

The School District of Palm Beach County

Howell L. Watkins Middle School



2020-21 Schoolwide Improvement Plan

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Howell L. Watkins Middle School

9480 MACARTHUR BLVD, Palm Beach Gardens, FL 33403

<https://hlwm.palmbeachschools.org>

Demographics

Principal: Presley Charles

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (45%) 2017-18: C (49%) 2016-17: C (43%) 2015-16: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	90%
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	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Howell L Watkins is committed to providing a world-class educational experience for the students and staff we serve. Providing an atmosphere and culture of excellence and equity that empowers each student and staff to reach their highest potential. Implementing initiatives that foster expanding awareness, developing skills, and amplifying ethical behaviors that are attributed to being responsible, productive and contributing members of society.

Provide the school's vision statement.

Howell L. Watkins as an entity of 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 and staff academically and socially, as we prepare our learners to be productive contributors of the world.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Tomas Andres, Awilda	Principal	Provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment. Commitment to the vision, mission and values of the Palm Beach County School District.
Turner-Wright, Shauna	Assistant Principal	Provide the leadership and management necessary to administer and supervise assigned programs as advised by school principal according to policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment. Commitment to the vision, mission and values of the Palm Beach County School District.
Angione, Catherine	Other	Teacher on Special Assignment to provide the leadership and management necessary to administer and supervise assigned programs as advised by school principal according to policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment. Commitment to the vision, mission and values of the Palm Beach County School District.
Haspil, Melanie	Other	Single School Culture Coach assigned to develop a common school culture using data to provide leadership and management necessary to administer and supervise the school's climate as advised by school principal according to policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment. Commitment to the vision, mission and values of the Palm Beach County School District.

Demographic Information

Principal start date

Monday 7/1/2019, Presley Charles

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

27

Total number of teacher positions allocated to the school

66

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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Year	N/A
Support Tier	N/A
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	315	292	274	0	0	0	0	881
Attendance below 90 percent	0	0	0	0	0	0	68	20	9	0	0	0	0	97
One or more suspensions	0	0	0	0	0	0	28	55	51	0	0	0	0	134
Course failure in ELA	0	0	0	0	0	0	125	0	0	0	0	0	0	125
Course failure in Math	0	0	0	0	0	0	72	0	0	0	0	0	0	72
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	65	70	76	0	0	0	0	211
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	61	65	95	0	0	0	0	221
FY20 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	162	174	159	0	0	0	0	495
FY20 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	167	164	129	0	0	0	0	460

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	117	69	109	0	0	0	0	295

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	2	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/17/2020

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	318	339	331	0	0	0	0	988
Attendance below 90 percent	0	0	0	0	0	0	27	39	59	0	0	0	0	125
One or more suspensions	0	0	0	0	0	0	72	52	31	0	0	0	0	155
Course failure in ELA or Math	0	0	0	0	0	0	23	72	56	0	0	0	0	151
Level 1 on statewide assessment	0	0	0	0	0	0	102	123	147	0	0	0	0	372

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	65	83	79	0	0	0	0	227

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	48	28	47	0	0	0	0	123
Students retained two or more times	0	0	0	0	0	0	2	2	0	0	0	0	0	4

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	318	339	331	0	0	0	0	988
Attendance below 90 percent	0	0	0	0	0	0	27	39	59	0	0	0	0	125
One or more suspensions	0	0	0	0	0	0	72	52	31	0	0	0	0	155
Course failure in ELA or Math	0	0	0	0	0	0	23	72	56	0	0	0	0	151
Level 1 on statewide assessment	0	0	0	0	0	0	102	123	147	0	0	0	0	372

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	65	83	79	0	0	0	0	227

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	48	28	47	0	0	0	0	123
Students retained two or more times	0	0	0	0	0	0	2	2	0	0	0	0	0	4

Part II: Needs Assessment/Analysis**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	38%	58%	54%	33%	56%	52%
ELA Learning Gains	48%	56%	54%	45%	57%	54%
ELA Lowest 25th Percentile	40%	49%	47%	43%	48%	44%
Math Achievement	38%	62%	58%	35%	61%	56%
Math Learning Gains	39%	60%	57%	40%	61%	57%
Math Lowest 25th Percentile	36%	53%	51%	35%	52%	50%
Science Achievement	32%	52%	51%	35%	53%	50%
Social Studies Achievement	52%	75%	72%	52%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

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	2019	40%	58%	-18%	54%	-14%
	2018	31%	53%	-22%	52%	-21%
Same Grade Comparison		9%				
Cohort Comparison						
07	2019	33%	53%	-20%	52%	-19%
	2018	34%	54%	-20%	51%	-17%
Same Grade Comparison		-1%				
Cohort Comparison		2%				
08	2019	37%	58%	-21%	56%	-19%
	2018	40%	60%	-20%	58%	-18%
Same Grade Comparison		-3%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	40%	60%	-20%	55%	-15%
	2018	34%	56%	-22%	52%	-18%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	14%	35%	-21%	54%	-40%
	2018	24%	39%	-15%	54%	-30%
Same Grade Comparison		-10%				
Cohort Comparison		-20%				
08	2019	31%	64%	-33%	46%	-15%
	2018	32%	65%	-33%	45%	-13%
Same Grade Comparison		-1%				
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	31%	51%	-20%	48%	-17%
	2018	36%	54%	-18%	50%	-14%
Same Grade Comparison		-5%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	49%	72%	-23%	71%	-22%
2018	51%	72%	-21%	71%	-20%
Compare		-2%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	78%	64%	14%	61%	17%
2018	77%	62%	15%	62%	15%
Compare		1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	95%	60%	35%	57%	38%
2018	93%	57%	36%	56%	37%
Compare		2%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	20	44	39	21	33	33	17	34	62		

2019 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 2017-18	C & C Accel 2017-18
ELL	32	51	42	33	33	27	31	36	79		
ASN	75	64		83	71						
BLK	33	45	40	33	35	36	23	47	73		
HSP	43	52	32	46	46	27	53	53	89		
MUL	39	36		48	50		45				
WHT	58	64		57	55		61	78	89		
FRL	35	46	40	36	38	37	30	48	76		
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	441

ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to 2019 FSA data ELA and Math learning gains of our lowest 25% indicated the greatest declines in performance when comparing 2018 to 2019 percentages. .Currently Winter Diagnostic is the latest data available, due to COVID-no 2021 FSA data available. 2020 ELA Diagnostic indicates Level 3 or higher at 40% as a school with 7th grade at 26% as the lowest performing in ELA. Science remains the lowest performing data component at 27% proficient on 2020 Diagnostic which is also a decline from 39% on 2019 Diagnostic as well as a decline from 2019 Science Achievement of 32% on the state assessment. ELA achievement was actually the lowest performing data component in 2018 at 37% which actually increased by 1% in 2019. Common trends in the data indicate low performance in Science at the district and state level. Contributing factors identified include; lack of instructional rigor and lack of effective differentiated instruction with our lowest 25%. The need to strengthen our inclusion model of instruction for our lowest 25% is another barrier. Additionally with Science achievement the barriers are also lack of building on necessary skills and standards in grades 6 and 7, this again indicates a need to strengthen instructional rigor. The ESSA subgroups that reported below the ESSA federal index of 41% for 2019 are; English Language Learners ,Black/African American students both at 40% and Students with disabilities at 31%. Current barriers that may affect future data trends relative to school improvement are majorly COVID19 related.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

2019 FSA Math learning gains of the lowest 25% showed the greatest decline at 36% from 47% in 2018, an 11 percent drop, with ELA learning gains of the lowest 25% coming in a very close second with a 10% decline- a result of 40% in 2019 from 50% in 2018.

2020 Winter Science Diagnostic at 27% proficiency indicates a decline from 2019 Winter Science Diagnostic of 40% proficiency and a decline from 2019 Science FSA at 31% proficiency. Science is the data component with the greatest decline.

Factors that contributed to the decline include; lack of consistency and rigor in the inclusion model of instruction for our lowest 25% and also lack of planning together for effective instruction including intensive interventions and reteaching strategies for math and science content areas. Additionally, not building on the assessed Science concepts in 6th and 7th grade before reaching the 8th grade assessment year contributes decline in Science proficiency. Based on this data trend our focus will be to increase instructional rigor and student engagement in content area classes; including Science, Language Arts and Math, in efforts to increase learning gains and student achievement and decrease the number of students scoring level 1 on state assessments.

Factors this school year contributing to academic and performance decline; include barriers and challenges of distance learning. This data indicates that as a school we need to deliberately target our instruction specific to the assessed standards and provide strategies to support the academic needs of all students.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math achievement and Social Studies(Civics) both with a 20% gap as measured on the 2019 FSA state assessment have the greatest gap when compared to the state average. Math at 38% proficient compared to the state's 58% and Social Studies(Civics) at 52% compared to the state's 72%. Factors contributing to this gap with math content include however are not limited to; lack of in depth exposure to the math strands aligned to the item specifications, using the data to drive instruction and tutorial decisions. Also in Social studies below grade level readers struggle with the comprehension and fluency of the social studies text. Other contributing factors are; a change in teacher for one of the Social studies classroom and a year 1 teacher in the other classroom. The higher level readers were grouped with the 1 veteran teacher. Not evenly distributing the ESE and ELL students in the classrooms may have also been a contributing factor creating a great gap in performance compared to the state average. Current Social Studies (Civics) data trends indicate a decline from 2019 FSA data to 2020 Winter Diagnostic data; 52% proficiency to 49%. Science achievement at 32% proficiency and Math lowest 25th percentile at 36% were our lowest performing categories when comparing the FSA scores from SY19 with the scores from SY18.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA achievement and Middle school acceleration are the only 2 components that did not show a decline in performance out of the nine cells from 2018 to 2019. Their performance did not necessarily show a lot of improvement, they both increased by 1. This year the ELA team was a strong team instructionally with effective classroom management. The Middle School Acceleration courses are our higher-performing students. These teachers also provide additional tutorial for these students deliberate to the item specifications and data analysis. When taking a closer look at the sub-groups, there were other areas showing improvement; Middle school acceleration with Hispanics increased from 85 in 2018 to 89 in 2019. ELL students showed an increase in ELA, Math and Science. In ELA 23 to 32, Math 28 to 33 and in Science 23 to 31. Black subgroup showed an increase in ELA; 30 to 33 and Asian subgroup showed improvement in Math; from 65 to 71. Tutorial sessions for these subgroups in these content areas is one contributing factor to the improvement. Based on 2020 Winter Diagnostic ELA achievement percentage did increase from 2019 FSA from 38% to 40% proficient.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Potential area of concern identified based on EWS reflection that we need to focus on as a school this year is 1. decreasing the number of students scoring level 1 and 2 on 2021 state assessments. Instruction with our lowest 25th percentile students has consistently manifested as a critical need area for us as a school. 2. Also targeting our Science instruction for improvement in rigor toward the State Science assessment has also consistently shown as a critical need area for Howell L. Watkins. Developing effective leadership teams to develop and increase capacity in each content area for ELA, Math, and Science will target concerns with the rigor of instruction with our low 25th percentile population as well as all of our students.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase learning gains for students in the lowest 25% in ELA and in Math by 2% by FSA 2021.
2. Increase Science achievement by 2% by FSA 2021.
3. Increase English Language Learners ESSA Federal Index by 2% by FSA 2021.
4. Increase Black/African American students ESSA Federal Index by 2% by FSA 2021.

The action plan for addressing schoolwide improvement priorities for this school year will focus on increased attendance, engaged rigorous and appropriate instruction, developing and building capacity of teachers and staff to assist schoolwide improvement. The action plan steps include; Step 1-developing leadership teams to develop and increase capacity in each content area of ELA, Math, Science, and Social Studies. Developing the capacity of content area teachers establishes a routine and expectation of instructional rigor in every classroom. Each content area will be assigned a team leader that assists the team with resources and strategies to aid and supplement the instructional rigor in the classroom aligned to teaching state standards according to each assessed specification. Each content department has an assigned academic coach responsible for scheduling and facilitating collaborative planning with our Single School Culture Coordinator. Collaborative planning with academic coaches and our single school culture coordinator is Step 2 of the action plan. Collaborative planning will consist of deliberate coaching, modeling and guiding of instructional expectations. The instructional expectations include data driven instruction that scaffolds according to the needs of the student. Step 3 addresses increasing attendance and student engagement in class. This year our team has also worked to improve our school-wide guidelines and behavior matrix that will be demonstrated and taught through specific practices led by our Guidance counselors. Students will be responsible to abide by the guidelines of our Behavior Matrix of being Positive in all school settings on campus and virtual, being Respectful, practicing Integrity, and choosing Disciplined behaviors of Excellence both on campus and in virtual classrooms. The leadership team will incorporate district initiatives that motivate increased student attendance and engagement. We continue to maintain a single school culture through quarterly celebrations as well as weekly check-ins from support staff and the admin team that assist boosting student engagement and morale and that assist our school culture and climate and mental health and well-being of students, teachers, and staff. This year with the pandemic in the forefront of our reality we have several systems in place to support schoolwide improvement and the safety and well-being of our students and staff, academically, emotionally, and physically as best we can. This year our teachers and Admin team are working with the Guidance counselors to provide more celebratory activities as feasible in applicable in addition to the quarterly celebrations in efforts to build and maintain momentum and increase academic focus, social and emotional support and awareness. During distance learning attendance and engagement will be monitored daily in each class, for students that participate via brick and mortar or remotely via distance learning. Team leaders will work with Guidance counselors, students, families and business partners in creating school incentives for increased attendance for brick and mortar as well as for remote learners. Additionally we will hire, train and retain instructional support staff to meet instructional needs in ELA, Math and Science and provide opportunities for parent engagement and family workshops and events that assist school and home collaboration, student achievement and instructional engagement in ELA, Math and Science.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

This school our focus on standards-based instruction to increase learning gains school-wide in both ELA and Math, specifically targeting our lowest 25th percentile population which include our level 1 scorers on state assessments will work towards an increase in achievement and learning gains in ELA and Math. Instruction with our lowest 25th percentile students has consistently manifested as a critical need area for us as a school. Also targeting our Science instruction for improvement in rigor toward the State Science assessment has also consistently shown as a critical need area for Howell L. Watkins. Focusing on standards-aligned instruction in these areas will increase student achievement, High School Readiness, and decrease level 1 scores on state assessments. Science achievement at 32% proficiency and Math lowest 25th percentile at 36% were our lowest performing categories when comparing the FSA scores from SY19 with the scores from SY18. School-wide instructional support with our lowest 25th percentile population is an area of focus for this year, as the data results indicate a 10% decrease in ELA and a 11% decrease in Math- both with our lowest 25 population. Strengthening our inclusion model for effective instruction with our lowest 25th percentile population will be a target area for instructional support this year and targeting our Science instruction across all grade levels. Our ESSA identified subgroups although overall Howell L Watkins scored at 44%, we have 3 identified subgroups that missed the 41% or higher target; students with disabilities at 31% scored the lowest and missed the target for the second year. English Language Learners and Black/African American students scored at 40%. This data indicates that as a school we need to deliberately target our instruction to support these subgroups and implement strategies for instructional support that rigorously meets the needs of all of our students.

Measurable Outcome:

By FY 21, we will increase the overall learning gains percentage in ELA and Math school-wide by 2% in ELA and 2% in Math on the FSA assessment. We will increase in the low 25th percentile category in ELA by 2%, an increase to 42%. We will increase the low 25th percentile category for Math by 2%, an increase to 38%.

Additionally Howell L Watkins will increase achievement in Science by 2%, an increase to 34% on the Science state assessment. In our ESSA subgroups students with disabilities will increase by 2% to 33%, and English Language Learners and Black/African American students will increase by 2% to 42%.

Data indicates that we are making progress towards meeting our goals. Due to the lack of data for FY20

because of state mandated school closure (COVID19) with the cancellation of state assessments, we

will continue with our FY20 goals for FY21.

Person responsible for monitoring outcome:

Awilda Tomas Andres (awilda.tomasandres@palmbeachschools.org)

Evidence-based Strategy:

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. FSA tutoring programs will be offered to students to ensure learning is supplemented with additional resources and teacher support.
3. Math teachers will incorporate the use of technology-based programs including Math Nation and IXL. Language Arts teachers will use Study Island, Reading Plus, novel study, and writing

**Rationale
for
Evidence-
based
Strategy:**

strategies to enhance students' ability to integrate knowledge.

4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have been proven successful in preparing students for the FSA.

2. Students who participate in the FSA tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.

3. Both IXL and Math Nation have aided in significantly increasing student achievement when the programs were used with fidelity. The Reading Plus program, Study Island, and the incorporation of writing strategies such as CLS are effective tools that enable teachers to differentiate instruction based on a student's specific area of need.

4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Action Steps to Implement

Incorporate Small group instruction:

- a. Students will be assessed using USA's and FSQ's in both Math and Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction will be utilized in all ELA and Math.
 - b. Teachers will analyze student data to determine strengths and weaknesses in content area.
 - c. Teachers will create all small group rotational cycle to ensure all students are being supported at their abilities (SWDs, whites).
 - d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
 - e. Teachers develop ongoing formative assessments to track student learning n make adjustments to instruction.
 - f. Monitoring will occur through classroom walks, review of lesson plans, and student data analysis (SSCC).
2. Tutorials:
- a. Analyze student data to determine students for tutorial groups and the support necessary.
 - b. Choose supplemental materials and resources to be utilized during tutorials.
 - c. Analyze teacher classroom data to determine who will be tutors.
 - d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials. Students will be selected and grouped for pull-out tutorials, afterschool and

Person Responsible Melanie Haspil (melanie.haspil@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The action plan for addressing schoolwide improvement priorities for this school year will focus on Instructional practice specifically related to standards-aligned instruction. The Action plan will include increasing engaged rigorous and appropriate instruction, developing and building capacity of teachers and staff to assist schoolwide improvement. The action plan steps include; Step 1-developing leadership teams to develop and increase capacity in each content area of ELA, Math, Science, and Social Studies. Developing the capacity of content area teachers establishes a routine and expectation of instructional rigor in every classroom. Each content area will be assigned a team leader that assists the team with resources and strategies to aid and supplement the instructional rigor in the classroom aligned to teaching state standards according to each assessed specification. Each content department has an assigned academic coach responsible for scheduling and facilitating collaborative planning with our Single School Culture Coordinator. Collaborative planning with academic coaches and our single school culture coordinator is Step 2 of the action plan. Collaborative planning will consist of deliberate coaching, modeling and guiding of instructional expectations. The instructional expectations include data driven instruction that scaffolds according to the needs of the student. Step 3 addresses increasing student engagement on line and on campus. The leadership team will incorporate district initiatives that motivate increased student engagement. During distance learning attendance will be taken and monitored daily in each class, for students that participate via brick and mortar or remotely via distance learning. Team leaders will work with Guidance counselors, students, families and business partners in creating school incentives for increased attendance for brick and mortar as well as for remote learners.

Additionally, in alignment with the District's Strategic Plan and with the goal to increase academic instruction of all students, students at Howell L Watkins Middle School will be immersed in rigorous tasks encompassing the full intent of the Florida State Standards, including the content required by Florida State Statute 1003.42 which will continue to develop a Single School Culture of excellence in behavior, academics, and school climate with an appreciation of multicultural diversity in alignment with the School Board Policy 2.09 displaying a focus on the;

History of the Holocaust and History of African Americans/African People.

Our PBIS universal school guidelines and matrix will be demonstrated and taught through specific practices led by our Guidance counselors. Students will be responsible to abide by the guidelines of our Behavior Matrix of being Positive in all school settings on campus and virtual, being Respectful, practicing Integrity, and choosing Disciplined behaviors of Excellence both on campus and in virtual classrooms. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year, made available in on campus and virtual sessions with teachers, staff and students. Our school continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We continue to maintain a single school culture through PBIS quarterly celebrations as well as advisory sessions that discuss applicable topics based on school culture/ climate and mental health. We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their content-area teachers. Suite 360 is the curriculum that the school district selected to implement the five hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participate in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment. Our lead staff on this initiative provides participation stats for monitoring and motivational purposes. Also, our School Behavioral Health Professional (SBHP) supports the behavioral and mental health of our students as well. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP. Our Behavioral Health Professional works closely with our each of grade level Guidance counselors and with our teachers and staff to help us meet the needs of our students and families. We practice deliberate efforts to work

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Stakeholders are invited annually to participate in development of the school wide plan and to collaborate and vote on schoolwide improvement goals for the year. Stakeholders and parents are also invited to give input on parent and school compact initiatives that promote Parent and Family Engagement opportunities for the year. Stakeholders' participation and involvement are also incorporated through School Advisory Council meetings and the Title I Annual Meeting each year. This year's first SAC meeting of the 2021 School year invites parents and stakeholders to discuss and vote on school improvement goals as well as Parent and Family Engagement actions and commitments for the school year. This year's TITLE I Annual Meeting also invites stakeholders and parents to discuss and collaborate on goals for the Schoolwide Plan. The Schoolwide plan and The School Improvement Plan both focus on school improvement and schoolwide initiatives developed to build a positive school culture and environment designed to meet the needs of all students. Stakeholders also participate with the guidance team in developing school wide behavior expectations implemented to employ positive behavior that is conducive to providing a safe learning environment and a positive school culture. This year our PBIS universal school guidelines and matrix will be demonstrated and taught through specific practices led by our Guidance counselors. Students will be responsible to abide by the guidelines of our Behavior Matrix of being Positive in all school settings on campus and virtual, being Respectful, practicing Integrity, and choosing Disciplined behaviors of Excellence both on campus and in virtual classrooms. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year, which include our SEL Wednesdays during the period 4 classes. Our school continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We continue to maintain a single school culture through PBIS quarterly celebrations as well as advisory sessions that discuss applicable topics based on school culture/climate and mental health. This year our teachers and Admin team are working with the Guidance counselors to provide more celebratory activities as feasible in applicable in addition to the quarterly celebrations in efforts to build and maintain momentum and increase social and emotional support and awareness. Also, our School Behavioral Health Professional (SBHP) supports the behavioral and mental health of our students as well. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP. Our Behavioral Health Professional works closely with our each of grade level Guidance counselors and with our teachers and staff to help us meet the needs of our students and families. We practice deliberate efforts to work together as a team to help improve attendance, academics, school culture and social and emotional health of our students, staff, and families.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$955.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	0121 - Howell L. Watkins Middle School	School Improvement Funds	868.11	\$955.00
			<i>Notes: School improvement funds will be utilized for a program or process towards student achievement. School improvement funds will be used for the purpose of enhancing school performance.</i>			
Total:						\$955.00