customized to the need of the students. Increase reading, math, and science achievement by increasing access of students to rigorous, differentiated instructions.

Budget Total: \$55,031.99

Acct Description	Description															
Out-of-system Subs	<table border="1"> <thead> <tr> <th data-bbox="443 175 1192 248">Item</th> <th data-bbox="1192 175 1341 248">Quantity</th> <th data-bbox="1341 175 1459 248">Rate</th> <th data-bbox="1459 175 1558 248">Days</th> <th data-bbox="1558 175 1669 248">Hours</th> <th data-bbox="1669 175 1793 248">Weeks</th> <th data-bbox="1793 175 1923 248">Type</th> <th data-bbox="1923 175 2022 248">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	1	\$19.00	3.5	6.5	1	Original	\$432.00
Item	Quantity	Rate	Days	Hours	Weeks	Type	Total									
Classroom Teacher	Integrated Curriculum Teacher to teach students with AVID skills and strategies in grades 6-8.															
Supplies	<table border="1"> <thead> <tr> <th data-bbox="443 527 1192 597">Item</th> <th data-bbox="1192 527 1341 597">Quantity</th> <th data-bbox="1341 527 1459 597">Rate</th> <th data-bbox="1459 527 1669 597">Supply Type</th> <th data-bbox="1669 527 1923 597">Type</th> <th data-bbox="1923 527 2022 597">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total	27	\$44.61	General Supplies	Original	\$1,204.47				
Item	Quantity	Rate	Supply Type	Type	Total											
	3	\$230.00	Technology	Original	\$690.00											
	19	\$102.00	General Supplies	Original	\$1,938.00											
	16	\$8.06	General Supplies	Original	\$128.96											
	801	\$10.15	Program Supplies	Original	\$8,130.15											
	4	\$213.50	Technology	Original	\$854.00											
	1	\$2.41	General Supplies	Original	\$2.41											
	1	-\$235.00	General	Budget	-\$235.00											

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
				Supplies	Transfer	

Action Step: Professional Development

The PD Resource Teacher will help analyze schoolwide student achievement data, participate in planning and implementation of data driven instruction, provide supportive feedback and provide remedial lesson to targeted students. The Literacy and Math Coaches and LTF will provide PD to teachers on ELA best practices, student data analysis, model data driven lesson and provide specific feedback to teachers to improve instructional delivery. Build capacity of ELA, Reading, Math, and Science teachers in the areas of rigorous classroom instruction and data analysis in order to inform instruction. Empower families to support the students' academic and social skills that are necessary for college and career readiness.

Budget Total: \$315,748.00

Acct Description	Description
Single School Culture Coordinator	Single School Culture Coordinator Math SSCC will support teachers in grades 6 - 8. This person will collaborate with math teachers to fill gaps in learning, plan standards-based lessons, guide PLC, delve into performance data and report to stakeholders.
Single School Culture Coordinator	The Single School Coordinator will build the capacity of teachers in data analysis and Standards based lesson planning and instruction through PLCs and on-going professional development for all content areas in grade 6-8th. Additionally Tier 1 Baseline to decrease discipline referrals and increase academic performance in our ESSA groups specifically ESE and ELL'S. "

Acct Description	Description								
Stipends	Item		Quantity	Rate	Days	Hours	Weeks	Type	Total
	New Teachers and Mentors will attend training on pedagogical practices for new teachers in the Educator Support Program - mentor program for all academic content.		10	\$25.00	1	6	1	Original	\$1,500.00
	BT 493448 Increasing line for 7 hrs of stipend pay for Philicia Morgan for training.		1	\$175.00	1	1	1	Budget Transfer	\$175.00
Travel out-of-county	Item				Quantity	Rate	Type	Total	
	AVID Summer Path Training, Orlando - Dates to be Determined. Watkins's AVID Path to Schoolwide three-day training provides high-engagement professional learning and resources for all educators across disciplines. Path training supports educators in supporting all students to reach their full potential and successfully prepare for college and careers. (Registration \$1149, Transportation \$180, Lodging \$750, Per Diem \$108).				3	\$2,187.00	Original	\$6,561.00	
Coach	Reading Coach will support students grades 6 - 8 who are Tier 2 and Tier 3 in reading. This person will collaborate with reading teachers to fill gaps in learning in reading.								

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$56,385.01

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Post-it Notes/ pack of 10	5	\$14.49	General Supplies	Original	\$72.45
	Ink/ piece for flyers, parent training handouts, letters, OOF, compacts	3	\$44.78	Technology	Original	\$134.34
	Pens/pack	5	\$14.95	General Supplies	Original	\$74.75
	Colored paper/ream for parent training and handouts	5	\$15.49	General Supplies	Original	\$77.45
	White copy paper for parent communication and training/case	5	\$44.61	General Supplies	Original	\$223.05
	Chart paper/piece for parent training and presentation	3	\$25.99	General Supplies	Original	\$77.97
	BT 493063 reducing line to cover ET deficit	1	-\$16.00	General Supplies	Budget Transfer	-\$16.00
Social Service Facilitator	The Social Service Facilitator will help increase family engagement and support families. She engages the business community and enhances School/Business Partnerships. She also secures donations with the food pantry and uniforms.					
Extra Time	Created budget line to cover ET deficit for employee 1112769.					

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

The mission of Howell L Watkins Middle School Parent and Family Involvement and Engagement is to bridge the gap between parent, school and community and to improve relationships and partnerships between these entities that empower families to be actively involved in their child's education.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Larry Harris	ASSISTANT PRINCIPAL
KIMBERLY JASTROME	ASSISTANT PRINCIPAL
Dennis Mosley	SINGLE SCHOOL CULTURE COORDINATOR
VANESA FIELDS	PARENT, SAC MEMBER
Shionta Fulwood	PARENT, SAC MEMBER
TAMIKA FRANKLIN	SOCIAL SERVICE FACILITATOR
Brandi Girtman	SAC CHAIR
PRESLEY CHARLES	PRINCIPAL
Alesia Boxill	ASSISTANT PRINCIPAL
Scott Caruso	Assistant Principal
Samantha Roberts	Choice Coordinator
Errick Lowe	SINGLE SCHOOL CULTURE COORDINATOR
Clara Visconti	Staff
Nye Alba	Guidance Counselor
Nadege Alfred	Parent
Wendy Allen	Parent
Jasmine Daniel	Parent

Name	Title
Rosette Ferdinand	Parent
Shionta Fulwood	Stakeholder
Lestin Jose	Parent
Rosy Lopez	Parent
Rulillo Martin chil	Parent
Brigette Martinez	Parent
Isabellitam Mason	Parent
Kevin Pena	Teacher
Monique Pottinger	Parent
Fanex Rene	Parent
Mary Vasquez	Parent
Spencer Weathersbee	Parent
Cherry Williams	Parent

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

All parents are invited to attend school-sponsored parent meetings. Members responsible for the development of the PFEP are selected from the school's leadership team. All stakeholders are welcome at the Title I Stakeholder input meeting in the Spring, TITLE I Annual meeting, and the first SAC meeting of the year. Members are elected by a willingness to participate and are representative of the school's demographics. This year the first SAC meeting of the year is scheduled for September 2024 and the TITLE I ANNUAL MEETING is scheduled for September 2024 as well.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholders will get an opportunity to develop, review and evaluate the Schoolwide plan through the Comprehensive Needs Assessment Process, and the School-parent Compact, and the Parent-Family Engagement plan via collaborative input meetings and parent surveys. The stakeholders meet in the spring to discuss CNA, data, PFEP, Compact, and Title I plans. This year's meetings are on campus with a virtual option for Stakeholders needing this option. Phone callouts, Emails, and posting to our school site inviting parents and community partners to join each meeting to gain awareness, and provide input and feedback is also a part of our collaborative efforts. The plan and compact are revised based on the recommendations, surveys, and evaluations of parents and community partners. Future revisions will happen as the need arises, per parent and stakeholders' feedback, utilizing the plan as a live, working, evolving document. Input from stakeholders will be documented via meeting minutes, sign-in sheets, and recording templates. The PFEP Input meeting/Stakeholder input meeting is conducted each year according to Title I requirements. Feedback from all stakeholders are reviewed each year to update our plan and compact accordingly. The initial meeting to address the aforementioned items will take place on Thursday, September 25, 2024 at 5:30p.m. until 6:30p.m. during Curriculum Night. The Annual Title 1 Meeting will take place on Thursday, October 9, 2024 at 5:30p.m. until 6:30p.m.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders will be involved in decisions on how the Title I parent and family engagement funds are used through the Spring Stakeholder meeting, TITLE I ANNUAL MEETING, and through monthly SAC meeting where TITLE I is a standing agenda item- to keep our stakeholders involved in the process of deciding how the school spends SAC and TITLE I funds to support parent and family engagement and school-wide improvement. Input recorded using the input meeting template. This year it has been decided that funds will be spent on a social service facilitator, postage, and supplies for communication and parent trainings. Funds are also allocated for staff and support personnel who will also assist in increasing family engagement and student achievement for Howell L Watkins.

Name	Title
Larry Harris	ASSISTANT PRINCIPAL
PRESLEY CHARLES	PRINCIPAL
Alesia Boxill	ASSISTANT PRINCIPAL
KIMBERLY JASTROME	ASSISTANT PRINCIPAL
Errick Lowe	SINGLE SCHOOL CULTURE COORDINATOR
Shionta Fulwood	PARENT, SAC MEMBER
Brandi Girtman	SAC CHAIR
Scott Caruso	ASSISTANT PRINCIPAL

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

The Annual Title 1 Meeting will take place on Thursday, October 9, 2024 at 5:30p.m. until 6:30p.m. in the school's media center.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Teachers, parents, and community members will be notified in English, Spanish and Creole of the Annual Meeting via the following media: Posted on the school site for students online Parent-link call-out and email Social Media (Twitter) Newsletter

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

PowerPoint Presentation including school data, Parent Right to Know letter (information), Parent Family Engagement plan summary, Title I School Wide Plan, School-Parent Compact, Business partners information, Information on Migrant education, McKinney Vento and Homeless support services, computer, virtual meeting access, agenda, handouts, and evaluations.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

• Name of Training

SIS GATEWAY

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will be able to learn how to use SIS Gateway to communicate with parents more consistently and keep parents informed of what is happening with their children in the classrooms including positive behavior displayed in line with the school's positive behavior support.

- What is the expected impact of this training on family engagement?

Teachers will be able to provide parents with timely updates on students' grades and behavior incentives earned in class.

- What will teachers submit as evidence of implementation?

Teacher communication on SIS Gateway of behavior incentives and weekly grades will be used as implementation. Screenshots of items and SIS Gateway sign in sheets from the training will be uploaded as evidence.

- Month of Training

August 2024

- Responsible Person(s)

Errik Lowe and Larry Harris

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

NA

- What were teachers able to do as a result of the training?

NA

- How do you know?

NA

- What went well with the training

NA

- What improvements would be made and what steps will you implement to make the training more effective

NA

3. Staff Training for Parent and Family Engagement #2

- Name of Training

One on One Data Chats and Grade Explanation

- What specific strategy, skill or program will staff learn to implement with families?

Staff will learn how to share student academic progress , explain student FAST scores, and grades.

- What is the expected impact of this training on family engagement?

The expected impact of this training is to ensure that teachers have resources and skills to support students with setting academic goals and creating action steps to achieve their goals. Teachers will support students with tools, strategies and resources to help them increase academic achievement results, make learning gains and increase proficiency.

- What will teachers submit as evidence of implementation?

Conference notes, State resource links, Email communications, Student progress data reports, Student data tracking Sheets

- Month of Training

November 2024

- Responsible Person(s)

Alesia Boxill, Larry Harris

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

NA

- What were teachers able to do as a result of the training?

NA

- How do you know?

NA

- What went well with the training

NA

- What improvements would be made and what steps will you implement to make the training more effective

NA

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Academic subject areas expectation training for parents: Understanding Content

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will be able to develop an understanding of Florida's B.E.S.T. Standards for English Language Arts and Mathematics. Parents will leave with an understanding of the skills and knowledge students are responsible for learning throughout the school year in order to be successful on all Progress Monitoring Assessments administered by the state of Florida. This training will focus on the content found within Florida's B.E.S.T. standards.

- Describe the interactive hands-on component of the training.

Parents will read and analyze state standards under the facilitation of a certified teacher. They will analyze foundational knowledge that is necessary for students to be successful with the content required for grades 6-8. Parents will participate in guided tutorials on how to answer sample questions used to prepare students for state assessments. Parents will also engage with computer adaptive technology for each tested subject area to ensure appropriate use of the programs at home.

- What is the expected impact of this training on student achievement?

Parents will now be able to directly support students with mastering the content found within Florida's B.E.S.T. standards at home, select appropriate resources to use at home, and formulate appropriate questions for teachers in order to assist their children with acquiring the content.

- Date of Training

September 2024

- Responsible Person(s)

Philicia Morgan, Denis Mosely, Samantha Roberts, Larry Harris, Alesia Boxill

- Resources and Materials

Resources include: Florida's BEST Standards for ELA and Mathematics, Civics and Government Standards, Science Standards, Reading Plus, No Red Ink, Savaas Learning Suite for Mathematics, Studysync for English Language Arts. The following resources will also be utilized- presentations, handouts, evaluations, invitations, sign-in sheets, and agendas.

- Amount (e.g. \$10.00)

0.00

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Parent Data Chat and Report Card Night: Understanding Data

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Parents will understand student report cards, and academic data including FAST, and gain an understanding of resources they can use to help their child at home.

- **Describe the interactive hands-on component of the training.**

Parents will log into the student portal to access student academic data and then have a teacher facilitator there to assist them in understanding the student's progress on teacher generated and state required assessments.

- **What is the expected impact of this training on student achievement?**

Parents will now be able to directly monitor their student's academic progress in each class to support student achievement. After the training parents will be able to communicate how many points are required for students to achieve a proficiency level on their assessments. They will also be able to articulate their child's need to teachers and private tutors.

- **Date of Training**

October 2024

- **Responsible Person(s)**

Philicia Morgan, Larry Harris, Denis Mosely, Alesia Boxill

- **Resources and Materials**

Resources and Materials include: Chromebooks, Electronic Report Cards, Printed Assessment Data, Flat Panels. The following resources will also be utilized- presentations, handouts, evaluations, invitations, sign-in sheets, and agendas.

- Amount (e.g. \$10.00)

0.00

5. Parent and Family Capacity Building Training #3

- Name of Training

TBD

- What specific strategy, skill or program will parents learn to implement with their children at home?

NA

- Describe the interactive hands-on component of the training.

NA

- What is the expected impact of this training on student achievement?

NA

- Date of Training

NA

- Responsible Person(s)

NA

- Resources and Materials

NA

- Amount (e.g. \$10.00)

0.00

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

The Palm Beach County School District Multicultural Department provides reading and math strategies for ELL students, translation services, and also interpreters during Parent meetings and Parent and Family engagement school events. The Multicultural Department support is also key to empowering our parents with select parenting skills and strategies that they can use at home as well as assisting our campus staff with building connections that increase student achievement and increase parent and family engagement of our ELL families.

- Based on the description list the documentation you will provide to showcase this partnership.

Literature from Multicultural Department Translations from Multicultural Department Email correspondence

- Frequency

As needed

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

The Giving Project & The Gathering place

- Describe how agency/organization supports families.

This organization donates bookbags and food to needy families each year.

- Based on the description list the documentation you will provide to showcase this partnership.

Photos Email correspondence Thank you letter for the donations

- Frequency

As needed

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

T. Leroy Jefferson Medical Society Mentoring Program

- Describe how agency/organization supports families.

T.Leroy Jefferson Medical Program provides our parents, families, staff, and students insight on specific skills, exposure, and information that our medical students will need to prepare for future medical career opportunities. This agency also gives activities the parents can work on at home with their medical students. Additionally, the partnership assists parents with information on the access and opportunities available for students to excel and master many skills needed to succeed in medical careers.

- Based on the description list the documentation you will provide to showcase this partnership.

Pictures from events Email correspondence Pamphlet of events

- Frequency

As needed

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

We will provide families with timely information in Spanish, English, Creole and Translatable links about the Title I programs via: Flyers and invites Marquee announcements Phone callouts and emails through PARENT LINK Posting on our School Webpage and School social media sites (Twitter). Newsletter

- List evidence that you will upload based on your description.

We will document that the information was shared with parents and families via: Copies of documents sent home (in all appropriate languages) Meeting Notes/minutes Sign-in sheets where applicable Newsletter from Smores

- Description

Parents will be informed about the curriculum and proficiency level expectations via 9-week progress reports being sent home so that parents can remain informed about their student's academic performance, as well as weekly posts to SIS GATEWAY. Additionally, 9-week report cards are sent home. Parent data conference day will also be held to keep parents informed. The School website (messenger) will ensure parents are aware of school policies for homework and class work, along with the teacher syllabus where applicable. Curriculum Nights are used to review curriculum, assessments, and standards, so parents will have a better understanding of their child's education. The nights are facilitated by the coaches and resource teachers. Continued sharing of information on curriculum assessment will be done during parent-teacher conferences, This year in personal and virtual opportunities will be provided as needed.

- List evidence that you will upload based on your description.

We will document that the information was shared with parents and families via: Copies of documents Curriculum Night PPT and handouts, Sample report cards, sign-in sheets from Curriculum Night

- **Description**

Parents will be informed about the assessments and proficiency level expectations via Parent Data Chat and Report Card Night. Parents will be invited to the school to understand how grades are assessed and see how their students are performing on State Academic Standards. The nights are facilitated by the coaches and resource teachers. Additionally, 9-week report cards are sent home. The School website (messenger) will ensure parents are aware of school policies for homework and class work, along with the teacher syllabus where applicable. Continued sharing of information on curriculum assessment will be done during parent-teacher conferences and data chats. This year in person and virtual opportunities will be provided accordingly.

- **List evidence that you will upload based on your description.**

We will document that the information was shared with parents and families via: Copies of documents sent home Meeting Notes/minutes, Invitations for parent data chat, sample report card

- **Description**

Parents will be informed about opportunities to participate in decision-making relating to the education of their child via: Flyers/Invites Parent/Teacher Conferences Marquee announcements Parent-Link call-outs and emails Twitter Post Title I Annual Meeting Title I Spring Stakeholders Meeting SAC Meetings Parent training Parent and Family Engagement events Newsletter

- **List evidence that you will upload based on your description.**

We will document that the information was shared with parents and families via: Copies of documents sent home Training invite SAC SIGN-IN SHEET Newsletter

- **Description**

We will offer flexible meetings, training, activities, and events by providing morning and evening sessions and inviting parents to choose (complete surveys) which meeting time fits their schedule. Additionally this year we will have LIVE, virtual, and/or recorded options available. We will also provide home visits where feasible and applicable

- List evidence that you will upload based on your description.

Agendas for morning and afternoon sessions Link to virtual meetings for parents who are not able to attend in person sessions All virtual sessions will be recorded and shared with parents on weekly Newsletters Flexible location of meetings- Churches, Community Buildings (Boys and Girls Club/Libraries)- Locations of meetings will be noted on agendas

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

Parents and families with limited English proficiency are always invited to participate in all school activities. Information sent home in the native language of families represented on our campus where applicable and available. Parent learning meetings specific to our ELL population are scheduled twice a year. One meeting is scheduled before the end of the first 9 weeks and the other is scheduled before the final 9 weeks. Training is provided to provide parents with skills and tools to best meet their children's needs. Training is offered based on student and family needs to be assessed from family input surveys. Language Facilitators are requested to assist parents with Orientation, Open House, Curriculum night, teacher conferences, and all meetings and school activities. Usually 1 Creole, 1 Spanish facilitator. The District Multicultural Department assists with this as well. This year we will still offer a virtual component for families that still need this option, language resources are provided and language facilitators will be invited to participate and assist virtually and/or in person.

- List evidence that you will upload based on your description.

Evidence includes: School Compact in all languages, invitations/fliers hard copy and an electronic copy provided in all languages, PFEP summary in all languages

- Description

Parent and families with disabilities are encouraged to be active partners in their child's education. Accommodations are made to ensure that all of our parents are able to participate regardless of disability. We make accommodations for parents in wheelchairs or that need special seating for school events. Home visits, sign language interpreters, hearing devices, and wheelchair ramps are some of the supports that we request to have in place to assist parents and families as needed. We also collaborate with Title I and District support services that can assist us with these needs.

- List evidence that you will upload based on your description.

Evidence include: photos of wheel-chair accessible areas, photos of ramps, photos of handicapped ramps

- Description

School activities and programs are designed to provide migrant parents and families with resources to help their children overcome disruption in their education and overcome cultural, language, and social barriers. Resources are also provided to families to help their children increase their ability to succeed in the school setting. Our data processor provides school leaders with a list of migrant families on our campus each year and the team works closely with District migrant support for appropriate services for identified students.

- List evidence that you will upload based on your description.

Evidence: Slide in the Title 1 Annual Meeting indicates the sharing of migrant services, migrant brochures will be shared with families, and all communication with the Migrant Department and Migrant families.

- **Description**

Our school leaders, guidance counselors and select staff work (our McKinney Vento liaison) to provide our parents and families experiencing homelessness with resources to aid their child's academic progress. Our identified families are able to complete a student survey (residency questionnaire) that provides the school with deliberate information to support our families. Transportation can be provided as arranged by school/district contacts to assist parents' participation in school activities. Food, clothing, and other resources are made available to parents to assist the needs of students as identified and/or requested. The Data processor provides a list of students affected by homelessness to appropriate personnel to assist accordingly. Our school's campus McKinney Vento contact collaborates with the District contact on resources to meet the needs of students and families.

- **List evidence that you will upload based on your description.**

Evidence includes email collaboration for services, McKinney Vento referrals, and McKinney Vento flyers of services provided.

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. **Activity #1**

Activity #1

- **Activity #1**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- **Activity #2**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- **Activity #3**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

We work very hard to ensure all of our students are well rounded individuals. At HL Watkins Middle School we offer numerous extracurricular activities to promote student mentoring, academic support, and mental health support. We have also implemented a reward and incentive system to promote school-wide positive behavior among our students. Our goal is to develop caring thinkers who are globally competent and have the skill set needed to problem solve and be an asset to society as a whole. We believe in caring for the whole student and building their skills both in and out of the classroom. Some of the activities we offer to reach our goals include offering after school activities, Robotics competitions, Male and Female Mentoring groups, Academic games, and National Junior Honor Society. For the NJHS usually an induction ceremony is held and parents are invited to attend. This year our after school programs, clubs and events are back on campus. Our Robotics program involves having students make and build robots in the classroom. Our students work on both the programming and design of the various robots. Students use problem solving skills which allows them to think critically and problem solve. We teach lifelong skills such as having good character and being a risk-taker. We encourage critical thinking because it teaches our students to analyze and evaluate issues they may face. We tell our students to generate new ideas and also be open to considering new perspectives. By doing so we create an environment that promotes having both knowledgeable and reflective students. Our mentors work with all students grades 6-8th in a variety of areas according to student need. We also offer academic games in which our students learn healthy competition and team skills. Our students also participate in community service projects where they are required to choose a project that gives back to society and/or the community. Select students also participate in classes teaching etiquette and building social skills. The mentoring clubs provide a safe outlet for students to grow and learn. The mentoring groups meets once a week after school. The mentoring groups also gather for community events on the weekends when able to with parent permission and involvement and school and district approval. After school clubs provide enrichment and real world experiences for our students. Another integral part of our mission in building students' non-academic skills, is to inspire our young people to also be science and technology leaders, by engaging them in exciting mentor-based programs that build science, engineering and technology skills. This inspires innovation, and fosters well-rounded life skills including self-confidence, communication, and leadership.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

Utilizing a multi-tiered system of support (MTSS), all students receive Tier 1 instruction by following the core, Florida Standards-based curriculum while concentrating on strategies to increase classroom rigor. Tier 1 instruction and is provided by all teachers includes providing differentiated instruction in both small and whole-group by modifying product expectations while assuring the standards are mastered as well as making sure all students know the learning objective and are provided with appropriate instructional materials. By closely monitoring individual student data on a variety of interim diagnostic assessments and utilizing data collected, teachers, academic coaches and administration are able to identify students who are not meeting their identified academic targets. These students are then referred to the School-based Team (SBT). Our School Based Team assists our teachers with developing student interventions and monitoring their progress. The School Based Team is comprised of various stakeholders such as guidance counselors, teachers, school nurse, behavior coach, and administrators who meet and collectively develop interventions to begin the process. There are identified tiers of the implementation process beginning with Tier 1 and ending with Tier 3. Each tier is at least a six week process with interventions. Think of the tiered model as a triangle with Tier 1 being the base of the triangle and Tier 3 being the top point of the triangle. Tier 1 is for all students. Tier 2 is the next tier if a student isn't successful in Tier 1 and needs support for success. Once a student is identified as needing additional support for behavior or academics, the School-based Team, using a problem-solving model, then determines appropriate Tier 2 interventions. Students in Tier 2 are struggling and need additional support. We use ongoing data from current assessments given. Tier 2 interventions include content specific interventions as well as additional support in the classroom such as targeted small-group instruction focusing on skill deficit and/or areas of need. After-school tutorial is also offered as an intervention. Reading, math and science coaches also provide additional support for classroom teachers to provide Tier 2 interventions. We will also have a reading interventionist this school year to assist students in Tier 2. Tier 3 is the final tier of this multi-tiered system of support. If additional support is needed after Tier 2 interventions are implemented with fidelity, the SBT examines the data and makes recommendations for Tier 3 interventions based on the individual needs of the student. Tier 3 intervention may include increasing the frequency and intensity of the Tier 2 intervention or more intensive small-group or individualized instruction facilitated by the reading or math coach. In some cases if the Tier 2 and/or Tier 3 interventions continue to be unsuccessful, the student will be referred to the Child Study Team (CST) for possible evaluation for special education (ESE) services. We often pull small groups and work one-on-one with these students. Every 5 weeks we reassess to determine if the skill has been mastered or not. There is a form in which teachers can complete that identifies a student to be referred. This initial referral can be made by any staff member on our campus that has a concern about a student's welfare. A concern can include academic, social issues, behavioral, emotional, attendance, or homelessness.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- Opportunities to extend learning time.
- How the school connects classroom learning to real world

- How the school ensures instruction is aligned to standards. applications
- Courses/electives that are not considered core-content. • How extra curricular opportunities enrich the students' education.
- Courses/electives that are focused on job skills.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

Teachers attend Professional Learning Community (PLC) collaboration meetings where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive reteach instruction. Teachers also attend collegial planning which provide opportunities for teachers to collaboratively develop aligned, rigorous lessons. In collaboration, teachers analyze data to identify student patterns of strength and weakness to reteach and build student capacity, monitor student progress toward academic targets, design and align assignments and assessments to ensure all instruction aligns to the Florida State Standards. Teachers also participate in regular data chats in which they use evidence to show and explain the data about their students, specific ways they are monitoring student progress, and planning specific next steps to further student growth. Students requiring additional academic support participate in small-group instruction with certified academic tutors and participate in after-school tutoring for remediation. In addition to middle school courses and remediation opportunities, students have the opportunity for accelerated learning. Students are able to take high school credit courses such as Honors Algebra I, Honors Geometry and Honors Algebra II. In order to support students enrolled in the vigorous coursework, after-school support is offered as well. While the core content curriculum is essential for students to develop academic skills, H.L. Watkins provides opportunities that help develop critical thinking and problem-solving skills as well as nurture an interest in non-academic subjects, provide career exploration and prepare students for college and post-secondary success. Our school offers Choice and Career Options Programs in Pre-Medical and Robotics (Engineering) and Middle Years IB diploma. The philosophy of this new IB initiative at our school is aligned with having well-rounded education. The goal is to develop internationally minded students who ultimately help to create a better and more peaceful world. We ensure our instruction is aligned to the standards and that our teachers adhere to the Scope and Sequence. Students receive enrichment both during class and after-school during our Aftercare Program. Our IB Learner profile includes our students being inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective students. These ten attributes are valued by both IB and our school. These attributes are infused into the culture of our school. Some of the activities we use to support the IB philosophies include multiple real life examples. Students are involved in community service. 8th grade students must complete a community service project that supports a need in the community, this years project will offer a virtual component. This experience takes students through the problem-solving process from beginning to end. Additionally, we provide science/STEM nights where local science organizations (local HAM radio stations, SF Science Museum) come and present activities to our students and families.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- ACT/SAT prep programs;
- Building pathways to rigorous coursework;
- Project-based learning opportunities;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Job skills development (collaboration, critical thinking);

- Dual enrollment opportunities;
- Career and technical courses;
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

At H.L. Watkins, eight (8) high school credit courses are offered including Honors Algebra I, Honors Geometry, Algebra II, Peers/Partners Learning, Earth Space Science, Spanish I, Medical Skills Service and Computer Fundamentals where students can earn Industry Certification in the Microsoft Office Suite. To increase high school readiness, all eighth grade students attend assemblies presented by local high school Guidance Counselors and Administrators that inform of high school programs, requirements, and expectations. At that time, students are informed of all the opportunities, such as Advanced Placement, AVID, AICE, dual enrollment, Career and Technical Offerings, and Magnet/Choice programs that are offered at their schools. We will be taking a group of students to visit a University to bolster interest in postsecondary education. As an International Baccalaureate (IB) Middle Years Programme (MYP), students are prepared to enter IB programs offered at Suncoast, William T. Dwyer and other district schools. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme (DP) or Career-related Programme (CP). The MYP focuses on five major areas of instruction: Approaches to Learning (ATL): ATL is concerned with "learning how to learn," developing good study habits as well as critical thinking and problem-solving skills; Health and Social Education (HSE): HSE concentrates on respect for body and mind and helps students learn to make informed choices about their own lives; Community and Service (CS): helps students develop a sense of belonging and responsibility to their community; Human Ingenuity (HI): HI focuses on the changes human creative genius has brought to society. Learning by example, students are encouraged to appreciate the creative drive to transform and improve life and finally Environments: Environments develops a sense of responsibility for creating a world fit for present and future generations and is closely related to the community service programme.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start

- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

We offer on-going professional development for our staff. This year we are able to provide additional coaching, modeling and professional development support due to the addition of support staff; consisting of a math and science coach, 2 Learning Team Facilitators, and Single School Culture Coordinator. This is our PD team along with our IB/Magnet Coordinator. Our PD team provide trainings and Professional development as well as works with the District Professional Development Department, along with curriculum and instructional specialists to organize and plan on-going Professional Development opportunities for our teachers. Additionally our teachers meet for collaborative team meetings where they use student data to plan for instruction. Team meetings consist of team collaboration across content and grade levels, including discussion and collaboration on pacing calendars, Instructional focus, and assessments. Team meetings are also designed for teachers and support staff to share instructional strategies and best practices with each other to provide peer-to-peer support and planning. Professional development opportunities are offered before and after school, as well as on Saturday's, where applicable, to allow for flexible options to reach as many staff members possible. The IB Department also often offers a stipend to attend trainings to encourage PD participation. Professional development is ongoing and continues throughout the school year. One of our continued targets this year is meeting PD requirements for the International Baccalaureate (IB) authorization process, now that we are an IB World School. Teams of teachers and administrators have attended workshops, trainings, and conferences to support the implementation of the IB program and authorization. Teachers selected attend meetings and trainings and then report back to train their team-mates. In addition to IB trainings and conferences, IB consultants also come to our campus or a sister campus to provide trainings and workshops. These trainings take place at least twice a year by certified IB consultants. The IB Coordinator provides ongoing support to the staff for compliance and implementation of all IB components and requirements.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support

- Other Incentives such as signing bonuses and pay for performance
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

We hire certified and effective staff. Part of recruitment and retention is advertising job openings when we have a vacancy. Leadership is strategic during our hiring process to ensure we have the best candidate for the position. Once hired we provide support to new teachers and buddy them up with a mentor. We provide on-going feedback and corrective strategies as needed. All of our new teachers join the Educator Support Program offered through the school district, which provides resources and support for teachers new to teaching as well as new to our district and new to our school campus. The ESP program is designed to give various levels of support based on the teacher's experience and performance. We work to ensure that a support team including administrators, mentors and a contact person are available to assist our new teachers and share with them how valuable and appreciated they are to our campus. This year our ESP team organizes a bi-monthly huddle for new teachers with the Principal. This is designed to build the capacity and morale of our new teachers. We provide opportunities for part-time pay such as tutoring and parent training. We also provide opportunities for part-time pay such as tutoring, planning, and training outside of contract hours. More specifically as it pertains to recruitment, we attend annual, district sponsored, job fairs and recruit perspective teachers for our school. We offer a competitive district salary and try to connect our new recruits to established teachers in their field and also from the community. Additionally, as a UniSig School, the state is offering a stipend to highly effective teachers to work at our school. Some of our recruits are obtained through word of mouth and networking as well. We have a strong community base which supports our school. Any positions that become a challenge to fill, we reach out to HR and the North Area office for collaboration and support to obtain a quality candidate. Finding the best teacher is always the ultimate goal. Once a teacher is hired, we move into the support (retention) mode. Aside from the district supported new teacher program, we also provide additional support services in the form of coaching and mentoring. Each new teacher is assigned a mentor (experienced professional) and a buddy teacher (content area) to help support the needs and demands of being a new hire. The mentor and buddy teacher provide support in the areas of coaching, modeling, informal observations, peer observations, new teacher meetings, content development, lesson planning, and survival tools. Department Chairs and Team leaders also support new teachers with all curriculum needs. The school has common planning, which provides daily vertical and horizontal planning opportunities. The support team also encourages additional opportunities for involvement around campus with clubs and other school activities for our new teachers as well, promoting school pride and a culture of team-building and sense of belonging. This support system is designed to assist developing and retaining our new teachers.