Howell L. Watkins Middle School

2017-18 Schoolwide Improvement Plan

Howell L. Watkins Middle School

9480 MACARTHUR BLVD, Palm Beach Gardens, FL 33403

https://hlwm.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

*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 was approved by the Palm Beach County School Board on 11/8/2017.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in <u>section 1008.33, Florida Statutes,</u> is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- <u>Implementing</u> - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Howell L. Watkins Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - <u>LaShawn Russ-Porterfield</u>	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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, 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."

2. School Environment

a. 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).

We ensure a Single School Culture © for ACADEMICS where 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 is implemented. Teachers receive training and participate in regularly scheduled Next Level Collaboration 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 collaboration meetings where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive reteach instruction. Teachers also attend weekly collegial planning which provide 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. Teachers 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, analyzing the data, and
planning specific next steps to further student growth.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. 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. The staff has devised a set of expectations for student behavior in
the classroom, cafeteria, hallways, etc.
The School District of Palm Beach County, Office of School Improvement 3 | P a g e
Our school instills an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of
SwPBS incentive programs such as B.A.G. bucks. Positive classroom behavior is implemented through the use of C.H.A.M.P.S.
Single School Culture © for CLIMATE refers to the emotional atmosphere we generate around us, the "context" of school. Climate involves
the perception of stakeholders concerning the fairness, openness, friendliness, ethos of caring, and sense of welcome of the school. It also
refers to the degree of satisfaction experienced within its organizational structure. In this process, schools identify the problematic practices
and their impact on staff/student morale, achievement, and participation. The goals of Single School Culture © for CLIMATE include
maintaining a community in school that:
? Reduces risk factors for students and promotes positive factors
? Recognizes and values the contributions of all: staff, students, and parents
? Promotes an atmosphere that encourages positive relationships among all stakeholder groups

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
•Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
Form a representative student task force comprised of representative multicultural groups;

•Provide professional development to staff on increasing positive interactions with students;
•Collect data on ratio of positive interactions (RPI) with students;
•Writing Action Plan goals based on RPI data collected.
•Develop and 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.

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:
• Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
• Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

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.

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 Teachers 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;

c. 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.

d. 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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, etc.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	32	87	63	0	0	0	0	182
One or more suspensions	0	0	0	0	0	0	68	65	72	0	0	0	0	205
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	197	217	238	0	0	0	0	652

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	27	31	50	0	0	0	0	108

c. 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, District Created Reading Intervention, SAI , iii, Tutorials, LLI, Wilson, Fundations, 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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

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

2. Description

We work to improve family and community involvement by:
• 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, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary), and developing growth mindsets in children.
Having State Assessment Family Nights and open houses, curriculum nights, SAC meetings, Choice meetings, parent conferences, sporting events, and orientation.

2. 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 partnerships with the local community through:
•Open House/ Curriculum Night to ensure parents receive curriculum information, Edline information, and also 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
• 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.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Hoffman, Don	Principal
Brown, Richard	Assistant Principal
Alford, Micaela	Assistant Principal
Brown, Hope	Instructional Coach
Myers-Edwards, Lynette	Other
Turner-Wright, Shauna	Instructional Coach
Jastrome, Kim	Instructional Coach
	Assistant Principal

b. Duties

1. 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 MTSS/RtI Leadership Team, principal, 3 assistant principals, guidance counselors, behavior coach, ESE contact, 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.

2. 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/RtI 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/RtI 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. Celia Elrod is the district contact person

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, Literacy Coach, .5 LTF/.5 Resource Teacher, and a math teacher. Tutorial services will also be provided to identified students.

Title X Homeless: District provides services for all recognized homeless students. Beth Lefler is the district McKinney-Vento contact.

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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Jane Panse	Teacher
Sharon Owens	Education Support Employee
Cristina Martinez	Parent
Everett George	Parent
Patricia Sasson	Parent
Robin Parker	Parent
Stacy Collins	Parent
Tonya Graham	Parent
Connie Epps	Parent
Lorenzo Epps	Parent
Judith Thomas	Parent
Karen Hernandez	Parent
Kenneth Dillard	Parent
Shauna Turner	Teacher
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

H L 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 the community and the school
d) recommend various support services in the school

b. Development of this school improvement plan

The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and business and community stakeholders who are representative of the ethnic, racial, and economic community served by the school who evaluate last year's school improvement plan, help with the development of the current school improvement plan and assist with the oversight and review of the school's annual budget and plan

c. Preparation of the school's annual budget and plan

After mid-year data was released, we completed a comprehensive needs assessment (CNA) that helped us prioritize the needs of our students. Once FSA data became available, we finalized our CNA and developed our school wide Title I plan and annual budget.

2. 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.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Hoffman, Don	Principal
Myers-Edwards, Lynette	Other
Turner-Wright, Shauna	Other
Alford, Micaela	Assistant Principal
Brown, Hope	Instructional Coach
Brown, Richard	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

HL Watkins LLT team includes a principal, assistant principals, reading coach, and a academic resource teachers . 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, and promote a Single School Culture where all content areas promote literacy through vocabulary aquisition strategies..

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 Next Generation Sunshine State Standards, collaborate and to plan by discussing the reading, writing, math, science, social studies curriculum that aligns to the standards because our master schedule has been designed to provide consistent time for teachers to meet by common content. 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 professional development training 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.

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

• Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
• Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Our school creates ongoing opportunities for teachers to examine, review, unpack and discuss the Florida State and Next Generation Sunshine State Standards in Professional Learning Communities

call Next Level Collaboration (NLC) 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. The instruction is aligned to curriculum and instructional materials to the Florida Standards (Programs). The Next Level Collaborations (PLCs) include problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction (Strategies)

b. Instructional Strategies

1. 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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.
• Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
• Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.

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. The are assessed then receive small group, individualized,and computer assisted instruction to assist them in gaining proficiency.

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

•Holding NLC (PLCs), 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 an 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

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)
• Provide specially designed instruction per student's IEP needs
• Strategic Instructional Model is used in Learning Strategy classrooms
• Integrating accommodations into Lesson Plans

2. 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

- Teacher collaboration, planning and professional development

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 FSA camps to prepare for the upcoming State assessments (ELA/Math/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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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.

b. College and Career Readiness

1. 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.
*Guidance Services working with schools to inform and support students and parents in promotion, graduation and college readiness goals

2. 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.

3. 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.

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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. If we provide effective and relevant instruction to meet the needs of all students then the percentage of students considered high school ready will increase. (LTO #2)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we provide effective and relevant instruction to meet the needs of all students then the percentage of students considered high school ready will increase. (LTO #2) `1a`

🔍 G094854

Targets Supported `1b`

Indicator	Annual Target
High School Readiness	66.0
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0
High School Readiness	53.0

Targeted Barriers to Achieving the Goal `3`

- The need for more professional growth on teacher pedagogy
- Students' reading, math, science social studies content and rigor deficiencies
- Effective use of resources
- The need for more parent involvement to positively impact student achievement

Resources Available to Help Reduce or Eliminate the Barriers `2`

- IB Coordinator
- PD Resource Teachers
- Reading Coach
- Media Center Specialist
- DILs
- Professional Learning Communities (Next Level Collaborations)
- Content Department Meetings
- Professional Development
- Math Conferences
- Pre-School Year Collaborative Planning
- Title I, Part A
- headphones

Plan to Monitor Progress Toward G1. `8`

Year-end FSA data and school grade

Person Responsible
Don Hoffman

Schedule
Annually, from 5/1/2018 to 6/29/2018

Evidence of Completion
Analysis of Year-end FSA data, school grade and Title I survey results

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. If we provide effective and relevant instruction to meet the needs of all students then the percentage of students considered high school ready will increase. (LTO #2) [1]

🔑 G094854

G1.B1 The need for more professional growth on teacher pedagogy [2]

🔑 B255142

G1.B1.S1 Develop the capacity of teachers to deliver effective rigorous instruction customized to the individual strengths, needs, interest, and aspirations of each learner. [4]

🔑 S269611

Strategy Rationale

To build teacher capacity and efficacy.

Action Step 1 [5]

Math DIL will provide training/instructional strategies for all Math teachers, will provide instructional planning/ resources for lesson planning, will model lessons, and will be involved data integration/ disaggregation for planning purposes.

Person Responsible

Schedule

Monthly, from 9/15/2017 to 5/31/2018

Evidence of Completion

Comprehensive schedules for work with teachers; sample lesson plans created/modeled; agendas, sign-ins, notes from department meetings (agendas, sign-ins, presentation from PD given); DIL's notes/feedback to teachers and district support.

Action Step 2 [5]

PD resource/coach will facilitate NLPs (PLCs), will coach techers, review data and provide interventions and strategies to them.

Person Responsible

Shauna Turner-Wright

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

PD resource teacher schedule, agendas, sign-ins, and notes from NLC (PLCs) meetings with data discussed or work products as appropriate

Action Step 3 5

PD resource teacher will provide instructional support by modeling lessons, mentoring teachers, attending NLPs(PLCs), and assisting with classroom set-up and monitoring

Person Responsible

Shauna Turner-Wright

Schedule

Biweekly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Schedules, agendas, sign-ins, notes from common plannings, meetings and NLPs (PLCs) at which PD Resource provided support along with IB Coordinator; Observation data from classroom visits (look fors, etc.)

Action Step 4 5

Ensure teachers are able to attend relevant PD by providing substitutes for teacher release time

Person Responsible

Don Hoffman

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Sub slips, TDEs and agendas from training

Action Step 5 5

Teachers will be afforded additional opportunities to collaboratively analyze data, identify trends, and plans instruction outside of contracted times (summer, after contract hours, in excess of district required NLPs (PLCs)

Person Responsible

Don Hoffman

Schedule

Quarterly, from 9/15/2017 to 5/31/2018

Evidence of Completion

Collaborative planning schedule, agendas, sign-ins, notes, and work products

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

Implementation of PD math plans; observe DIL in action

Person Responsible

Don Hoffman

Schedule

Monthly, from 9/15/2017 to 5/31/2018

Evidence of Completion

Email feedback from admin (to coach); weekly admin/coach conference notes; reflection sheet

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

Implementation of PD resource schedules; i-Observation notes

Person Responsible

Don Hoffman

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Observation data; reflections, email correspondence sharing feedback with PD resource, admin team meeting agendas, notes, sign-ins from which the use of the PD Resource position is discussed

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

Listing of teachers who will be attending PD training and collaborative planning

Person Responsible

Don Hoffman

Schedule

Quarterly, from 9/15/2017 to 5/31/2018

Evidence of Completion

Debriefing notes with teachers regarding the value of training/ PD attended; collaborative planning products

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

Conference with Math DIL to determine strengths, opportunities of PD program, along with strategic planning for department

Person Responsible

Don Hoffman

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Conference notes and i-observation documentation

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

Conference with PD resource staff to determine the quality of services provided

Person Responsible

Don Hoffman

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Conference notes and i-observation documentation

G1.B2 Students' reading, math, science social studies content and rigor deficiencies 2

🔑 B255143

G1.B2.S1 Implement a multi-faceted system of student support services to ensure students receive academic remediation, reinforcement, and enrichment according to their unique strengths and needs 4

🔑 S269612

Strategy Rationale

Extended learning opportunities for targeted students help in raising student achievement.

Action Step 1 5

Certified math tutor will provide small group instruction during the school day.

Person Responsible

Don Hoffman

Schedule

Daily, from 10/2/2017 to 6/1/2018

Evidence of Completion

Tutors' schedule, student groups, teacher sign-in, student sign in, and sample lesson plans

Action Step 2 5

Students will receive targeted small group instruction outside of the regular day to reinforce classroom learning

Person Responsible

Don Hoffman

Schedule

Daily, from 10/2/2017 to 6/1/2018

Evidence of Completion

Tutorial schedule, student groups, teacher sign-in, student sign in, and sample lesson plans

Action Step 3 `5`

Remove a barrier to learning by providing students the necessary classroom supplies and adaptive technology including iPads for our 6th grade students

Person Responsible

Don Hoffman

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Purchase report and usage reports.

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

Walk through and full implementation of ELO initiative with adaptive technology

Person Responsible

Don Hoffman

Schedule

Monthly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Feedback to tutors, Observation and conference notes with the tutors, reflection sheet and admin team meeting notes where ELO initiative and adaptive technology usage was discussed

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

Student attendance and data analysis

Person Responsible

Don Hoffman

Schedule

Monthly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Tutorial attendance report and students achievement data

G1.B3 Effective use of resources 2

🔑 B255144

G1.B3.S1 With end goal of acclimating parents with curriculum, provide more learning opportunities to students through use of other available resources 4

🔑 S269613

Strategy Rationale

Increase student's math and reading proficiencies

Action Step 1 5

Remediate math L1 and L2 students

Person Responsible

Don Hoffman

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Sign-In sheets, lesson plans, agendas, training/teaching artifacts

Action Step 2 5

Provide extended learning opportunities

Person Responsible

Don Hoffman

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Sign in sheet, lesson plan and student packet, parent sign in and log

Action Step 3 `5`

Utilize Software/online subscriptions to remediate math and science deficiencies

Person Responsible

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Progress monitoring tool with software program, usage report

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

Walk Throughs

Person Responsible

Don Hoffman

Schedule

Every 3 Weeks, from 10/2/2017 to 5/31/2018

Evidence of Completion

Checked lesson plans, evaluations, observations and reflection sheet

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

Walk Throughs

Person Responsible

Don Hoffman

Schedule

Monthly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Evaluations, observations

G1.B4 The need for more parent involvement to positively impact student achievement 2

🔑 B255145

G1.B4.S1 Align new and existing community and parent partnerships to increase engagement in decision making regarding instructional programming and interventions and to assist teachers working with students at home to reinforce classroom instruction. 4

🔑 S269614

Strategy Rationale

Improve school and family relationship to improve student outcomes

Action Step 1 5

Strengthen school to home communication to ensure parents are receiving timely and relevant information regarding students' academic expectation and progress, parent meetings like SAC and PTSA, and parent training

Person Responsible

Don Hoffman

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Sample notes in agenda, conference notes, flyers, invitations, Edline pages, marquee, newsletter etc.

Action Step 2 5

Teachers and staff will collaborate to provide targeted parent capacity building training

Person Responsible

Don Hoffman

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Invitation to parent training, agenda, sign-in, presentation/handouts and parent evaluation

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

Implementation of parent training as scheduled

Person Responsible

Don Hoffman

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Feedback to the presenters, reflection on the feedback from the evalaution

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

Analyze parent attendance and feedback from the training

Person Responsible

Don Hoffman

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Team meeting notes where parent involvement training was discussed

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

Analyze parent attendance and feedback from the training

Person Responsible

Don Hoffman

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Team meeting notes where parent involvement training was discussed

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.MA1 M384903	Conference with Math DIL to determine strengths, opportunities of PD program, along with strategic...	Hoffman, Don	8/14/2017	Conference notes and i-observation documentation	5/31/2018 monthly
G1.B1.S1.MA2 M384904	Conference with PD resource staff to determine the quality of services provided	Hoffman, Don	8/14/2017	Conference notes and i-observation documentation	5/31/2018 monthly
G1.B1.S1.MA1 M384905	Implementation of PD math plans; observe DIL in action	Hoffman, Don	9/15/2017	Email feedback from admin (to coach); weekly admin/coach conference notes; reflection sheet	5/31/2018 monthly
G1.B1.S1.MA2 M384906	Implementation of PD resource schedules; i-Observation notes	Hoffman, Don	8/14/2017	Observation data; reflections, email correspondence sharing feedback with PD resource, admin team meeting agendas, notes, sign-ins from which the use of the PD Resource position is discussed	5/31/2018 monthly
G1.B1.S1.MA6 M384907	Listing of teachers who will be attending PD training and collaborative planning	Hoffman, Don	9/15/2017	Debriefing notes with teachers regarding the value of training/ PD attended; collaborative planning products	5/31/2018 quarterly
G1.B1.S1.A1 A360186	Math DIL will provide training/ instructional strategies for all Math teachers, will provide...		9/15/2017	Comprehensive schedules for work with teachers; sample lesson plans created/modeled; agendas, sign-ins, notes from department meetings (agendas, sign-ins, presentation from PD given); DIL's notes/feedback to teachers and district support.	5/31/2018 monthly
G1.B1.S1.A2 A360187	PD resource/coach will facilitate NLPs (PLCs), will coach techers, review data and provide...	Turner-Wright, Shauna	8/14/2017	PD resource teacher schedule, agendas, sign-ins, and notes from NLC (PLCs) meetings with data discussed or work products as appropriate	5/31/2018 biweekly
G1.B1.S1.A3 A360188	PD resource teacher will provide instructional support by modeling lessons, mentoring teachers,...	Turner-Wright, Shauna	8/29/2017	Schedules, agendas, sign-ins, notes from common plannings, meetings and NLPs (PLCs) at which PD Resource provided support along with IB Coordinator; Observation data from classroom visits (look fors, etc.)	5/31/2018 biweekly
G1.B1.S1.A4 A360189	Ensure teachers are able to attend relevant PD by providing substitutes for teacher release time	Hoffman, Don	8/14/2017	Sub slips, TDEs and agendas from training	5/31/2018 quarterly
G1.B1.S1.A5 A360190	Teachers will be afforded additional opportunities to collaboratively analyze data, identify...	Hoffman, Don	9/15/2017	Collaborative planning schedule, agendas, sign-ins, notes, and work products	5/31/2018 quarterly
G1.B2.S1.MA1 M384908	Student attendance and data analysis	Hoffman, Don	10/2/2017	Tutorial attendance report and students achievement data	5/31/2018 monthly
G1.B2.S1.MA1 M384909	Walk through and full implementation of ELO initiative with adaptive technology	Hoffman, Don	10/2/2017	Feedback to tutors, Observation and conference notes with the tutors, reflection sheet and admin team meeting notes where ELO initiative and adaptive technology usage was discussed	5/31/2018 monthly
G1.B3.S1.MA1 M384910	Walk Throughs	Hoffman, Don	10/2/2017	Evaluations, observations	5/31/2018 monthly
G1.B3.S1.MA1 M384911	Walk Throughs	Hoffman, Don	10/2/2017	Checked lesson plans, evaluations, observations and reflection sheet	5/31/2018 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1 A360191	Certified math tutor will provide small group instruction during the school day.	Hoffman, Don	10/2/2017	Tutors' schedule, student groups, teacher sign-in, student sign in, and sample lesson plans	6/1/2018 daily
G1.B2.S1.A2 A360192	Students will receive targeted small group instruction outside of the regular day to reinforce...	Hoffman, Don	10/2/2017	Tutorial schedule, student groups, teacher sign-in, student sign in, and sample lesson plans	6/1/2018 daily
G1.B2.S1.A3 A360193	Remove a barrier to learning by providing students the necessary classroom supplies and adaptive...	Hoffman, Don	8/14/2017	Purchase report and usage reports.	6/1/2018 quarterly
G1.B3.S1.A1 A360194	Remediate math L1 and L2 students	Hoffman, Don	9/1/2017	Sign-In sheets, lesson plans, agendas, training/teaching artifacts	6/1/2018 biweekly
G1.B3.S1.A2 A360195	Provide extended learning opportunities	Hoffman, Don	9/1/2017	Sign in sheet, lesson plan and student packet, parent sign in and log	6/1/2018 quarterly
G1.B3.S1.A3 A360196	Utilize Software/online subscriptions to remediate math and science deficiencies		9/1/2017	Progress monitoring tool with software program, usage report	6/1/2018 monthly
G1.B4.S1.MA1 M384912	Analyze parent attendance and feedback from the training	Hoffman, Don	8/14/2017	Team meeting notes where parent involvement training was discussed	6/1/2018 quarterly
G1.B4.S1.MA1 M384913	Analyze parent attendance and feedback from the training	Hoffman, Don	8/14/2017	Team meeting notes where parent involvement training was discussed	6/1/2018 quarterly
G1.B4.S1.MA1 M384914	Implementation of parent training as scheduled	Hoffman, Don	8/14/2017	Feedback to the presenters, reflection on the feedback from the evalaution	6/1/2018 quarterly
G1.B4.S1.A1 A360197	Strengthen school to home communication to ensure parents are receiving timely and relevant...	Hoffman, Don	8/14/2017	Sample notes in agenda, conference notes, flyers, invitations, Edline pages, marquee, newsletter etc.	6/1/2018 monthly
G1.B4.S1.A2 A360198	Teachers and staff will collaborate to provide targeted parent capacity building training	Hoffman, Don	8/14/2017	Invitation to parent training, agenda, sign-in, presentation/handouts and parent evaluation	6/1/2018 quarterly
G1.MA1 M384915	Year-end FSA data and school grade	Hoffman, Don	5/1/2018	Analysis of Year-end FSA data, school grade and Title I survey results	6/29/2018 annually

V. Professional Development Opportunities

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

G1. If we provide effective and relevant instruction to meet the needs of all students then the percentage of students considered high school ready will increase. (LTO #2)

G1.B1 The need for more professional growth on teacher pedagogy

G1.B1.S1 Develop the capacity of teachers to deliver effective rigorous instruction customized to the individual strengths, needs, interest, and aspirations of each learner.

PD Opportunity 1

Math DIL will provide training/instructional strategies for all Math teachers, will provide instructional planning/ resources for lesson planning, will model lessons, and will be involved data integration/ disaggregation for planning purposes.

Facilitator

T. Brown

Participants

Math Staff

Schedule

Monthly, from 9/15/2017 to 5/31/2018