

The School District of Palm Beach County

Howell L. Watkins Middle School



2015-16 School Improvement Plan

Howell L. Watkins Middle School

9480 MACARTHUR BLVD, Palm Beach Gardens, FL 33403

www.edline.net/pages/h_l_watkins_middle_school

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	88%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	91%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	D	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

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>.

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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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers. Using Seminole P.R.I.D.E. we strive to educate students and to assist them in realizing their full potential as responsible, productive, contributing members of society by providing an educational environment in which students are challenged, excellence is expected and differences are valued.

Provide the school's vision statement

The School District of Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

H.L. Watkins Middle School strives daily to bring out the best in all students academically. Our vision support that high expectations that all administration, faculty, and student exemplify our mantra that "As a Seminole, I promise to always do my best and nothing less."

School Environment

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

To build and sustain a school environment that fosters a Single School Culture and appreciation for multicultural diversity, in the appropriate areas, as required by School Board Policy 2.09 (8)(b)(i). Single School Culture © for ACADEMICS is a research-based process that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment Literacy based on the Stiggins model. Teachers receive training and participate in regularly scheduled Learning Team Meetings that include the following procedures:

- Articulation of academic targets – unpacking of standards
- Development of a data stream
- Analysis of student data (strengths and weaknesses) and student work (rigor and relevance)
- Alignment of curriculum/instruction/assessment to standards
- Sharing strategies for corrective instruction

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Academic:

Teachers attend weekly learning team meetings where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive reteach instruction. Teachers also attend weekly collaborative planning meetings which provide an opportunities for teachers to collaborate thereby developing more rigorous lessons. Teacher will 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 the state standards; analyze assignments and assessments for quality, rigor, and alignment to standards; examine unit plans; focus on lessons and instructional practices; and involve students in their learning process by having

them reflect on their learning. Also the curriculum includes embedded cultural activities, text, reading selections, writing prompts, and word problems.

Behavior:

The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Grade Level Team Meetings, instilling an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS programs such as Seminole Features. Positive school-wide behavior is implemented through the use of C.H.A.M.P.S. The stakeholders has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc. We promote an environment where staff build rapport with all students because it has a positive effect on student behavior. We take the time to learn about students' family and cultural backgrounds and are culturally responsive to the needs of our communities of learners. We strive to have all stakeholders feel a sense of belonging. At Watkins we implement a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.

Climate:

Principal ensures that relationship-building is a clear priority and engages community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Our guidance counselor will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. Brainstorm with faculty members methods we will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students. Our faculty members uses Marzano's Design Question 6: Establishing Rules and Procedures throughout the year to set a positive tone and clarify the values that will guide interpersonal interaction between staff and students.

We will and do learn about student's cultures and build relationships between teachers and students as specified:

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (a) History of Holocaust
- (b) History of Africans and African Americans
- (c) Hispanic Contributions
- (d) Women's Contributions
- (e) Sacrifices of Veterans

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Federalist papers: Republican form of government
- Flag education
- Civil government: functions and interrelationships
- History of the United States
- Principles of Agriculture
- Effects of alcohol and narcotics
- Kindness to animals
- Florida history
- Conservation of natural resources
- Health education
- Free enterprise
- Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

- Ensure that relationship-building is a clear priority;
- Identify and engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). Identify on-campus “relationship experts” to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps;
- Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students;
- Provide and demonstrate to faculty members simple strategies for gaining information about students’ cultures;
- Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
- Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
- Encourage the sharing of short, effective strategies for actualizing Marzano’s Design Question 8: Establishing and Maintaining Effective Relationships with Students;
- Attend District provided Professional Development on multicultural offerings;
- Schedule and plan school wide multicultural projects

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

We:

- Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
- Create or enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary);
- Articulate, demonstrate, and teach the specific practices that reflect the application of the school’s SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

ESE

Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness.

The school uses a people 1st language

- All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school
- All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, non-academic, age appropriate activities including electives, sports, dances, clubs, field trip, school plays, community service activities, and graduation activities

Our instructional support staff includes: ESE Contact, Reading Coach, Math Coach, and Academic Resource Teacher will provide classroom guidance support and our Guidance Counselors, DATA Counselor, and Behavior Coach provide classroom guidance and supplemental (solution focused small group counseling) supports;

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

Our plan includes:

Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.

- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- Class meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system is in place;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

Our school wide Positive Behavioral System (PBS) identifies specific behavioral expectations, as defined in the Student Code of Conduct, for students at their grade level relative to classroom and positive school wide behavior. Our PBS identifies the behavioral standards against which students are evaluated. Student behavioral expectations are taught at the onset of the school year and though out the year in assemblies, classrooms, cafeteria, school bus, etc. where specific, appropriate and inappropriate student behaviors are define at different intensity levels for each grade level and responses that hold students accountable and motivate a change of future behavior by connecting meaningful incentives and corrective responses, consequences, or needed interventions to appropriate and inappropriate student behavior. Our PBS practices follow consistent behavioral expectations, attitudes, responses by teachers, administrators, safety and support staff, parents and students in our school.

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

Students with specific special social-emotional needs are referred to our school base team where an intervention plan is discussed in a planning meeting with relevant administrative, security, mental health, guidance counselor, other school and community resources, and a parent to develop an intervention plan. Staff members use problem solving to address the socio-emotional need of all of our students. In this context, they assess student assets, as well as deficits when implementing

interventions and support.

Our plan will include:

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Mentors assigned to students identified with SEL concerns;
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc.);
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

We will:

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Create data decision rules for number of absences or OSS before referral generated to SBT
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion), etc.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	6	15	19	40
One or more suspensions	40	48	65	153
Course failure in ELA or Math	1	5	6	12
Level 1 on statewide assessment	109	103	108	320

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	27	31	50	108

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Our intervention strategies include:

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- Read 180, Reading Plus, SAI , iii, Tutorials, LLI, Wilson, Foundations, etc. ;
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- Create evidence-based interventions to close student need gaps related to earning warning system. For example: Attendance Works National Campaign strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education.

ESE

- Consider individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap
- School analyzes data of all SWDs to identify current barriers and practices for the provision of education classes and natural context.
- Data are collected, analyzed and shared with all teachers regarding student achievement of SWDs in general education and natural context.
- Data chats are conducted with students to create accountability and high expectations

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/195050>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

We build and sustain through:

- Open House Night to ensure parents receive curriculum information, Edline information and school website information.
- Provide parents with quarterly newsletters to maintain school to family connection

- Teachers that are expected to make positive contact with parents each 9 week period
- Parents are invited to a data awareness night to ensure parents are aware of their student academic status
- Teachers participate in professional development training to increase positive relationships with parents
- Administrative Staff attends regular Superintendent Graduation Task Force meetings in an effort to engage our at-risk males in activities designed to increase our graduation rate. Professional development will be offered to staff and parents at SAC meetings and during PDD and teacher in-service days. The MTSS team will provide in-service to the faculty and parents at designated meetings and SAC meetings. The topics to be covered to support the capacity and problem solving process include:

Problem solving model, Consensus building, SwPBS, data-based decision-making to drive instruction, progress monitoring, and research based interventions

- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
- Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;
- Communicate classroom and school news to parents;
- Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
- Create the formats for inviting parent participation in the cultural education process;
- Positive notes, letters, phone calls home;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, building a college-going culture through the Eight Components of College and Career Readiness (aspirations, academic planning, enrichment and extracurricular engagement and developing growth mindsets in children.

ESE

- Learning opportunities and resources are provided to families of SWDs as a result of needs assessments (ESE Parent Survey, BPIE, etc.) and student data.
- BPIE assessment results, the School Improvement Plan (SIP) and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.

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:

Name	Title
Hoffman, Don	Principal
Brown, Richard	Assistant Principal
Alford, Micaela	Assistant Principal
Mitchell, Marzella	Assistant Principal

Duties

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

The school-based leadership team consists of Principal, Assistant principal(s), administration, guidance counselors, behavior coach, ESE contact, Learning Team Facilitator, ELL contact, School Based Team (SBT) Leader, Instructional Coaches, School Police Officer. The function of each is as follows:

Administration: provides insight on student achievement and behavior and provides documentation on the progress monitoring of the desired goals and outcomes. The overall process is shared with SAC and documented in the SIP. The school administrators and school leadership team analyzes data quarterly to and evaluate progress towards meeting SIP goals related to inclusive practices across the school.

Guidance: provides documentation and communication with parents and teachers to facilitate academic and behavioral goals and they relate to student achievement.

Behavior Coach: provides interventions and documentation that supports the goal and plan for each student being monitored under the MTSS. Specific interventions are provided under Tier 2 and Tier 3 as documented within each individual plan.

ELL contact: provides insight as to compliance and the goals listed under the student's LEP. Modification and interventions are used in accordance to the LEP and changes are made to accommodate growth and development of LEP students.

ESE contact: provides insight as to compliance and the goals listed under the student's IEP. Modification and interventions are used in accordance to the IEP and changes are made to accommodate growth and development of IEP students.

Classroom Teachers: provide insight into the academic, social, and behavior progress of each students. The data is recorded and presented to the leadership team to support self growth.

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/Rtl process develops, leads, and evaluates school core content standards/programs. It also identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. MTSS/Rtl identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school implementation for progress monitoring, data collection. and data analysis. Staff members participates in the design and delivery of professional development and provides support for assessment and implementation monitoring.

Title I, Part A: Services are provided to ensure students requiring additional remediation are assisted through after-school programs and summer school. Coaches provide modeling and training to teachers. Supplies and technology to supplement the instruction. The district coordinates with Title I, Title II, and Title III in ensuring staff development needs are provided.

Title 1, Part C - Migrant: District provides district personnel to service the needs of all migrant students.

Title 1, Part D: Title funds allows for extensive staff development, parent trainings, and the purchase of academic supplemental material and supplies. Title I dollars are being utilized to fund the following positions: Math Coach, .5 Reading Coach, and a math teacher. Tutorial services will also be provided to identified students.

Title X Homeless: District provides services for all recognized homeless students

Violence Prevention Programs: Guest speakers will provide staff information about violence and violence prevention programs, which include bullying & harassment, In addition, local police departments will discuss issues affecting local communities and collaborate with school administration on preventive measures. Safe Schools will also provide on-sight personnel to assist

with violence prevention programs

Nutrition programs: An estimated 700 students will receive a free breakfast each morning.

CTE: Pre-medical Magnet and Math, Science and Engineering (Robotics) Magnet Choice Programs are offered on site. Selected students are also able to participate in the Computer, College, and Career vocational program.

Single School Culture: our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching expected Behaviors, Communicating with parents, and monitoring SwPBS. We update our Action Plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti bullying campaign, structural lessons, and implementation of SwPBS programs. Our Seminole Pride SwPBS program is our responsible for our daily operation (academic, behavior, and climate) with students and staff.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jane Panse	Teacher
Sharon Owens	Education Support Employee
Cristina Martinez	Parent
Everett George	Parent
Jonathan Ogden	Parent
Connor Voitius	Student
Karen Gaskin	Parent
Kirstin Voitius	Parent
Patricia Sasson	Parent
Robin Parker	Parent
Staci Nails	Parent
Stacy Collins	Parent
Tonya Graham	Parent
Connie Epps	Parent
Lorenzo Epps	Parent
Judith Thomas	Parent
Karen Hernandez	Parent
Kenneth Dillard	Parent
Margareta Tinsley	Parent
Lynette Myers-Edwards	Education Support Employee
LaRonda Brown	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

Watkins' School Advisory Council (SAC) evaluated last year's SIP by:

- a) participating in planning and monitoring of SIP
- b) initiate activities or programs that generate greater cooperation between cooperation between the community and the school
- c) assist in the development of educational goals and objectives
- d) recommend various support services in the school
- e) review the budget to ensure alignment with the SIP

Development of this school improvement plan

The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and business and community stakeholders who are representative of the ethnic, racial, and economic community served by the school.

Preparation of the school's annual budget and plan

Compliant within the requirements of Florida Statute Florida Statute 24.121(5)(c) with the following expenditures:

Funding Source Amount Notes

Title I Part A 65008 Math Coach

Title I Part A 35946 PD Resource Teacher

Title I Part A 15000 Tutorial

Title I Part A 6357.58 Supplies

Title I Part A 65008 Math Teacher

Title I Part A 10000 Tutorial

Title I Part A 1500 Math Conference +Travel (FCTM)

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

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year. The SAC will participate in the decision making process when it aligns itself to the operation and function of the school day. Initiatives, proposals, and changes will be brought before the committee for review and insight. Parents, business partners, and citizens will be given an active voice during the meetings.

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:

Name	Title
Hoffman, Don	Principal
Myers-Edwards, Lynette	Other
Turner-Watson, Shauna	Teacher, K-12
Mitchell, Marzella	Assistant Principal
Laing, Cynthia	Instructional Coach
Alford, Micaela	Assistant Principal
Alexander, Shernett	Other

Duties

Describe how the LLT promotes literacy within the school

HL Watkins LLT team include a principal, assistant principals, reading coach, Learning Team Facilitator, Area 4 Reading Specialist, and a Academic Resource Coach . This group of professionals is comprised of leaders in literacy. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet bi-weekly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives implement the blended model of Read 180, Reader's Workshop, HMH Florida Collections, and Florida State Standards, Create benchmark specific lessons and assessments, Utilize the Reading Plus program to supplement instruction, Create classroom libraries for students in every reading class.

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

Our school creates ongoing opportunities for teachers to collaborate regularly in profession learning communities to unpack the Florida Standards and to plan by discussing the reading, writing, math, science, social studies curriculum that aligns to the standards. This supports a deeper level of comprehension and pedagogy. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for professional growth in instructional practice, curriculum, and the standards.

We will have regularly scheduled content area Learning Team Meetings (LTMs) held for the purpose of building teacher capacity utilizing the Single School Culture © for Academics (SSC-A) processes. The department teachers are provided on-site professional development where guided conversation area designed to identify and share research-based best instructional practices and related resources. The teachers work collaboratively to develop unit plans, analyze data to identify student patterns of strength and weakness, plan for differentiated instruction, monitor student progress toward academic targets, design and align assignments and assessments to the Next Generation Sunshine State Standards and/or Florida State Standards, analyze assignments and assessments for quality, rigor, relevance and alignment to standards; and involve students in their learning process.

Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Collaborative planning time is used productively and

reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators.

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

We will utilize the following strategies:

- Utilize Department of Recruitment and Retention to provide advice on all hiring and placement procedures
- Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
- Establish and maintain relationships with colleges and officials in the field of education to promote the District
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness
- School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Our school mentoring program/plan includes our mentors holding a Florida Professional Certificate, a completed three successful years of teaching, they teaching the same grade, department or similar subject, they possess a positive attitude, have had Clinical Education training, have a history of being a team player and will conduct regular support meetings.

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards in Learning Team and Common Planning Meetings where we plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations

and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

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

We use FSQ, NGSQ, USAs, EOC, diagnostic, formative, and summative assessment data to guide our instructional practices by providing differentiated instruction in many, varied opportunities for students to demonstrate their knowledge and skills. We differentiate with content, our process, manipulation of the classroom environment.

Our differentiation practices are based on data analysis that is used to identify learner needs for additional support, monitor learner progress over time, and determine student groups. Our differentiated instruction provides multiple entry points that allow students to demonstrate their knowledge based on what has been taught and their level of proficiency. An example of this model exemplified is in our Reading classed where the rotational model is used for students who are reading below grade level and are level 1 and 2 readers. They are assessed then receive small group, individualized, and computer assisted instruction to assist them in gaining proficiency.

We ensure every teacher contributes to literacy improvement of every student by:

- Holding LTM, PDs meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

- Creating a schedule with an uninterrupted 53 minute reading block

- Creating a schedule with a Reading Teacher A and Teacher B where Level 1 Reading students receive 100 minutes of Reading Instruction Daily

- Creating a schedule with an uninterrupted 30-50 minute writing block

- Providing instruction based on student needs

- Providing instruction aligned with the Language Arts Florida Standards for their grade level

- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)

- Administering assessments which measure instructed standards

- Monitoring progress at the class and grade levels during Learning Team Meetings

- Conducting data chats with students

- Creating units of study based on current data

Create learning goals and scales to help student relate the learning goals to the activities

- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)

- Students receiving push-in/pull out services for ESE/ELL

- Providing LLI (Leveled Literacy Intervention) instruction

- Providing Process, Strategy charts, Anchor charts for reminders of teaching

- Strategic Instructional Model is used in Learning Strategy classrooms

- Integrating accommodations into Lesson Plans

- Universal Design for Learning

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: After School Program

Minutes added to school year: 7,500

Selected students will be selected to participate in a before and/or after school program based on data and performance.

Strategy Rationale

Selected students will be selected to participate in a before and/or after school program based on data and performance.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hoffman, Don, don.hoffman@palmbeachschools.org

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

Students will be assessed on standards and benchmark assessments to determine if student mastery was achieved. This will be assessed using Performance Matters, Diagnostic Assessments, and Common Assessments and data will be analyzed for strengths and weaknesses to determine student need and used to monitor student progress toward academic targets.

Strategy: Weekend Program

Minutes added to school year: 1,000

Students will participate in FCAT camps to prepare for the upcoming FCAT assessments (Reading/Math/Writing/Science) as well as EOC tests (Algebra/Geometry/Civics)

Strategy Rationale

Students will be assessed on benchmark assessments and writing samples to determine if student mastery was achieved. This will be assessed using Performance Matters, Diagnostic Assessments, and Common Assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hoffman, Don, don.hoffman@palmbeachschools.org

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

Students will be assessed on benchmark assessments and writing samples to determine if student mastery was achieved. This will be assessed using Performance Matters, Florida Achieves, Diagnostic Assessments, and Common Assessments and data will be analyzed for strengths and weaknesses to determine student need and used to monitor student progress toward academic targets.

Strategy: Summer Program

Minutes added to school year: 1,000

Students will be provided a summer tutorial program for 2 weeks the increase proficiency in the areas of math and reading.

Strategy Rationale

To build student academic capacity.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hoffman, Don, don.hoffman@palmbeachschools.org

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

Students will be administered and pre-test and post-test to check for comprehension and data will be analyzed for strengths and weaknesses to determine student need and used to monitor student progress toward academic targets.

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

All members of the school instructional staff participate in collaborative professional learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance. We conduct an Choice Academy orientation and a incoming 6th grader orientation.

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

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:

*Student academic planning each spring with students to effectively and efficiently plan their upcoming school academic year.

*Meeting and assemblies to discuss high school options, magnet schools, academic classes and plans, student services, college success programs, AVID schools, and AP courses.

*Students also take part in a career fair at the school to explore and obtain insight into their academic and career planning.

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

HL Watkins provides a variety of classes and courses that relate to real world applications. In addition to our Medical and Robotics (Engineering) program, we offer several high school credit courses in the area of technology, foreign language, mathematics, and science.

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

The promotion of increased student participation and performance are placed in rigorous courses in the Medical Magnet and Robotics Programs designed for students desiring to follow career education tracks that provide them with the best opportunity to be successful in high school, post secondary education, and career-readiness.

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Teachers will implement clear learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal to help student understand the learning goal (DQ1 Element 1).

- G2.** Teachers will collaborate to plan relevant lessons that engage students and are aligned to the Florida State Standards for ELA and Math, NGSSS EOCs and Science .

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. Teachers will implement clear learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal to help student understand the learning goal (DQ1 Element 1).

1a

G074932

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	64.0
AMO Math - All Students	69.0

Resources Available to Support the Goal 2

- Math Coach
- PD Resource Teacher
- Learning Team Facilitator
- Reading Coach
- Reading Area Specialist
- Science Area 4 Specialist
- Media Center Specialist
- DILs
- Learning Team Meetings
- Content Department Meetings
- Professional Development
- Math Conferences
- Pre-School Year Collaborative Planning

Targeted Barriers to Achieving the Goal 3

- Professional growth of teacher pedagogy
- Student reading deficiencies
- Student Math deficiencies
- Parents not familiar with curriculum

Plan to Monitor Progress Toward G1. 8

Check progress of students through weekly assessments, FSA, USA, PBPA, Diagnostic, formative and summative assessments monitoring

Person Responsible

Don Hoffman

Schedule

Every 6 Weeks, from 10/1/2015 to 5/31/2016

Evidence of Completion

Achievement data related to goal and targets (FSQs, NSGQs, USAs, EOCs, PBPAs, SRI, FAIR)

G2. Teachers will collaborate to plan relevant lessons that engage students and are aligned to the Florida State Standards for ELA and Math, NGSSS EOCs and Science . 1a

G074933

Targets Supported 1b

Indicator	Annual Target
Writing Gains District Assessment	70.0
Science Achievement District Assessment	45.0
Civics EOC Pass	55.0

Resources Available to Support the Goal 2

- Title I, Community Stakeholders, School Personnel. Paper, ink, and toner for parent communication and Students Reports, Printing Supplies, food and materials for parent trainings (\$2,756); Postage for parent communication(\$1,284)

Targeted Barriers to Achieving the Goal 3

- Parents do not attend school events because time/schedule conflicts and availability.

Plan to Monitor Progress Toward G2. 8

Monitor the effectiveness and progress of phone calls, conferences, letters, and newsletters through informal and formal documentation/notes

Person Responsible

Don Hoffman

Schedule

Semiannually, from 9/1/2015 to 6/4/2016

Evidence of Completion

Documentation/records of phone calls, conferences, letters, and newsletters.

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. Teachers will implement clear learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal to help student understand the learning goal (DQ1 Element 1). **1**

 G074932

G1.B1 Professional growth of teacher pedagogy **2**

 B195703

G1.B1.S1 Build teacher capacity through training in LTMs, PDs, conferences, math conferences, Pre-School Year Collaborative Planning **4**

 S207385

Strategy Rationale

To build teacher efficacy.

Action Step 1 **5**

Professional Development: Build Teacher Capacity

Person Responsible

Marzella Mitchell

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

[Coach] Coach's Schedule, Coaching Log, PD agendas/sign-ins/handouts, debriefing notes]

Action Step 2 5

Professional Development: Build Teacher Capacity

Person Responsible

Marzella Mitchell

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

[LTF] Schedule of LTM meetings, LTM meeting agendas, sign-ins, notes, LTM work products (i.e. item analyses, DFS, focus calendars, scales);

Action Step 3 5

Professional Development Build Teacher Capacity

Person Responsible

Marzella Mitchell

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

[Resource Teacher] schedule , mentoring notes, lesson plans of model lessons, student work samples, artifacts

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

i-observation walk-through, common assessment data, attend meetings

Person Responsible

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

[Coach] coach's schedule, coaching log, review of PD agendas/sign-ins/handouts, observation notes, evidence of review of collegial planning/LTMs in which coach participates/facilitates, coach's reflections

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

i-observation walk-through, common assessment data, attend meetings

Person Responsible

Marzella Mitchell

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

[LTF] LTM meeting schedule, review of LTM meeting agendas, sign-ins, and notes, review of LTM work products (i.e. item analyses, DFS, focus calendars, etc.), evidence of administration's participation in select LTMs for monitoring purposes

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

i-observation walk-through, common assessment data, attend meetings

Person Responsible

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

[Resource Teacher] review of lesson plans, observation notes, evidence of monitoring of teacher's, teacher and students served, debriefing/conference notes, teacher reflections

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

Teachers submit lesson plans weekly, classroom walk-throughs, clear learning goals and scales

Person Responsible

Don Hoffman

Schedule

Monthly, from 9/7/2015 to 5/31/2016

Evidence of Completion

[Coach] Coach's log detailing coaching, teacher reflection, class assessment data

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

Teachers submit lesson plans weekly, classroom walk-throughs, clear learning goals and scales

Person Responsible

Don Hoffman

Schedule

Monthly, from 10/2/2015 to 5/31/2016

Evidence of Completion

[LTM]Lesson strategies discussed/agreed upon in LTM; observation notes from coach/peer teacher specific to targeted strategies; teacher reflection on analysis of student data related to use of strategy (second item analysis comparing pre-implementation to post)

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

Teachers submit lesson plans weekly, classroom walk-throughs, clear learning goals and scales

Person Responsible

Don Hoffman

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

[Resource Teacher] Evidence of progress monitoring of teacher through peer evaluations, and student data possible formative or summative assessments (unit tests, FSAs, USAs, semester exams) such as completed data reflection

G1.B2 Student reading deficiencies 2

 B195704

G1.B2.S1 Provide opportunities for staff development 4

 S207386

Strategy Rationale

Build teacher and student capacity

Action Step 1 5

Math coach will provide instructional support to staff by analyzing data, providing staff development modeling lessons and assisting with L1s and L2s.

Person Responsible

Kim Jastrome

Schedule

Daily, from 9/2/2015 to 5/31/2016

Evidence of Completion

PD agenda, Log of Support

Action Step 2 5

Reading ,ELA, Science, Social Studies PD resource teacher, LTF assists in building capacity of teachers to provide cooperative instruction.

Person Responsible

Lynette Myers-Edwards

Schedule

Daily, from 9/2/2015 to 5/31/2016

Evidence of Completion

USAs, FSQs, NGSQs, PBPA, Diagnostic Data

Action Step 3 5

Pre-School Year Collaborative Planning

Person Responsible

Don Hoffman

Schedule

Semiannually, from 8/3/2015 to 5/31/2016

Evidence of Completion

Agenda, Sign-In Sheet,

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Walk Through and Teacher Evaluations

Person Responsible

Don Hoffman

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

I Observations evaluations

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Walk Throughs and Teacher Evaluations

Person Responsible

Don Hoffman

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

i observation

G1.B3 Student Math deficiencies 2

 B195705

G1.B3.S1 Provide small group instruction for targeted population of students 4

 S207388

Strategy Rationale

Increase student math Vocabulary proficiency

Action Step 1 5

Resource Teacher

Person Responsible

Shauna Turner-Watson

Schedule

Daily, from 9/2/2015 to 5/31/2016

Evidence of Completion

USA, FSQ1, Diagnostic Data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Evaluations

Person Responsible

Don Hoffman

Schedule

Every 6 Weeks, from 9/2/2015 to 5/31/2016

Evidence of Completion

i Observation evaluation

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Monitor Data

Person Responsible

Don Hoffman

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

FSQ, USAs, Diagnostic Data Analysis

G1.B3.S2 Provide extended learning opportunities 4

 S207389

Strategy Rationale

Increase student math and literacy proficiency

Action Step 1 5

Provide extended learning opportunities

Person Responsible

Don Hoffman

Schedule

Weekly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Tutorial Logs

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Walk Throughs

Person Responsible

Kim Jastrome

Schedule

Monthly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Evaluations, Lesson plans and Observations

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Walk Throughs

Person Responsible

Don Hoffman

Schedule

Monthly, from 10/1/2015 to 5/31/2016

Evidence of Completion

logs and walk through observations

G1.B4 Parents not familiar with curriculum 2

 B195706

G1.B4.S1 Acclimate parents with curriculum 4

 S207390

Strategy Rationale

Increase student's math and reading proficiencies

Action Step 1 5

Remediate math L1 and L2 Student

Person Responsible

Don Hoffman

Schedule

Biweekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Sign-In, Agenda, training/teaching artifacts,

Action Step 2 5

Provide extended learning opportunities

Person Responsible

Don Hoffman

Schedule

Quarterly, from 9/2/2015 to 5/29/2016

Evidence of Completion

Sign in sheet and student packet, parent sign log

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Walk Throughs

Person Responsible

Don Hoffman

Schedule

Every 3 Weeks, from 10/1/2015 to 5/31/2016

Evidence of Completion

Lesson Plans, evaluations and observations

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Walk Throughs

Person Responsible

Don Hoffman

Schedule

Monthly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Evaluations, observations

G2. Teachers will collaborate to plan relevant lessons that engage students and are aligned to the Florida State Standards for ELA and Math, NGSSS EOCs and Science . 1

G074933

G2.B1 Parents do not attend school events because time/schedule conflicts and availability. 2

B195707

G2.B1.S1 School will provide newsletters and phone calls to improve communication between school and parents. 4

S207391

Strategy Rationale

Keep parents informed

Action Step 1 5

Provide consistent communication to parents through the use of phone calls, emails, and school printed information

Person Responsible

Don Hoffman

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

School newsletters, phone logs, conference notes

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

Monitor the frequency of phone calls, conferences, letters, and newsletters

Person Responsible

Don Hoffman

Schedule

Monthly, from 9/2/2015 to 6/4/2016

Evidence of Completion

Documentation of completed phone calls, conferences, and newsletters.

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

Monitor the effectiveness of phone calls, conferences, letters, and newsletters through informal and formal documentation/notes

Person Responsible

Don Hoffman

Schedule

Monthly, from 9/1/2015 to 6/4/2016

Evidence of Completion

Documentation of completed phone calls, conferences, and newsletters. attendance logs,

G2.B1.S2 School will provide a flexible schedule to hold meetings and conferences. 4

 S207392

Strategy Rationale

Accommodate parent schedules

Action Step 1 5

Provide data of parent contact.

Person Responsible

Don Hoffman

Schedule

Annually, from 9/1/2015 to 5/31/2016

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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


Person Responsible

Schedule

Evidence of Completion

Documentation of completed phone calls, conferences, and newsletters.

G2.B1.S3 Schedule Open House/curriculum nights 4

 S207393

Strategy Rationale

Inform and educate parents

Action Step 1 5

Planning

Person Responsible

Don Hoffman

Schedule

Semiannually, from 9/1/2015 to 5/31/2016

Evidence of Completion

Meeting Minutes, Agenda

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Parent Night Participation

Person Responsible

Don Hoffman

Schedule

Semiannually, from 10/1/2015 to 5/31/2016

Evidence of Completion

Parent Attendance, Agenda,

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Parent Participation

Person Responsible

Don Hoffman

Schedule

Semiannually, from 9/1/2015 to 5/31/2016

Evidence of Completion

monitor student data

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	Professional Development:Build Teacher Capacity	Mitchell, Marzella	9/2/2015	[Coach] Coach's Schedule, Coaching Log, PD agendas/sign-ins/handouts, debriefing notes[5/31/2016 monthly
G1.B2.S1.A1	Math coach will provide instructional support to staff by analyzing data, providing staff development modeling lessons and assisting with L1s and L2s.	Jastrome, Kim	9/2/2015	PD agenda, Log of Support	5/31/2016 daily
G1.B3.S1.A1	Resource Teacher	Turner-Watson, Shauna	9/2/2015	USA, FSQ1, Diagnostic Data	5/31/2016 daily
G1.B3.S2.A1	Provide extended learning opportunities	Hoffman, Don	10/1/2015	Tutorial Logs	5/31/2016 weekly
G1.B4.S1.A1	Remediate math L1 and L2 Student	Hoffman, Don	9/1/2015	Sign-In,Agenda, training/teaching artifacts,	5/31/2016 biweekly
G2.B1.S1.A1	Provide consistent communication to parents through the use of phone calls, emails, and school printed information	Hoffman, Don	9/1/2015	School newsletters, phone logs, conference notes	6/3/2016 monthly
G2.B1.S2.A1	Provide data of parent contact.	Hoffman, Don	9/1/2015		5/31/2016 annually
G2.B1.S3.A1	Planning	Hoffman, Don	9/1/2015	Meeting Minutes, Agenda	5/31/2016 semiannually
G1.B1.S1.A2	Professional Development: Build Teacher Capacity	Mitchell, Marzella	9/2/2015	[LTF] Schedule of LTM meetings, LTM meeting agendas, sign-ins, notes, LTM work products (i.e. item analyses, DFS, focus calendars, scales);	5/31/2016 monthly
G1.B2.S1.A2	Reading ,ELA, Science, Social Studies PD resource teacher, LTF assists in building capacity of teachers to provide cooperative instruction.	Myers-Edwards, Lynette	9/2/2015	USAs, FSQs, NGSQs, PBPA, Diagnostic Data	5/31/2016 daily
G1.B4.S1.A2	Provide extended learning opportunities	Hoffman, Don	9/2/2015	Sign in sheet and student packet, parent sign log	5/29/2016 quarterly
G1.B1.S1.A3	Professional Development Build Teacher Capacity	Mitchell, Marzella	9/2/2015	[Resource Teacher] schedule , mentoring notes, lesson plans of	5/31/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				model lessons, student work samples, artifacts	
G1.B2.S1.A3	Pre-School Year Collaborative Planning	Hoffman, Don	8/3/2015	Agenda, Sign-In Sheet,	5/31/2016 semiannually
G1.MA1	Check progress of students through weekly assessments, FSA, USA, PBPA, Diagnostic, formative and summative assessments monitoring	Hoffman, Don	10/1/2015	Achievement data related to goal and targets (FSQs, NSGQs, USAs, EOCs, PBPAs, SRI, FAIR)	5/31/2016 every-6-weeks
G1.B1.S1.MA1	Teachers submit lesson plans weekly, classroom walk-throughs, clear learning goals and scales	Hoffman, Don	9/7/2015	[Coach] Coach's log detailing coaching, teacher reflection, class assessment data	5/31/2016 monthly
G1.B1.S1.MA5	Teachers submit lesson plans weekly, classroom walk-throughs, clear learning goals and scales	Hoffman, Don	10/2/2015	[LTM]Lesson strategies discussed/ agreed upon in LTM; observation notes from coach/peer teacher specific to targeted strategies; teacher reflection on analysis of student data related to use of strategy (second item analysis comparing pre-implementation to post)	5/31/2016 monthly
G1.B1.S1.MA6	Teachers submit lesson plans weekly, classroom walk-throughs, clear learning goals and scales	Hoffman, Don	9/2/2015	[Resource Teacher] Evidence of progress monitoring of teacher through peer evaluations, and student data possible formative or summative assessments (unit tests, FSAs, USAs, semester exams) such as completed data reflection	5/31/2016 monthly
G1.B1.S1.MA1	i-observation walk-though, common assessment data, attend meetings		9/2/2015	[Coach] coach's schedule, coaching log, review of PD agendas/sign-ins/ handouts, observation notes, evidence of review of collegial planning/LTMs in which coach participates/facilitates, coach's reflections	5/31/2016 monthly
G1.B1.S1.MA3	i-observation walk-though, common assessment data, attend meetings	Mitchell, Marzella	9/2/2015	[LTF] LTM meeting schedule, review of LTM meeting agendas, sign-ins, and notes, review of LTM work products (i.e. item analyses, DFS, focus calendars, etc.), evidence of administration's participation in select LTMs for monitoring purposes	5/31/2016 monthly
G1.B1.S1.MA4	i-observation walk-though, common assessment data, attend meetings		9/2/2015	[Resource Teacher] review of lesson plans, observation notes, evidence of monitoring of teacher's, teacher and students served, debriefing/ conference notes, teacher reflections	5/31/2016 monthly
G1.B2.S1.MA1	Walk Throughs and Teacher Evaluations	Hoffman, Don	9/2/2015	i observation	5/31/2016 monthly
G1.B2.S1.MA1	Walk Through and Teacher Evaluations	Hoffman, Don	9/2/2015	I Observations evaluations	5/31/2016 monthly
G1.B3.S1.MA1	Monitor Data	Hoffman, Don	9/2/2015	FSQ, USAs, Diagnostic Data Analysis	5/31/2016 monthly
G1.B3.S1.MA1	Evaluations	Hoffman, Don	9/2/2015	i Observation evaluation	5/31/2016 every-6-weeks
G1.B4.S1.MA1	Walk Throughs	Hoffman, Don	10/1/2015	Evaluations, observations	5/31/2016 monthly
G1.B4.S1.MA1	Walk Throughs	Hoffman, Don	10/1/2015	Lesson Plans, evaluations and observations	5/31/2016 every-3-weeks
G1.B3.S2.MA1	Walk Throughs	Hoffman, Don	10/1/2015	logs and walk through observations	5/31/2016 monthly
G1.B3.S2.MA1	Walk Throughs	Jastrome, Kim	10/1/2015	Evaluations, Lesson plans and Observations	5/31/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1	Monitor the effectiveness and progress of phone calls, conferences, letters, and newsletters through informal and formal documentation/notes	Hoffman, Don	9/1/2015	Documentation/records of phone calls, conferences, letters, and newsletters.	6/4/2016 semiannually
G2.B1.S1.MA1	Monitor the effectiveness of phone calls, conferences, letters, and newsletters through informal and formal documentation/notes	Hoffman, Don	9/1/2015	Documentation of completed phone calls, conferences, and newsletters. attendance logs,	6/4/2016 monthly
G2.B1.S1.MA1	Monitor the frequency of phone calls, conferences, letters, and newsletters	Hoffman, Don	9/2/2015	Documentation of completed phone calls, conferences, and newsletters.	6/4/2016 monthly
G2.B1.S2.MA1	[no content entered]		Documentation of completed phone calls, conferences, and newsletters.	once	
G2.B1.S2.MA1	[no content entered]			one-time	
G2.B1.S3.MA1	Parent Participation	Hoffman, Don	9/1/2015	monitor student data	5/31/2016 semiannually
G2.B1.S3.MA1	Parent Night Participation	Hoffman, Don	10/1/2015	Parent Attendance, Agenda,	5/31/2016 semiannually

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. Teachers will implement clear learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal to help student understand the learning goal (DQ1 Element 1).

G1.B2 Student reading deficiencies

G1.B2.S1 Provide opportunities for staff development

PD Opportunity 1

Math coach will provide instructional support to staff by analyzing data, providing staff development modeling lessons and assisting with L1s and L2s.

Facilitator

Math Coach/Math Specialist

Participants

Teachers

Schedule

Daily, from 9/2/2015 to 5/31/2016

PD Opportunity 2

Reading ,ELA, Science, Social Studies PD resource teacher, LTF assists in building capacity of teachers to provide cooperative instruction.

Facilitator

Lynette Myers-Edwards/Shaugauna Turner-Watson

Participants

Teachers

Schedule

Daily, from 9/2/2015 to 5/31/2016

G1.B3 Student Math deficiencies

G1.B3.S1 Provide small group instruction for targeted population of students

PD Opportunity 1

Resource Teacher

Facilitator

Shauna Turner-Watson

Participants

students and teachers

Schedule

Daily, from 9/2/2015 to 5/31/2016

G2. Teachers will collaborate to plan relevant lessons that engage students and are aligned to the Florida State Standards for ELA and Math, NGSSS EOCs and Science .

G2.B1 Parents do not attend school events because time/schedule conflicts and availability.

G2.B1.S1 School will provide newsletters and phone calls to improve communication between school and parents.

PD Opportunity 1

Provide consistent communication to parents through the use of phone calls, emails, and school printed information

Facilitator

Jerrie Jump, Jackie Batista, Beatrice Johnson, Laronda Brown

Participants

School Staff

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Professional Development: Build Teacher Capacity				\$0.00
2	G1.B1.S1.A2	Professional Development: Build Teacher Capacity				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0121 - Howell L. Watkins Middle School	Title I Part A		\$1,500.00
<i>Notes: Math Conferences (FCTM Conference + Travel)</i>						
3	G1.B1.S1.A3	Professional Development Build Teacher Capacity				\$0.00
4	G1.B2.S1.A1	Math coach will provide instructional support to staff by analyzing data, providing staff development modeling lessons and assisting with L1s and L2s.				\$65,008.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0121 - Howell L. Watkins Middle School	Title I Part A		\$65,008.00
<i>Notes: Math Coach - Jastrome</i>						
5	G1.B2.S1.A2	Reading ,ELA, Science, Social Studies PD resource teacher, LTF assists in building capacity of teachers to provide cooperative instruction.				\$35,946.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0121 - Howell L. Watkins Middle School	Title I Part A		\$35,946.00
<i>Notes: PD Resource Teacher</i>						
6	G1.B2.S1.A3	Pre-School Year Collaborative Planning				\$0.00
7	G1.B3.S1.A1	Resource Teacher				\$35,946.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0121 - Howell L. Watkins Middle School	Title I Part A		\$35,946.00
<i>Notes: Secondary Resource</i>						
8	G1.B3.S2.A1	Provide extended learning opportunities				\$21,356.98
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			0121 - Howell L. Watkins Middle School	Title I Part A		\$15,000.00
<i>Notes: Tutorial</i>						
			0121 - Howell L. Watkins Middle School	Title I Part A		\$6,356.98
<i>Notes: Supplies: Paper Ink Pencils Highlighter Binders Notebooks Dividers</i>						
9	G1.B4.S1.A1	Remediate math L1 and L2 Student				\$65,008.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0121 - Howell L. Watkins Middle School	Title I Part A		\$65,008.00
<i>Notes: Math Teacher</i>						
10	G1.B4.S1.A2	Provide extended learning opportunities				\$8,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0121 - Howell L. Watkins Middle School	Title I Part A		\$8,500.00
<i>Notes: Tutorial:</i>						
11	G2.B1.S1.A1	Provide consistent communication to parents through the use of phone calls, emails, and school printed information				\$4,543.60
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0121 - Howell L. Watkins Middle School	Title I Part A		\$4,543.60
<i>Notes: Supplies (paper, ink, refreshmentsetc.) for parent trainings, postage, for parent trainings.</i>						
12	G2.B1.S2.A1	Provide data of parent contact.				\$0.00
13	G2.B1.S3.A1	Planning				\$0.00
					Total:	\$237,808.58