Howell L. Watkins Middle School

2021-22 Schoolwide Improvement Plan

Table of Contents

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	

* 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.

Table of Contents

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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	91%

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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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	Position Title	Job Duties and Responsibilities
Tomas Andres, Awilda	Principal	The school principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction. Essential Functions: Vision of Academic Success for All 1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. Climate 10. Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.

Name	Position Title	Job Duties and Responsibilities
		11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.

12. Creates school-wide and team norms and expectations for collective responsibility for student success.

13. Develops staff's capacity to collaborate effectively about standards and effective instruction.

14. Celebrates success as well as opportunities for growth.

15. Eliminates barriers and distractions that interfere with effective teaching and learning.

16. Provides a clean, safe and nurturing school environment.

17. Builds a culture of pride, trust, and respect.

18. Implements and monitors an effective approach to bullying prevention.

19. Aligns new and existing community and parent partnerships.

Cultivating Leadership

20. Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction.

21. Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.

22. Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.

23. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.

24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.

25. Provides ongoing coaching with constructive feedback to teacher leaders.

26. Implements a comprehensive performance management system.

27. Implements rigorous project management, structures, protocols, and

Name	Position Title	Job Duties and Responsibilities
		processes.

Improving Instruction

28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.

29. Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.

30. Provides intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.

31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.

32. Quickly and proactively addresses problems in instruction and student learning.

33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.

34. Monitors and improves instruction.

35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.

People, Data, and Processes

36. Hires and retains highly qualified and effective employees.

37. Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.

38. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.

Name	Position Title	Job Duties and Responsibilities
		39. Uses data to inform decisions and instruction, professional learning, performance, and student learning. 40. Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning. 41. Reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning while simultaneously working with colleagues and supervisors to eliminate or diminish those that interfere with instructional leadership. 42. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning. 43. Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations and providing staff development/training opportunities. 44. Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received. 45. Maintains appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories and ensures the accuracy and timeliness of all school reports. 46. Supervises the school's food, transportation, maintenance, facility and support services. 47. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes. 48. Coordinates community activities relevant to the school within the school area. 49. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives. 50. Implements and monitors career and leadership advancement pathways. 51. Monitors systemic customer service. 52. Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment.

Name	Position Title	Job Duties and Responsibilities
Turner-Wright, Shauna	Assistant Principal	The school assistant principal supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students.
Brown, Richard	Assistant Principal	The school assistant principal supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students.
Angione, Catherine	Curriculum Resource Teacher	
Haspil, Melanie	Other	

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
69

Total number of students enrolled at the school
875

Identify the number of instructional staff who left the school during the 2020-21 school year.
10

Identify the number of instructional staff who joined the school during the 2021-22 school year.
16

Demographic Data

Early Warning Systems

2021-22

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	328	289	258	0	0	0	0	875
Attendance below 90 percent	0	0	0	0	0	0	24	37	31	0	0	0	0	92
One or more suspensions	0	0	0	0	0	0	42	22	16	0	0	0	0	80
Course failure in ELA	0	0	0	0	0	0	55	137	37	0	0	0	0	229
Course failure in Math	0	0	0	0	0	0	25	103	26	0	0	0	0	154
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	97	110	112	0	0	0	0	319
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	153	167	158	0	0	0	0	478
Number of students with a substantial reading deficiency	0	0	0	0	0	0	97	110	112	0	0	0	0	319
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	162	174	159	0	0	0	0	495
FY21 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	128	182	130	0	0	0	0	440

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	54	48	36	0	0	0	0	138
Students retained two or more times	0	0	0	0	0	0	1	3	1	0	0	0	0	5

Date this data was collected or last updated

Friday 9/24/2021

2020-21 - 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	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	

2020-21 - 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	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	54	48	36	0	0	0	0	138
Students retained two or more times	0	0	0	0	0	0	1	3	1	0	0	0	0	5

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				38%	58%	54%	37%	56%	53%
ELA Learning Gains				48%	56%	54%	49%	57%	54%
ELA Lowest 25th Percentile				40%	49%	47%	50%	49%	47%
Math Achievement				38%	62%	58%	40%	61%	58%
Math Learning Gains				39%	60%	57%	47%	61%	57%
Math Lowest 25th Percentile				36%	53%	51%	47%	54%	51%
Science Achievement				32%	52%	51%	39%	55%	52%
Social Studies Achievement				52%	75%	72%	54%	75%	72%

Grade Level Data Review - State Assessments
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	2021					
	2019	40%	58%	-18%	54%	-14%
Cohort Comparison						
07	2021					
	2019	33%	53%	-20%	52%	-19%
Cohort Comparison		-40%				
08	2021					
	2019	37%	58%	-21%	56%	-19%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	40%	60%	-20%	55%	-15%
Cohort Comparison						
07	2021					
	2019	14%	35%	-21%	54%	-40%
Cohort Comparison		-40%				
08	2021					
	2019	31%	64%	-33%	46%	-15%
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	31%	51%	-20%	48%	-17%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	49%	72%	-23%	71%	-22%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	78%	64%	14%	61%	17%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	60%	35%	57%	38%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

To support the continual growth of our students, we have established tutorial sessions in all tested areas. We offer tutorial sessions before school or after school and we also offer tutorial on campus or virtually. Additionally we are also offering a tutorial session specifically for students falling behind academically or out of school for Covid concerns. We are continuing the use of standards-based instructional materials including item specifications along with data driven instructional focus calendars planned out with academic coaches and Team leaders in Team meetings, data chats and Team-based Professional Learning groups. Additionally we will supplement instruction and tutorial with research-based district provided programs and materials such as Achieve 3000, IReady, NO RED INK, IXL, Reading Plus and Study Island .

FY21 Winter diagnostic demonstrates 6th grade at 34% proficiency in ELA and 23.4% in Math, 7th Grade 32% proficient in ELA and 31% in Math, 8th Grade 36% proficient in ELA and 35% in Math - of the students tested, not including Accelerated Math. According to the FY21 Winter Diagnostic data 71 students-28% scored at a level 3 or above on the 8th grade Science assessment. Students with disabilities are demonstrating lowest achievement as measured on assessments in each of the tested subjects. English Language Learners are falling behind also.

At this time, we are offering tutorial in all of our tested categories; including specific tutoring targeting our lowest 25% students and our ELL students. We anticipate steady progress towards increasing learning gains for these students.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	53.3	43.7	40.3
	Economically Disadvantaged	51.9	41.9	38.4
	Students With Disabilities	25.8	20.0	1.3
	English Language Learners	37.0	25.0	23.7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	35.8	27.9	30.6
	Economically Disadvantaged	34.8	26.4	28.1
	Students With Disabilities	14.9	5.5	6.3
	English Language Learners	15.2	10.8	17.1

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	69.5	48.6	41.3
	Economically Disadvantaged	68.2	47.2	40.4
	Students With Disabilities	61.5	29.3	18.8
	English Language Learners	47.8	32.1	18.8
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21.9	18.9	15.7
	Economically Disadvantaged	20.6	17.9	14.0
	Students With Disabilities	12.8	10.9	6.7
	English Language Learners	28.0	18.2	8.8
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37.3	29.6	29.7
	Economically Disadvantaged	35.9	27.7	27.7
	Students With Disabilities	25.0	15.9	17.0
	English Language Learners	21.1	16.0	15.4

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41.1	40.8	38.1
	Economically Disadvantaged	40.6	39.9	38.1
	Students With Disabilities	19.6	15.3	11.5
	English Language Learners	7.7	3.3	6.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.3	21.2	21.6
	Economically Disadvantaged	25.7	20.7	21.3
	Students With Disabilities	16.4	9.5	10.8
	English Language Learners	11.5	19.4	18.8
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	51.9	46.8	44.5
	Economically Disadvantaged	50.5	44.5	43.0
	Students With Disabilities	19.3	25.4	23.8
	English Language Learners	32.1	28.1	24.2

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	15	19	15	7	16	21	9	24	18		
ELL	34	38	23	17	13	18	19	40	13		
ASN	79	50		93	71				82		
BLK	31	31	21	16	13	19	21	33	27		
HSP	38	38	26	14	10	14	36	43	23		
MUL	62	63		44	13						
WHT	43	26		29	21		42	63	55		
FRL	33	32	22	17	14	18	26	37	28		
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		
ELL	32	51	42	33	33	27	31	36	79		

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	29
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	293
Total Components for the Federal Index	10
Percent Tested	92%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	27
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	29
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Common trends in the most recent data from 2021 assessment results indicate low performance and achievement decline in all tested areas for our school, also district and state level. Contributing factors identified by our team include; barriers due to Covid 19 pandemic, including students not attending school on campus daily for instruction as well as low participation on assessment days. The barriers and challenges for teachers providing instruction virtually and in person contributed to a lack of instructional rigor and lack of effective differentiated instruction with our standard population of students as well as our ESE, ELL and our lowest 25% students. The need to strengthen our inclusion model of instruction for our lowest 25% remains another
barrier. In addition to low assessment results across the grade levels in Reading/ELA and Math, Science achievement was also considerably lower due to similar barriers and remains the lack of building on
necessary skills and standards in grades 6 and 7, this again indicates a need to strengthen instructional rigor in all content areas. The necessity for deliberate coaching and building instructional capacity
are apparent local trends based upon reflection, observation and analysis of assessment result. The need to strengthen our inclusion model of instruction for our students is a major factor contributing to this year's decline. Also lack of planning together for effective instruction including intensive interventions and reteaching strategies. Furthermore, minimal collaboration reviewing necessary data that should drive instruction is also another major area of focus need across grade levels.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

According to 2019 FSA data ELA and Math learning gains of our lowest 25% indicated the greatest declines and therefore the greatest need for improvement. 2019 ELA data shows grade 7 at 29% level 3 or higher, Grade 8 at 32% level 3 or higher and Grade 6 at 35% level 3 or higher. 2019 FSA Math shows Grade 6 at 40% level 3 or higher, Grade 8 at 31% level 3 or higher and Grade 6 at 40% level 3 or higher. Civics shows a decline from 2018 at 50% level 3 or higher to 2019 at 49% to most current 2021 at 38%. ELA achievement was actually the lowest performing data component in 2018 at 37% which actually increased by 1% in 2019. Math continues to show the greatest decline across the board in each grade level with 7th grade trending at the lowest. Common trends in the data also 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. Science pass rate has declined from 2018 at 36% proficient at level 3 or higher to 2019 at 31% and 2021 at 27%. 2019 FSAA Science rate was at 40%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

2019 FSA Math learning gains of the lowest 25% showed the greatest decline at 36% from 47% in 2018, 11 percent drop, with ELA learning gains of the lowest 25% coming in a 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, Civics, 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.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

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 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. ELA and Accelerated courses continue to show the most improvement based on 2019 data also current 2021 data. We will continue to strengthen skills and proficiency in these areas, utilizing instructional tools and strategies with Team collaboration and use of technology tools such as; NO RED INK and Reading Plus, along with small group instruction and following the team Instructional Focus Calendar.

What were the contributing factors to this 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 contribute to improvement. Based on 2020 Winter Diagnostic ELA

achievement percentage did increase from 2019 FSA from 38% to 40% proficient. Other new actions we took as a school was encouraging tutorial opportunities for students and also team-planning that included data chats and strategic team planning- involving the data analysis and trending developments; that provided helpful feedback to revisiting the standard(s) and/or the instructional approach when teaching the standard.

What strategies will need to be implemented in order to accelerate learning?

Strategies that will need to be implemented in order to accelerate learning will include, however not be limited to:
1. Incorporate Small group instruction in as many core content areas as possible. Although Small group instruction are used mostly in Language Arts and Reading classrooms, students and teachers can benefit from small instruction groups in all content areas, especially core content/assessed subject areas.
a. Students will be assessed using district assessments for Math, Language Arts, Science and Civics. Teachers
will also utilize Differentiated Instruction strategies, especially with our lowest 25% students and ESE/ELL population.
b. Teachers will analyze student data to determine strengths and weaknesses with proficiency with the standards.
c. Teachers will create small group rotational cycles as needed and appropriate to ensure all students are being supported at their abilities (SWDs, etc).
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 and also use district assessments to track student learning and make adjustments to instruction.
f. Monitoring will occur through classroom walks, review of lesson plans, and data analysis chats.

2. Tutorials: The team will-
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 student data.
d. Provide tutorial teachers with training and materials to provide successful tutorial sessions.
e. Track ongoing progress monitoring.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks.
2. 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 Reading Plus, and NO RED INK with writing strategies to enhance students' writing skills.
4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaborate and unite focus on best practices and methodologies.
PD will support the development of teacher expertise and instructional strategy success and focus.
Rationale for Evidence-based Strategy:
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. District provided practice assessments prove successful in preparing students for the Florida Assessments.
2. Students who participate in tutorial 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.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The Action plan will include increasing engaged, rigorous instruction, 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. 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 in the classroom. 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.
.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to School Safety	
Area of Focus Description and Rationale:	Based on the data from Safe Schools for Alex website, Howell L Watkins Middle School reported school incidents rank very high as compared to statewide and county totals. HLWMS reported 9.2 incidents/100 students as compared to the statewide average of 4.2 incidents/100 students. Violent incidents ranked Very High #518/553 statewide, #35/36 county Property ranked High #396/553 statewide, 25/36 county Drug/Public Order Middle #318/553 statewide, 19/36 county Total reported suspensions: #381/553 statewide, 28/69 county Reported incidents have been on a steep incline since 2017. Comparing the data reported in ALEX, Howell L Watkins is reportedly a high needs school, demonstrating that our campus is in need of additional staff support and training to address the increasing behavior and discipline needs of our school.
Measurable Outcome:	Although discipline data in SIS has identified Howell L Watkins as a High needs school, our district reporting data systems shows the data reported incidents from 2018 to 2021 have declined significantly; 2018 1589 incidents reported, 2019; 790, 2020; 592 and 2021; 285. Students with 1 or more suspensions from 2019 at 155 out of 988 students; 15.7% of the school to 2021 at 80 out of 935 students; 8.6% of the school- considering that only one third of our student population attended school on campus 2021 school year due the COVID 19 Pandemic. The desired measurable outcome the school plans to achieve this year is a decline in the number of reported OUT OF SCHOOL SUSPENSIONS using 2019 data due to major discrepancies in 2020 and 2021 data due to COVID 19, at least a 1% decrease from 15.7% reported in 2019.
Monitoring:	Administration will meet with the team to assist collaboration and enforcement of School-wide Positive Behavior and Discipline plans. This Area of Focus will be monitored each 9 weeks by evaluating the number of Out of School Suspensions reported. Administration will also meet monthly with the teams to monitor collaboration and implementation of the plans to support increased Positive Behaviors on campus with reward and incentive systems in place. Administration will meet with SAC monthly to invite input and parental support. Additionally Administration will work with counselors to monitor campus counseling and referral needs, as well as any to Outside Agencies. We will continue to solicit the support of the District CAPE Team housed on our campus, District departments such as Student Support Services for a Behavior Coach and Safe Schools for case liaisons, all departments are reporting a shortage in staff at this time.
Person responsible for monitoring outcome:	Awilda Tomas Andres (awilda.tomasandres@palmbeachschools.org)
Evidence-based Strategy:	Evidence-based strategies will be established and implemented by the collaborating School Safety Support Team and the School-wide Positive Behavior Team along with Guidance Counselors, Mental Health Professionals and School Administration. Once the list is established it will be provided.
Rationale for Evidence-	Currently we have implemented a form of progressive discipline which ranges from conferences with students and/or parents to apology letters-restorative justice, lunch detention. temporary removal from immediate environment to Out of School Suspension

based Strategy:
(currently there is no In School Suspension due to lack of staff).

At this time based on our trending discipline data; fighting, physical aggression and social emotional support are key/primary areas of focus for our campus for this school year, as related to monitoring our school culture and environment through the lens of behavior or discipline data.

The data shows that following the Progressive Discipline Matrix and implementing a School-wide Positive Behavior Plan is not decreasing the number of violent and unsafe incidents on our campus that lead to an increase in incident reports and out of school suspensions.

Action Steps to Implement

Step 1 Establish a School Safety Support Team in collaboration with our School Wide Positive Behavior Team- to address the immediate concerns of reducing violent incidents and out of school suspensions on our campus. Administration will meet with the team to assist collaboration and enforcement of School-wide Positive Behavior and Discipline plans.

Action Step 2 would include establishing responsibilities for the School Safety Support Team Team- One responsibility of the team would be to meet on any incidents occurring on campus resulting in an out of school suspension over 5 days. The team will establish and provide a list of appropriate and effective alternatives to out of school suspensions that effectively and appropriately address the inappropriate behaviors and discipline needs that are identified on our campus; including but not limited to mental health counseling, social emotional counseling, restorative justice, community service and referral for School Based Teams and Outside Organizations.

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

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Our Students with Disabilities ESSA subgroup scored lower than other subgroups consistently in each tested content area. This group also fell below the federal index at 31% this year. Additionally our students with disabilities subgroup continually demonstrate a decline in proficiency in each tested area across all grade levels. Grade 6 ELA SWD dropped from Winter at 20.0 % proficient to 16.3%, Grade 6 Math for this group has dropped from Fall at 14.9% proficient to 6.3% in Spring. Grade 7 ELA from 61.5% in Fall to 29.3% in Winter, all the way to 18.8% in Spring. In Math 7th Grade percent proficient dropped from 12.8% to 10.9% to 6.7%. In Grade 8 percent proficient declined as well; In ELA from 19.6% to 15.3% to 11.5% in Spring and in Math from 16.4% in Winter to 10.8% in Spring. Our area of focus with this group will be to increase proficiency in each tested area in grades 6-8 by 2% as measured on the end of year state assessment. Teachers and instructional coaches are aligning instruction, assessments, and data chats to improve instructional rigor for all students and increase proficiency on district assessments in preparation for the end of year state assessments.
Measurable Outcome:	The specific measurable outcome that the school plans to achieve with this subgroup is to demonstrate a 2% increase in proficiency in each tested content area in Grades 6-8 as measured by the end of year state assessments.
Monitoring:	This area of focus will be monitored through our Department Learning Team meetings with our Instructional coaches each week. Each content area has developed an Instructional Focus Calendar aligned with the District assessment calendar. Teachers align instruction teaching the assessed standards. Teachers will analyze their data from the district assessments in Learning Team meetings identifying areas of strengths and weakness with the Instructional Coach. Teachers will use this data to drive instruction and monitor instructional materials, resources and strategies for intensive support and small group learning. Data chats will be ongoing with teachers, instructional coaches, admin, students and parents for tracking and monitoring data and supporting instruction. Inclusion teachers will be assigned strategically to work with co-teachers and the target Students with disabilities group. Teachers, Coaches and identified support resource staff will work with the identified students toward improvement and reaching the desired outcome. Incentives also implemented to celebrate improvements.
Person responsible for monitoring outcome:	Melanie Haspil (melanie.haspil@palmbeachschools.org)
Evidence-based Strategy:	Instructional strategies implemented in Math include an intensive math support class for students scoring less than a level 3 on assessments as measured by the state assessments, and the district assessments. Math support is done in small group with intensive strategies for students with disabilities. In English Language Arts intensive intervention is supported through Reading classes for students scoring less than a level 3 in English Language Arts on state assessments. Small group instruction is supported by instructional coaches, co-teachers and instructional support staff. Assessment data is tracked and monitored by Learning Team Facilitators and Single School Culture Coordinator with the teachers in Learning Team Meetings. Data monitoring drives instruction based on strengths and weaknesses identified according to analysis and data chats. Tutorial will also begin in the month of October for all tested content areas to provide students with additional intensive instructional support toward the desired outcome.
Rationale for	The state and district already have in place Reading classes to support English Language Arts instruction for students scoring below grade level or proficiency. This evidence-based

Evidence-based Strategy: strategy is in place to provide students with additional instructional support to strengthen reading and writing skills and comprehension. Considering that math data indicates a decline in math proficiency, an intensive math class has been selected to support Math instruction for students not reaching proficiency with grade level math standards and skills. The rationale behind this selection is to provide students with additional instructional support to strengthen math foundational skills and computation. Small group instruction and tutorial sessions were selected as evidence-based strategies to support our area of focus with our students with disabilities because research indicates that students struggling to reach proficiency with grade level standards often demonstrate improvement with retention when provided intensive instruction in small groups and when remediated in tutorial.

Action Steps to Implement

Step 1- Identify our school's most critical area of focus based on the data review and analysis as measured by Florida State assessments and District Assessment Results
Step 2- Identify target group demonstrating the greatest need for support and improvement according to the data review and analysis.
Step 3- Identify the content area indicating the greatest need for intensive instructional support.
Step 4- Identify effective instructional resources, materials and strategies to support intensive instruction and remediation toward improvement goals.
Step 5- Identify appropriate personnel to support teachers and students with progress monitoring toward the desired outcome.
Step 6- Monitor the data results according to the assessment schedule.
Step 7- Monitor instructional focus based on the strengths and weakness identified according to the data review in Learning Team Meetings.
Step 8- Organize and monitor instructional support; Tutorial programs, pull out groups and Inclusion model.
Step 9- Track progress towards improvement goals.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the data from Safe Schools for Alex website, Howell L Watkins Middle School reported school incidents rank very high as compared to statewide and county totals. HLWMS reported 9.2 incidents/100 students as compared to the statewide average of 4.2 incidents/100 students.

Violent incidents ranked Very High #518/553 statewide, #35/36 county
Property ranked High #396/553 statewide, 25/36 county
Drug/Public Order Middle #318/553 statewide, 19/36 county
Total reported suspensions: #381/553 statewide, 28/69 county
Reported incidents have been on a steep incline since 2017.

Comparing the data reported in ALEX, Howell L Watkins is reportedly a high needs school, demonstrating that our campus is in need of additional staff support and training to address the increasing behavior and discipline needs of our school.

One Action step in monitoring our school culture and environment is to establish a School Safety Support Team in collaboration with our School Wide Positive Behavior Team- to address the immediate concerns of reducing violent incidents and out of school suspensions on our campus. Administration will meet with the team to assist collaboration and enforcement of School-wide Positive Behavior and Discipline plans.

Action Step 2 would include establishing responsibilities for the School Safety Support Team Team- One responsibility of the team would be to meet on any incidents occurring on campus resulting in an out of school suspension over 5 days. The team will establish and provide a list of appropriate and effective alternatives to out of school suspensions that effectively and appropriately address the inappropriate behaviors and discipline needs that are identified on our campus; including but not limited to mental health counseling, social emotional counseling, restorative justice, community service and referral for School Based Teams and Outside Organizations.

Currently we have implemented a form of progressive discipline which ranges from conferences with students and/or parents to apology letters-restorative justice, lunch detention. temporary removal from immediate environment to Out of School Suspension (currently there is no In School Suspension due to lack of staff).

At this time based on our trending discipline data; fighting, physical aggression and social emotional support are key/primary areas of focus for our campus for this school year, as related to monitoring our school culture and environment through the lens of behavior or discipline data.

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.

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. As a school we recognize the importance of building positive relationships with parents, families and other community stakeholders to fulfill our school's mission and support the needs of our students. We recognize the importance of forming strong partnerships with our parents and community members to positively impact the students in our school. As part of our plan to build positive relationships we welcome input from our parents, community partners and stakeholders through annual input meetings as well as monthly SAC meetings. Additionally Our SAC chair, Family facilitators and school leaders work with our parents as equal partners by organizing and facilitating Parent involvement opportunities such as;
Curriculum Night, Open House, Breakfast with Dads, and Parent Conference Days. This year we also have our business partner- Ron Katz with Midas Automotive that participates at staff and parent functions providing incentives for our staff and promotional offerings for our parents as a joint partnership where we in turn support business at Midas. We are also hosting a Dinner with the Principal Night at Lime Fresh this year as a returning partnership that will support our students, our school and Lime Fresh as a business partner and contributing stakeholder to supporting our school's mission and the needs of our students. Additionally we have again this year, a Social Service Facilitator, Tamika Franklin, that will work with our community and business partners and our students and families support services to provide parent and family engagement opportunities that promote
effective parent involvement and positively impacts the students in our school. We also work with our school district's Multicultural Department to provide family engagement and parent training for our ELL families, as well as Our McKinney-Vento liaison, Akirah Howell who works with our guidance team in providing services and support for our migrant and homeless families.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to teach in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes

of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, is widely recognized as a precipitating event that led to the Holocaust.

(h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(p) Study of Hispanics contributions standards prioritizes listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of women to society.

(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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 2022 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 lessons and the new Positive behavior rewards system on our School information System. 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 o each of our grade level Guidance counselors and with our teachers and staff to help us meet the needs of our students and families. We make 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. Our Guidance Counselor Team this year include; Kate Tona, Lauren Aldridge, Ruthanna Bruce, and Kimberly Burnsed. Our Social Service Facilitator is Tamika Franklin. Our Behavioral Health Specialist is Jimmy Bell, This team shares the role of Leading our Positive Behavior Initiatives for our School wide behavior Plan.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics are addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: School Safety	$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	**$0.00**