



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

---

---

Howell L. Watkins Middle School  
9480 MACARTHUR BLVD  
Palm Beach Gardens, FL 33403  
561-776-3600  
[www.edline.net/pages/h\\_l\\_watkins\\_middle\\_school](http://www.edline.net/pages/h_l_watkins_middle_school)

---

## School Demographics

---

<b>School Type</b> Middle School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 91%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 90%

---

## School Grades History

---

<b>2013-14</b> C	<b>2012-13</b> D	<b>2011-12</b> C	<b>2010-11</b> B	<b>2009-10</b> C
---------------------	---------------------	---------------------	---------------------	---------------------

---

## SIP Authority and Template

---

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

---

**Table of Contents**

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>17</b>
<b>Goals Summary</b>	<b>22</b>
<b>Goals Detail</b>	<b>22</b>
<b>Action Plan for Improvement</b>	<b>24</b>
<b>Part III: Coordination and Integration</b>	<b>27</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>28</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>30</b>

---

## 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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

---

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

---

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

---

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

---

Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	5	Gayle Sitter

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

**School**

Howell L. Watkins Middle School

**Principal**

Donald Hoffman

**School Advisory Council chair**

Alexandra Pando

**Names and position titles of the School-Based Leadership Team (SBLT)**

Name	Title
Richard Brown	AP
Imogene Clarke	AP
Micaela Alford	AP
Lynette Myers-Edwards	LTF
Kim Jastrome	Math Coach
Cynthia Liang	Reading Coach

#### District-Level Information

**District**

Palm Beach

**Superintendent**

Mr. E. Wayne Gent

**Date of school board approval of SIP**

11/19/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Membership of the SAC**

SAC The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Contact

**Involvement of the SAC in the development of the SIP**

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

**Activities of the SAC for the upcoming school 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.

**Projected use of school improvement funds, including the amount allocated to each project**

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.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Donald Hoffman**

Principal

Years as Administrator: 11

Years at Current School: 1

**Credentials**

BS - Elementary Education

MS - Math Education

EDD - Educational Leadership

**Performance Record**

2009-2010 - increased school grade from F to D at Glades Central Hi School

2011-2012 - increased school grade from D to C at KEC/Canal Point Elementary School

**Richard Brown**

Asst Principal

Years as Administrator: 5

Years at Current School: 5

**Credentials**

Degrees: BS -Varying Exceptionalities, MS - Educational Leadership

Certifications: Educational Leadership, Varying Exceptionalities

2012-2013:

Grade: D, Reading Mastery: 37%, Math

Mastery: 39%, Science Mastery: 30%, Writing Mastery: 84%

2011-2012:

Grade: C, Reading Mastery: %, Math

Mastery: %, Science Mastery: %, Writing Mastery: %

2010-2011:

Grade: B, Reading Mastery: 52%, Math

Mastery: 56%, Science Mastery: 32%, Writing Mastery: 92%.

AYP: 85% met.

FY 09-10, School Grade C, AYP 77%, INSTRUCTIONAL COACHES

**Performance Record**

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school.

Include

history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest

25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

Meeting high standards 54% Reading, 51%

Math, 92% Writing, 24% Science



**Micaela Alford**

Asst Principal

Years as Administrator: 0

Years at Current School: 0

**Credentials**

Master of Education in Educational Leadership  
 Master of Education in Curriculum and Instruction  
 Bachelor of Science in Health Science Education (Cum Laude)

**Performance Record**

-Increased Science FCAT scores from 35% to 44% at Jeaga Middle School 2012-2013 (9% increase from previous year)  
 Note: Jeaga experienced the highest science gains for Title 1 schools and the second highest science gains in the district. Only 9 middle schools in the district experienced an increase in science proficiency.  
 -Increased Science FCAT scores from 31% to 35% at Jeaga Middle School 2011-2012 (4% increase from previous year)  
 -Increased scores 11% in Science at Odyssey Middle from Winter Diagnostic to FCAT using self created prescription packets based off student weaknesses.

**Imogene Clarke**

Asst Principal

Years as Administrator: 9

Years at Current School: 4

**Credentials**

BA - Elementary Education  
 MS - Elementary Education  
 MS - Counseling Psychology  
 Certification - Educational Leadership

**Performance Record**

2011-2012 Increased school grade from C to B at Howell L. Watkins Middle  
 2010-2011 Increased reading learning gains 5% from previous year at Howell L. Watkins.

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Kim Jastrome</b>		
Part-time / District-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Mathematics	
<b>Credentials</b>	BS Mathematics 6 - 12	
<b>Performance Record</b>	2011-2012 L.C. Swain Middle 98% of Intensive Math class load achieved proficiency in mathematics 2010 - 2011 L.C. Swain Middle 100 % students either achieved or maintained proficiency	

<b>Cynthia Laing</b>		
Part-time / District-based	Years as Coach: 0	Years at Current School: 5
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	BS - Elementary Education / University of Miami MS - Reading / Nova Southeastern University Ed. Specialist - Educational Leadership - Nova Southeastern	
<b>Performance Record</b>		

**Classroom Teachers**

<b># of classroom teachers</b>	55
<b># receiving effective rating or higher</b>	55, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	55, 100%
<b># ESOL endorsed</b>	14, 25%
<b># reading endorsed</b>	10, 18%
<b># with advanced degrees</b>	21, 38%
<b># National Board Certified</b>	1, 2%
<b># first-year teachers</b>	3, 5%
<b># with 1-5 years of experience</b>	11, 20%

**# with 6-14 years of experience**

23, 42%

**# with 15 or more years of experience**

18, 33%

**Education Paraprofessionals**

**# of paraprofessionals**

4

**# Highly Qualified**

4, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Provide mentors and lead teachers to assist new teachers. Mrs. Seigfried  
 Allow for opportunities for professional growth. Administration  
 Work with HR to select teachers who match the school. Administration and HR  
 Allow for flexibility in job duties to assist personal obligations. Administration

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Our school mentoring program/plan  
 Mentor...  
 Holds Florida Professional Certificate  
 Completed three successful years of teaching  
 Teaching in the same grade, department or similar subject  
 Has a positive attitude  
 Clinical Education training  
 Has a history of being a team player  
 Conducts support meetings

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The school-based leadership team consists of administration, guidance counselors, behavior coach, ESE contact, ELL contact, and classroom teachers. 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.

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.

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Member of the school-based leadership team will meet with the SAC and will share the vision of MTSS during the September 2013 meeting. Rtl meetings (school based team) will be held bi weekly and reports will be submitted to administration as to the progress of each case. All meetings will be scheduled and documented to ensure proper monitoring is followed. Administration will also be present at all Rtl and school based team (SBT) meetings.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Several data systems will be used to monitor and analyze the effectiveness of the academic remediation and enrichment process. The following data sources will be used in the areas of reading, math, science, and writing:

FCAT, Common Core Assessment, FAIR, Palm Beach County Diagnostics, Palm Beach Writes, PMRN, CELLA, CORE K12, Florida Achieves, and EDW.

Behaviors/attendance will be tracked and monitored through the TERMS system, office disciplinary referrals, attendance letters, behavior point sheets, tardies, student retention's, and EDW.

## **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

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.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:**

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

#### **How is data collected and analyzed to determine the effectiveness of this strategy?**

Students will be assessed on benchmark assessments to determine if student mastery was achieved. This will be assessed using CORE K12, Florida Achieves, Diagnostic Assessments, and Common Assessments

#### **Who is responsible for monitoring implementation of this strategy?**

Administration, Coaches, LTF, and Teachers

**Strategy:** Weekend Program

**Minutes added to school year:**

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

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Students will be assessed on benchmark assessments and writing samples to determine if student mastery was achieved. This will be assessed using CORE K12, Florida Achieves, Diagnostic Assessments, and Common Assessments.

**Who is responsible for monitoring implementation of this strategy?**

Administration, Coaches, LTF, and classroom teachers

**Strategy:** Summer Program

**Minutes added to school year:**

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

**Strategy Purpose(s)**

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

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Students will be administered and pre-test and post-test to check for comprehension.

**Who is responsible for monitoring implementation of this strategy?**

Administration, Coaches, LTF, and classroom teachers

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Don Hoffman	Principal
Lynette Myers Edwards	LTF
Imogene Clarke	AP
Micaela Alford	AP
Cynthia Laing	Reading Coach

Name	Title
Shernett Alexander	Area Reading Specialist

### How the school-based LLT functions

The team will meet weekly to discuss instructional practices, planning, and modeling of content to be covered in classes. Meetings will take place with all LLT members and deliberate practice models will be discussed which will then be monitored by the LLT team. After observations, the LLT will convene to discuss best practices and provide feedback to the teachers.

### Major initiatives of the LLT

Implement the blended model of Read 180, Reader's Workshop, Common Core, and NGSSS.  
 Create benchmark specific lessons and assessments  
 Utilize the Reading Plus program to supplement instruction  
 Create classroom libraries for students in every reading class.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Teachers will participate in Professional Learning Communities to develop the skills necessary to effectively implement reading across the curriculum to maintain proficiency amongst students.  
 Utilize data from formative teacher assessments to determine the needs of students.  
 Utilization of Instructional Focus Calendars in all Language Arts classrooms.  
 Teachers will attend district professional development workshops throughout the school year along with the opportunity to attend Professional Reading Conferences outside of the school district.  
 Teachers will utilize CORE K12 assessments on the computer to monitor student data.  
 Teachers will teach students how to use the tools on the computer and develop new reading strategies to meet the needs of students. Professional Development on different reading strategies for computer-based programs. Administration will review Instructional Focus Calendars and monitor implementation during walkthroughs. Lesson plans from teachers and Reading Coach Log sheets.  
 Teachers will use the Independent Reading Level Assessment (IRLA) is a unified standards-based framework for student assessment, text leveling, and curriculum and instruction. The IRLA includes every Common Core Standard for Reading, both in literature and informational text, as well as those Language standards key to reading success, for students in grades PreK through 12.

**Baseline Level**  
 The IRLA will help you establish a baseline proficiency level for students. The baseline level is the highest level at which a student can demonstrate proficiency without teacher help. This is the level at which you can expect the student to perform at proficiency on high stakes testing.  
 Teachers will Develop an Action Plan to Ensure Reading Proficiency for Every Student  
 The IRLA will help teachers show students where they are, where they should be, and what skills and behaviors lie in between. Through regular conferences, you will be able to outline and track a course of correction, acceleration, or maintenance, for each student and his or her family.

**Monitor Progress Towards Goal**  
 The IRLA allows each teacher to track progress in real-time. Each standard has been assigned a points value relative to the amount of time it should take a student to acquire that skill or concept. In each formative assessment conference, teachers score students on any standards they have mastered, allowing teachers and schools to track rate of reading growth for every student.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

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.

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

Student academic planning takes place each spring with students to effectively and efficiently plan their upcoming school year. Meeting and assemblies are set up to discuss high school options, magnet school, and decide on academic classes and plans. Students also take part in a career fair at the school to explore and obtain insight into their academic and career planning.

**Strategies for improving student readiness for the public postsecondary level**

Students at HL Watkins are placed in rigorous courses that provide them with the best opportunity to be successful in high school and post secondary education.



## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	49%	39%	No	54%
American Indian				
Asian	69%	36%	No	72%
Black/African American	42%	34%	No	48%
Hispanic	58%	45%	No	62%
White	76%	67%	No	78%
English language learners	28%	17%	No	35%
Students with disabilities	34%	25%	No	41%
Economically disadvantaged	46%	36%	No	51%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	127	21%	30%
Students scoring at or above Achievement Level 4	93	15%	20%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	22	88%	100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	354	52%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	73	55%	65%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	25	39%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	15	23%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	19%	35%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	91	54%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		88%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	39%	No	60%
American Indian				
Asian	79%	64%	No	81%
Black/African American	48%	35%	No	54%
Hispanic	59%	45%	No	63%
White	79%	57%	No	81%
English language learners	38%	19%	No	44%
Students with disabilities	48%	26%	No	54%
Economically disadvantaged	52%	37%	No	57%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	141	23%	35%
Students scoring at or above Achievement Level 4	65	11%	20%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	40%	20%
Students scoring at or above Level 7	15	60%	80%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	340	59%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	71	58%	65%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	98	90%	95%
Middle school performance on high school EOC and industry certifications	70	71%	80%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	56%	70%
Students scoring at or above Achievement Level 4	11	12%	30%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		25%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		75%

**Area 4: Science**

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	16%	25%
Students scoring at or above Achievement Level 4	17	10%	15%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		15%
Students scoring at or above Level 7	[data excluded for privacy reasons]		85%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	76		100
Participation in STEM-related experiences provided for students	76	8%	12%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	179	28%	35%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	10%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	100%
Students taking CTE industry certification exams	0	0%	100%
Passing rate (%) for students who take CTE industry certification exams		0%	70%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	2%	2%

**Area 8: Early Warning Systems**

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	12	2%	1%
Students who fail a mathematics course	4	1%	1%
Students who fail an English Language Arts course	29	5%	1%
Students who fail two or more courses in any subject	21	3%	1%
Students who receive two or more behavior referrals	134	21%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	144	23%	15%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

At least 50% of the parents will attend one school activity. These events include open houses, curriculum nights, SAC meetings, Choice meetings, parent conferences, sporting events, and orientation.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental involvement at school activities and events	244	36%	50%

**Area 10: Additional Targets**

**Additional targets for the school**

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

- \* History of Holocaust
- \* History of Africans and African Americans
- \* Hispanic Contributions
- \* Women's Contributions
- \* Sacrifices of Veterans

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
HL Watkins will infuse the targets listed above	695	100%	100%

## Goals Summary

- G1.** Increase proficiency by achieving learning gains in all students.
- G2.** Provide opportunities for parents to be involved with school functions and events

## Goals Detail

### G1. Increase proficiency by achieving learning gains in all students.

#### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Civics EOC
- Science - Middle School
- Parental Involvement
- EWS - Middle School

#### Resources Available to Support the Goal

- Title 1, District Specialists, Teachers

#### Targeted Barriers to Achieving the Goal

- Student buy-in, transportation, limited funding, staff participation, late start time

### Plan to Monitor Progress Toward the Goal

Check progress of students through weekly assessments, diagnostics, formal assessments

#### Person or Persons Responsible

Administration & Coaches

#### Target Dates or Schedule:

weekly, monthly, quarterly

#### Evidence of Completion:

April 2014

## G2. Provide opportunities for parents to be involved with school functions and events

### Targets Supported

- Parental Involvement

### Resources Available to Support the Goal

- Title I, Community Stakeholders, School Personnel

### Targeted Barriers to Achieving the Goal

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

## Plan to Monitor Progress Toward the Goal

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

### Person or Persons Responsible

Administration, Guidance

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

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

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase proficiency by achieving learning gains in all students.

**G1.B1** Student buy-in, transportation, limited funding, staff participation, late start time

**G1.B1.S1** Provide incentive for student attendance, provide compensation for teachers, provide transportation for students.

#### Action Step 1

Targeted students will participate in extended learning opportunities.

#### Person or Persons Responsible

Low performing students

#### Target Dates or Schedule

Before and after school sessions, Saturday School, Pull-out during the school day

#### Evidence of Completion

Diagnostic and FCAT scores

#### Facilitator:

Lynette Myers-Edwards

#### Participants:

Low performing students

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

Monitor and supervise instructional sessions

#### Person or Persons Responsible

Administration & Coaches

#### Target Dates or Schedule

Monday - Thursday

#### Evidence of Completion

April 2014



## Plan to Monitor Effectiveness of G1.B1.S1

The results of the assessments used in the tutoring program

### Person or Persons Responsible

Administration & Coaches

### Target Dates or Schedule

weekly, Monday - Thursday

### Evidence of Completion

April 2014

## G2. Provide opportunities for parents to be involved with school functions and events

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

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

### Action Step 1

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

### Person or Persons Responsible

School Staff

### Target Dates or Schedule

Ongoing

### Evidence of Completion

School newsletters, phone logs, conference notes

### Facilitator:

Jerrie Jump, Jackie Batista, Beatrice Johnson

### Participants:

School Staff

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

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

**Person or Persons Responsible**

Administration, Guidance

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation of completed phone calls, conferences, and newsletters.

### Plan to Monitor Effectiveness of G2.B1.S1

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

**Person or Persons Responsible**

Administration, Guidance

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Documentation of completed phone calls, conferences, and newsletters.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 for teachers. Supplies and technology supplement the instruction. The district coordinates with Title I, Title II, and Title III in ensuring staff development needs are provided.

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

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

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

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

Nutrition programs: An estimated 400 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 responsibility for our daily operation (academic, behavior, and climate) with students AND staff.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

### G1. Increase proficiency by achieving learning gains in all students.

#### G1.B1 Student buy-in, transportation, limited funding, staff participation, late start time

**G1.B1.S1** Provide incentive for student attendance, provide compensation for teachers, provide transportation for students.

#### PD Opportunity 1

Targeted students will participate in extended learning opportunities.

##### Facilitator

Lynette Myers-Edwards

##### Participants

Low performing students

##### Target Dates or Schedule

Before and after school sessions, Saturday School, Pull-out during the school day

##### Evidence of Completion

Diagnostic and FCAT scores

**G2. Provide opportunities for parents to be involved with school functions and events**

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

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

**PD Opportunity 1**

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

**Facilitator**

Jerrie Jump, Jackie Batista, Beatrice Johnson

**Participants**

School Staff

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

School newsletters, phone logs, conference notes

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase proficiency by achieving learning gains in all students.	\$206,269
G2.	Provide opportunities for parents to be involved with school functions and events	\$3,984
Total		\$210,253

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title 1	\$206,269	\$206,269
Title I	\$3,984	\$3,984
Total	\$210,253	\$210,253

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

#### G1. Increase proficiency by achieving learning gains in all students.

##### G1.B1 Student buy-in, transportation, limited funding, staff participation, late start time

**G1.B1.S1** Provide incentive for student attendance, provide compensation for teachers, provide transportation for students.

#### Action Step 1

Targeted students will participate in extended learning opportunities.

#### Resource Type

Evidence-Based Program

#### Resource

Teachers, tutoring teachers, reading and math coaches, reading & math online programs, supplies for program, supplies for teachers, and attend conferences and professional development.

#### Funding Source

Title 1

#### Amount Needed

\$206,269

**G2. Provide opportunities for parents to be involved with school functions and events**

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

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

**Action Step 1**

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

**Resource Type**

Evidence-Based Program

**Resource**

Paper, Supplies, Postage, Students Reports, Printing Supplies

**Funding Source**

Title I

**Amount Needed**

\$3,984