

The School District of Palm Beach County

# Howell L. Watkins Middle School



## 2018-19 Schoolwide Improvement Plan

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## 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

### School Board Approval

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

### SIP Authority

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>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

### 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, 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 Leadership Team

#### 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
Turner-Wright, Shauna	Assistant Principal

#### Duties

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

All members work in conjunction with the school mission and vision. Team members meet bi-weekly to discuss current academic initiatives, updates on current data, and formulate an action plan based on results. Each team member provides instructional insight and guidance with the team and the teammates work cooperatively with each other to support the plan and goal.

### Early Warning Systems

#### Year 2017-18

##### 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	55	46	58	0	0	0	0	159	
One or more suspensions	0	0	0	0	0	0	72	88	52	0	0	0	0	212	
Course failure in ELA or Math	0	0	0	0	0	0	58	42	79	0	0	0	0	179	
Level 1 on statewide assessment	0	0	0	0	0	0	163	179	144	0	0	0	0	486	

**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	94	90	95	0	0	0	0	279	

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected**

Wednesday 10/24/2018

#### Year 2016-17 - As Reported

**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	

#### Year 2016-17 - Updated

**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	

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

ELA achievement has been consistently the lowest performing achievement area at around 37% Level 3+ in 2018, which is however a 4% increase from 33% in 2017.

#### Which data component showed the greatest decline from prior year?

Sixth grade Math achievement showed the greatest decline, 34% Level 3+ in 2018 from 36% in 2017, a slight decline of 2%.

#### Which data component had the biggest gap when compared to the state average?

Math achievement gap between the school at 40% and the state at 58% is -18%.  
Social Studies achievement gap between the school at 54% and the state at 72% is -18%.

#### Which data component showed the most improvement? Is this a trend?

While sixth grade math achievement showed the greatest decline, Math lowest 25th percentile showed the most improvement from 35% in 2017 to 47% in 2018, a 12% increase.

#### Describe the actions or changes that led to the improvement in this area.

Actions or changes that led to improvement in this area (math lowest 25th percentile) were due mostly to intensive support in classrooms with the lowest 25th percentile students and school-wide mentor support initiative for lowest 25th percentile students. We will continue with similar action steps to lead to further improvement in our target areas for FY 19, we will make additions/changes to the action steps as necessary for improvement focusing on sixth grade math and overall ELA achievement.

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	37%	56%	53%	39%	55%	52%
ELA Learning Gains	49%	57%	54%	49%	56%	53%
ELA Lowest 25th Percentile	50%	49%	47%	41%	49%	45%
Math Achievement	40%	61%	58%	40%	59%	55%
Math Learning Gains	47%	61%	57%	46%	60%	55%
Math Lowest 25th Percentile	47%	54%	51%	34%	48%	47%
Science Achievement	39%	55%	52%	47%	54%	50%
Social Studies Achievement	54%	75%	72%	52%	73%	67%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	55 (32)	46 (87)	58 (63)	159 (182)
One or more suspensions	72 (68)	88 (65)	52 (72)	212 (205)
Course failure in ELA or Math	58 (0)	42 (0)	79 (0)	179 (0)
Level 1 on statewide assessment	163 (197)	179 (217)	144 (238)	486 (652)

**Grade Level Data**

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	31%	53%	-22%	52%	-21%
	2017	31%	54%	-23%	52%	-21%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	34%	54%	-20%	51%	-17%
	2017	33%	55%	-22%	52%	-19%
Same Grade Comparison		1%				
Cohort Comparison		3%				
08	2018	40%	60%	-20%	58%	-18%
	2017	34%	56%	-22%	55%	-21%
Same Grade Comparison		6%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	34%	56%	-22%	52%	-18%
	2017	36%	55%	-19%	51%	-15%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2018	24%	39%	-15%	54%	-30%
	2017	9%	38%	-29%	53%	-44%
Same Grade Comparison		15%				
Cohort Comparison		-12%				
08	2018	32%	65%	-33%	45%	-13%
	2017	31%	63%	-32%	46%	-15%
Same Grade Comparison		1%				
Cohort Comparison		23%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	36%	54%	-18%	50%	-14%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	51%	72%	-21%	71%	-20%
2017	51%	73%	-22%	69%	-18%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	77%	62%	15%	62%	15%
2017	71%	59%	12%	60%	11%



ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	93%	57%	36%	56%	37%
2017	77%	55%	22%	53%	24%
Compare		16%			

## Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	46	54	25	46	48	21	38	77		
ELL	23	50	54	28	45	51	23	51			
ASN	83	80		78	65				90		
BLK	30	45	47	34	44	43	31	48	72		
HSP	48	58	50	51	53	59	64	64	85		
MUL	48	52		61	52		50	80			
WHT	76	63		68	63	64	69	79	95		
FRL	36	47	48	39	46	46	37	52	77		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	34	36	18	33	31	14	29	53		
ELL	19	42	43	25	44	25	11	38			
ASN	68	76		65	74						
BLK	26	41	42	28	36	33	29	46	65		
HSP	47	49	40	49	46	36	42	58	83		
MUL	59	65		48	46		58	75	73		
WHT	63	61		72	61		75	87	83		
FRL	32	45	44	33	40	34	32	50	67		

## Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

## Areas of Focus:

Activity #1	
<b>Title</b>	To ensure progress towards student achievement within ELA and Math Instruction to support the expectations LTO #2; Ensure High School Readiness
<b>Rationale</b>	ELA is the lowest performing achievement area and sixth grade math showed the greatest decline from 2017 to 2018. This area of focus aligns with the District Strategic Plan to ensure high school readiness; goal 75%.
<b>Intended Outcome</b>	Improve ELA Proficiency by 5% to be on target for meeting the LTO of the Strategic Plan by 2021. Improve Sixth Grade Math Proficiency by 5% to be on target for meeting the LTO of the Strategic Plan by 2021.
<b>Point Person</b>	Don Hoffman (don.hoffman@palmbeachschools.org)
Action Step	
<b>Description</b>	Pillars of Effective Instruction- Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on Reading and Writing across the content areas: Classroom instruction follows a global; contextual model of content delivery to build content knowledge across the content areas. Students are writing in journal or notebooks to explain, analyze, and reflect using content language, question types, and question stems from each of the FSA ELA Reporting Categories at least twice to three times weekly across the 4 main content areas: ELA, Mathematics, Science, and Social Studies. Students will use accountable talk to explain their thinking and writing with peers in small, heterogeneous groups at least once weekly across the 4 content areas. Co-teachers will collaborate with Regular Ed teachers and Instructional support staff on strategies and support resources for increasing rigor and decreasing achievement gaps for lowest 25th percentile students. School-wide mentor initiative for all staff to adopt a student from the lowest 25th percentile category. Teachers will utilize strategies that engage lowest 25th percentile students and all students more actively in learning. Teachers will complete a crosswalk of Fifth grade tested standards in Math with Sixth grade tested standards in Math to identify gaps and areas of needed targeted focus for instruction.
<b>Person Responsible</b>	Shauna Turner-Wright (shauna.turner-wright@palmbeachschools.org)
Plan to Monitor Effectiveness	
<b>Description</b>	APs will monitor instruction and student performance in writing folders, journals, and portfolios in classrooms, being observant of student work and evidence of teacher feedback, at least twice a month during walk-throughs. Literacy Coach, IB Coordinator and Instructional Resource Coach will spot check and pull samples of student work for teachers to engage in looking at student work and monitor student thinking process at least biweekly during the teachers' PLCs and/or collaborative planning. In PLCs teachers will plan instruction and analytic reading and writing assignments using the question types, question stems, and FSA Item specifications where applicable, from the ELA and Math Reporting Categories. Teachers with Instructional Coaches will complete a crosswalk of Fifth grade tested standards in Math with Sixth grade tested standards in Math to identify gaps and areas of needed targeted focus for instruction. Instructional Coaches will assist teachers in developing Instructional focus calendar as necessary.
<b>Person Responsible</b>	Richard Brown (richard.brown@palmbeachschools.org)

## Part IV: Title I Requirements

### Additional Title I Requirements

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

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

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.

### PFEP Link

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

**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.

**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.

**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.

**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

## Part V: Budget

Total:

\$0.00