

---

**Title I Comprehensive Schoolwide Plan**  
**HOWELL L. WATKINS MIDDLE SCHOOL (0121)**

---

# ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

## 1. List prioritized needs statements.

Overall PM 1 31% of students are On Track to be proficient in ELA. PM 2 has 32% On Track to proficiency. PM1 and PM2 proficiency remained at 21%. On Track means Palm Beach School District's estimates of the percent of students on track to score level 3 or above on the end-of-the-year test. Grade 6 had 31% On Track on PM 1 and 33% on PM 2. Grade 7 had 28% On Track on PM 1 and 30% On Track for PM 2. Grade 8 had 33% On Track to be proficient and 34% On Track for proficiency on PM 2. Our English Language Learners had 15% On Track to be proficient on PM 1 AND 18% On Track on PM2. ESE students were 9% On Track on PM 1 AND 11% proficient on PM2. Progress is minimal in all subgroups in ELA. We did notice a slight reduction in Level 1 students from PM 1 to PM 2 59% to 57%; ELL 78% to 72% Level 1 PM 1 to PM 2; and ESE 83% to 77% Level 1 PM 1 to PM 2. Lack of substantial growth in student proficiency in all subgroups based upon the goals set in the School Improvement Plan.

## 2. List the root causes for the needs assessment statements you prioritized.

-Student and teacher attendance is inconsistent, Average daily student attendance lagging district averages -Differentiated instruction group - Inadequate planning time due to meetings and coverage -Need for professional development to provide effective instructional classroom support and content delivery -Lack of knowledge of ELA standards and instructional focus model (evaluation system), -Lack of RIGOR (students and staff) - Lack of foundational skills (Reading Across Genres Vocabulary and Reading Prose and Poetry), Phonetics barriers for our ELL students -Lack of knowledge regarding interventions to meet individual academic student needs -Remedial Literacy and writing skills, which are still behind in Elementary Schools -Needs for more funding for literacy programs -Class sizes being larger than district averages for ELA -Lack of knowledge and the ability to support learning at home -Lack of student motivation

### 3. Share possible solutions that address the root causes.

-Provide and implement a comprehensive ELA professional development plan to support teachers' growth in planning for and delivering differentiated instruction -decrease classroom sizes for ELA, and Reading classes to promote small group focus -Classroom management training and seminars - Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources -Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents -Provide extended learning opportunities for Reading during the day, extra periods, morning, after school, Saturdays, Thanksgiving Break, Winter Break, Spring Break, and Summer for students in grades 6-8 -Incorporating AVID strategies (WICOR) -Secondary Focus Calendars to address commonly missed benchmarks previously taught -Promoting Civics based reading and literacy into the 7th-grade Reading curriculum -Adherence to the Pacing Calendar and Assessment Alignment

### 4. How will school strengthen the PFEP to support ELA?

The newsletters are beneficial, add students who outperformed, shout outs for specific subject areas have students be a part of the newsletter, and staff as well. Continue to work on increasing parent attendance for parent training/meetings/events by communicating in various ways (Social Media, Class Dojo, Remind, SIS Gateway in multiple languages) to improve student achievement. Continue to work on sharing student progress with parents to support student learning and achievement

#### • Parent Training

Skills for learning and life (SLL) training for parents Academic expectations by subject area Parent Training may be offered to support parents/families with understanding ELA benchmarks from all reporting categories (Reading Across Genres and Vocabulary, Reading Informational Text, Reading Prose and Poetry) as they work with their students at home.

### 5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

#### • School

Be more specific in the academic goals, a starting point, and an ending goal. Continue consistent and up-to-date communication with parents, families, and stakeholders. The school will... institute Curriculum nights for at-home literacy promotion and Book fairs Focus on ELA - Reading Across Genres Vocabulary and Reading Prose and Poetry) in grades 6-8 to increase student proficiency (parent training and materials)

- **Students**

Students: Completing assignments, being in school on time and prepared, following school rules, and notifying parents. Students will... set learning goals to enhance writing and literacy skills in school and at home Focus on ELA - Reading Across Genres Vocabulary and Reading Prose and Poetry) in grades 6-8 to increase student proficiency (strategies to work on at school and home)

- **Parents**

Parents: Ensuring students are in school on time, in dress code, and prepared with materials, supporting teachers, admin, and staff with concerns, increase parental involvement - attend school activities Parents will... increase student accountability for learning and growth year to year Focus on ELA - Reading Across Genres Vocabulary and Reading Prose and Poetry) in grades 6-8 to increase student proficiency (strategies to implement at home)

- **Staff Training**

Staff Training to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA) Authentic Culture/Diversity training Staff Training to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA) \* Continue to implement Staff training to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA-Reading Across Genres Vocabulary and Reading Prose and Poetry).

- **Accessibility**

offer open media to check out books with an activity such as crafts or STEM related Accessibility - where applicable, ramps, restrooms, appropriate instructional units- qualified teachers and staff to meet the need of parents and students with special needs. Continue to provide support to families experiencing homelessness, and families engaged in migratory work as needed (resources, programs) Continue to provide information to families in their native language to ensure parent engagement and support Translation devices for parents who need interpretation services.

## **Math**

Using your recording templates from your CNA discussions respond to each item in detailed.

### 1. List prioritized needs statements.

PM1 3% to PM2 17% proficiency On Track means Palm Beach School District's estimates of the percent of students on track to score level 3 or above on the end-of-the-year test. Overall PM 1 28% of the students are On Track, PM2 38% On Track. 6th Grade PM 1 24% On Track, and PM 2 33% On Track. Grade 7 PM 1 16% On Track and PM 2 29% On Track. Grade 8 PM1 41% on track to be proficient 49% On Track to be proficient. 26% of our English Language Learners are On Track on PM 1 and 32% are On Track on PM 2. On PM 1, 14% are On Track and 25% are On Track for PM2. Overall, 83% of the students performed at level 1 on PM1 AND 57% on PM2. Grade 6 PM 1 79% performed at Level 1 and 53% at Level 1 PM 2. Grade 7 PM 1 90% performed at Level 1 and 65% at Level 1 PM 2. Grade 8 PM 1 81% performed at Level 1 and 55% at Level 1 PM 2. ELLs had a reduction of students performing at level 1, 87% on Pm 1 and 65% on PM 2; ESE 93% Level 1s on PM 1 and 75% on PM 2. Lack of substantial growth in student proficiency in all subgroups based upon the goals set in the School Improvement Plan.

### 2. List the root causes for the needs assessment statements you prioritized.

Time constraints on independent practice, infusing technology usage Identifying foundational skills needed Training needed in unpacking standards, identifying essential concepts, and analyzing student work samples Large gaps in fundamental and remedial math skills Struggles to connect mathematical operations to real-world scenarios Need for professional development to provide effective instructional classroom support and content delivery Lack of rigor Lack of foundational skills in basic facts (multiplication and division) and solving word problems with multi-steps Lack of knowledge regarding interventions to meet individual academic student needs Need more knowledge of how to support learning at home

### 3. Share possible solutions that address the root causes.

Technology support for students at home Provide grade-level support math classes in/teachers (classroom teachers, resources, temp tutors) Instructional coaching for small groups and team teaching Follow the student progression plan for acceleration Provide and implement a comprehensive math professional development plan to support teachers' growth in planning for and delivering differentiated instruction. -Provide opportunities for students to use hands-on experiences -Provide assistive technology / online resources to support student learning and - Provide assistive technology training for students, teachers, and parents -Provide extended learning opportunities for math during the day, extra periods, before school, after school, and Saturdays for students in grades 6-8 -Incorporating AVID strategies (WICOR) -Implementing Secondary Instructional Focus Calendars to address commonly missed benchmarks previously taught -Adherence to the Pacing Calendar and Assessment Alignment

### 4. How will school strengthen the PFEP to support Math?

- **Communication**

Continue sending the newsletter to the parents and enhancing the document with shoutouts for specific subjects and highlighting students who demonstrated mastery. Incorporating students and staff into the newsletter creation process. Continue to work on increasing parent attendance for parent training/meetings/events by communicating in a variety of ways (Social Media, Class Dojo, Remind, SIS Gateway in various languages) to improve student achievement \* Continue to work on sharing student progress with parents to support student learning and achievement

- **Parent Training**

Technology training Involvement in student's access to support Parent Trainings that provide support to parents/families as they work with their students at home with Math achievement and expectations (basic facts (multiplication and division) and solving word problems with multi-steps).

## 5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

Provide training for parents for basic tech support School will Implement curriculum nights to promote and encourage math proficiency at school and at home Focus on Math -basic facts (multiplication and division) and solving word problems with multi-steps) in grades 6-8 to increase student proficiency (parent trainings and materials)

- **Students**

no change Students will use supplementary resources at home to build on foundational skills and work toward proficiency Focus on Math -basic facts (multiplication and division) and solving word problems with multi-steps) in grades 6-8 to increase student proficiency (strategies to work on at school and home)

- **Parents**

Attend student data chats Parents will Promote engagement in these math supplementary resources at home and during non school hours Focus on Math -basic facts (multiplication and division) and solving word problems with multi-steps) in grades 6-8 to increase student proficiency (strategies to implement at home)

- **Staff Training**

Professional development especially for new teachers. Giving support in form of modeling or teacher observation of model class Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math) \* Continue to implement Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math -basic facts (multiplication and division) and solving word problems with multi-steps)

- **Accessibility**

Accessibility - where applicable, ramps, restrooms, appropriate instructional units- qualified teachers and staff that support students and families with disabilities. \* Continue to provide support to families experiencing homelessness, and families engaged in migratory work as needed (resources, programs) \* Continue to provide information to families in their native language to ensure parent engagement and support

## **Science**

Using your recording templates from your CNA discussions respond to each item in detailed.

### **1. List prioritized needs statements.**

We are currently at 34% proficiency and our goal is to increase the amount of proficiency to 40%. 62% of our 8th grade ELL students are proficient on diagnostic assessment. ESSA group performance on 22/23 Winter Science Diagnostics ESE: 10% (5/48 8th grade) Limited English Proficiency: 0% (0/36 8th grade) Lack of substantial growth in student proficiency in all subgroups based upon the goals set in the School Improvement Plan.

### **2. List the root causes for the needs assessment statements you prioritized.**

Need to restructure support from ESE or ELL students Students were not given the optimal testing environment for the diagnostics. -Lack of supplies for Science labs and hands-on activities -Curriculum retainment by students from 6th and 7th for the 8th grade assessment. -Promote engagement in the classroom including standard-oriented learning, purposeful classroom management and the grading system -grades are not a reflection of student academic performance -Teachers struggle with the mastery of the content -Teachers struggle with a gradual release which model -Lack of academic rigor -Lack of knowledge regarding interventions to meet individual academic student needs -Lack of resource management to meet the individual academic needs of students -Technology integration can be sharpened by a trained administrative expert -Lack of knowledge and the ability to support learning at home

### 3. Share possible solutions that address the root causes.

Develop professional development as needed for teachers and support staff in developing capacity in establishing small groups etc. Counselor trainings Form teacher support committees -Training and coaching on content pacing and identifying critical content specifically during the summer prior to the start of school -Training and coaching support plan/framework mapped during the summer for the school year based upon the needs of the students and lacking standards -District and school site support on Stemscores, and lesson planning -Provide and implement a comprehensive science professional development plan to support teachers' growth in planning for and delivering differentiated instruction -Classroom management training and seminars -Provide personnel to remediate and support instruction for targeted students (classroom teachers, resource teachers, temp tutors) -Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources. -Provide assistive technology training/ online resources to support student learning and access to technology for students, teachers, and parents (i.e. Study Island, Penda Learning, etc.). -Provide extended learning opportunities through tutorial programs for science during the day, extra periods, morning, after school, Saturdays, and Summer for students in grades 6-8 -Training for parents including short modules on how to help with homework, a setting for homework, and understanding how to use the resources provided for home support for science. -Contact number support for ELL parents to call the school and get help with science in their home language. -Incorporating AVID strategies (WICOR) - Secondary Focus Calendars to address commonly missed benchmarks previously taught -Adherence to the Pacing Calendar and Assessment Alignment -Lack of supplies for Science labs and hands-on activities -Curriculum retainment by students from 6th and 7th for the 8th grade assessment.

### 4. How will school strengthen the PFEP to support Science?

#### • Communication

Continue sending the newsletter to the parents and enhancing the document with shoutouts for specific subjects and highlighting students who demonstrated mastery. Incorporating students and staff into the newsletter creation process. Continue to work on increasing parent attendance for parent trainings/meetings/event by communicating in a variety of ways (Social Media, Class Dojo, Remind, SIS Gateway in various languages) to improve student achievement A parent line for our ELL student's parents to communicate with the school \* Continue to work on sharing student progress with parents to support student learning and achievement

#### • Parent Training

How to access and navigate SIS, Performance Matters, and Google Classroom in keeping up with assessment results and academic progress. Parent Training - continue offering training specific to parent and family needs, school needs, and student needs (Physical science - Chemistry, Physics)



## 5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

School will implement curriculum and science lab nights to raise awareness for science benchmarks importance Focus on Physical science - Chemistry, Physics) in grades 6-8 to increase student proficiency (parent trainings and materials)

- **Students**

Students will link their reading comprehension with science standards through remediation activities and enrichment practice Focus on Physical science - Chemistry, Physics) in grades 6-8 to increase student proficiency (strategies to work on at school and home)

- **Parents**

Updated contact information for parents. Parents will be active participants in their child's Stemsopes curriculum and coursework Focus on Physical science - Chemistry, Physics) in grades 6-8 to increase student proficiency (strategies to implement at home)

- **Staff Training**

-Provide short summary or bullet points of the main topics of what is being covered in the classroom. Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Physical science - Chemistry, Physics) \* Continue to implement Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Physical science - Chemistry, Physics)

- **Accessibility**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Physical science - Chemistry, Physics) \* Continue to implement Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Physical science - Chemistry, Physics)

## Social Studies

Using your recording templates from your CNA discussions respond to each item in detailed.

**1. List prioritized needs statements.**

49% of students were proficient in EOC.

**2. List the root causes for the needs assessment statements you prioritized.**

Lack of content and academic vocabulary understanding. Lack of personnel to support with ELL and ESE students -Nonexistent fundamental knowledge of the Civics curriculum -Gaps in literacy affecting Civics content understanding -Lack of RIGOR (students and staff) - Lack of foundational skills (craft and structure and word meaning, and comprehension) -Lack of knowledge regarding interventions to meet individual academic student needs -Remedial Literacy and writing skills -Lack of knowledge and the ability to support learning at home

**3. Share possible solutions that address the root causes.**

School-wide vocabulary activities: ie Word of the Day Additional support staff to support literacy and writing in small groups -Utilizing Civics passages and reading content in ELA and Reading courses -Small groups for students struggling in reading -Training and coaching on content pacing and identifying critical content -Provide and implement a comprehensive civics professional development plan to support teachers' growth in planning for and delivering differentiated instruction (SSCC, Coaches, district staff, conferences, webinars, Consultant. More school wide and district level support for teachers in content literacy and writing strategies -Classroom management trainings and seminars -Provide personnel to remediate and support instruction for targeted students (classroom teachers, resource teachers, temp tutors) -Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (workbooks, consumables, and more). - Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. USA Test Prep, Penda Learning, etc.). -Provide extended learning opportunities through tutorial programs for science during the day, extra periods, morning, after school, and Saturdays -Incorporating AVID strategies (WICOR) -Secondary Focus Calendars to address commonly missed benchmarks previously taught -Promoting Civics based reading and literacy into the 7th grade Reading curriculum -Adherence to the Pacing Calendar and Assessment Alignment Teach US History in 6th grade to better prepare students for Civics in 7th grade.

**4. How will school strengthen the PFEP to support Social Studies?**

- **Communication**

the newsletters are very helpful, add students who out performed, shout outs for specific subject areas have students be apart of the newsletter, staff as well Continue to work on increasing parent attendance for parent trainings/meetings/event by communicating in a variety of ways (Social Media, Class Dojo, Remind, SIS Gateway in various languages) to improve student achievement \* Continue to work on sharing student progress with parents to support student learning and achievement

- **Parent Training**

Relevance of Social Studies i.e. watching the News, reading news articles. Parent Trainings that may be offered to support parents/families as they work with their students at home incorporating AVID strategies (WICOR)

## 5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- **School**

School: Continue consistent and up-to-date communication with parents, families, and stakeholders Focus on incorporating AVID strategies (WICOR) in grades 6-8 and all content areas to increase student proficiency (parent trainings and materials)

- **Students**

Students: Completing assignments, being in school on time and prepared, following school rules, notifying parents Focus on incorporating AVID strategies (WICOR) in grades 6-8 and all content areas to increase student proficiency (strategies to work on at school and home)

- **Parents**

Parents: Ensuring students are in school on time, in dress code, and prepared with materials, supporting teachers, admin and staff with concerns, increase parental involvement - attend school activities Focus on incorporating AVID strategies (WICOR) in grades 6-8 and all content areas to increase student proficiency (strategies to implement at home)

- **Staff Training**

How to incorporate SS concepts into other subjects through articles and vocabulary. Co Planning cross-curricularly. Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home incorporating AVID strategies (WICOR)  
\* Continue to implement Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home incorporating AVID strategies (WICOR)

- **Accessibility**

Accessibility - where applicable, ramps, restrooms, appropriate instructional units- qualified teachers and staff to meet the need of parents and students with special needs. \* Continue to provide support to families experiencing homelessness, and families engaged in migratory work as needed (resources, programs) \* Continue to provide information with families in their native language to ensure parent engagement and support

## **Acceleration Success**

Using your recording templates from your CNA discussions respond to each item in detailed.

### **1. List prioritized needs statements.**

A need for an improvement in the Early identification of students who can undertake accelerated courses 30% of the students need additional support Geometry - 95% of students pass EOC in 2022 Algebra - 75% of students pass EOC in 2022 However, 22 Sections of advanced math were offered in FY 22 and FY 23 has 11 students. FY 22 had 17 sections of Advance ELA and FY 23 has 15 sections.

### **2. List the root causes for the needs assessment statements you prioritized.**

The placement system needs improvement by reviewing each student's schedule Lack of FUNDAMENTAL SKILLS or not proficiency in the basic/ fundamental skills -Large gaps in fundamental and remedial math skills -Struggles to connect mathematical operations to real-world scenarios - Teacher struggles with identifying critical content for instruction -Need for professional development to provide effective instructional classroom support and content delivery -Lack of knowledge of math standards and instructional focus model (evaluation system), -Lack of RIGOR (students and staff) - Lack of foundational skills in basic facts (multiplication and division) and solving word problems with multi-steps -Lack of knowledge regarding interventions to meet individual academic student needs -Lack of resources, personnel, and time to meet the individual academic needs of students -Lack of knowledge and the ability to support learning at home -Student attendance continues to be a factor

### 3. Share possible solutions that address the root causes.

A Committee organization (teacher, administration, parent etc.) should be established to properly place students where they will be successful for each course. Consistent use of human resources for additional support during small group instruction, Teachers should be given -Provide grade-level intensive math classes/teachers (classroom teachers, resources, temp tutors) -Instructional coach for small groups and team teaching -Follow the student progression plan for acceleration -Incentives to implement IXL math on a larger scale -Provide and implement a comprehensive math professional development plan to support teachers' growth in planning for and delivering differentiated instruction (SSCC, Coaches, district staff, conferences, webinars, Consultant). More school wide and district level support for teachers in math strategies -Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (iReady Florida workbooks, intervention kits, math manipulatives, whiteboards, and more). -Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. IXL, etc.). -Provide extended learning opportunities through tutorial programs for math during the day, extra periods, morning, after school, and Saturdays, -Incorporating AVID strategies (WICOR) -Secondary Focus Calendars to address commonly missed benchmarks previously taught -Adherence to the Pacing Calendar and Assessment Alignment

### 4. How will school strengthen the PFEP to support Acceleration Success?

- **Communication**

Newsletter to communicate what is happening in the classroom Continue to work on increasing parent attendance for parent trainings/meetings/event by communicating in a variety of ways (Social Media, Class Dojo, Remind, SIS Gateway in various languages) to improve student achievement \* Continue to work on sharing student progress with parents to support student learning and achievement

- **Parent Training**

Accelerate Night (3 times a year) Parent Training that provides support to parents/families as they work with their students at home with Math achievement and expectations (basic facts (multiplication and division) and solving word problems with multi-steps). Training that provide parents with engagement strategies and math supplementary resources at home that increase student achievement to help maximize learning gains in math and school-wide improvements in math (basic facts (multiplication and division) and solving word problems with multi-steps)

### 5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

- **School**

School: Continue consistent and up-to-date communication with parents, families, and stakeholders The school will promote High School Acceleration to parents through guidance and curriculum nights Focus on Math -basic facts (multiplication and division) and solving word problems with multi-steps) in grades 6-8 to increase student proficiency (parent trainings and materials)

- **Students**

No additional changes Students: Completing assignments, being in school on time and prepared, following school rules, notifying parents Students will obtain support through Algebra Resource teacher, or additional tutorial before/after school Focus on Math -basic facts (multiplication and division) and solving word problems with multi-steps) in grades 6-8 to increase student proficiency (strategies to work on at school and home)

- **Parents**

Parents: Ensuring students are in school on time, in dress code, and prepared with materials, supporting teachers, admin and staff with concerns, increase parental involvement - attend school activities Parents will track their Child's progress on Algebra Nation, Geometry Nation, and IXL math Focus on Math -basic facts (multiplication and division) and solving word problems with multi-steps) in grades 6-8 to increase student proficiency (strategies to implement at home)

- **Staff Training**

Technology training for teachers Best practices Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math) \* Continue to implement Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math -basic facts (multiplication and division) and solving word problems with multi-steps)

- **Accessibility**

STEM resources through media center to check out Accessibility - where applicable, ramps, restrooms, appropriate instructional units- qualified teachers and staff that support students and families with disabilities. \* Continue to provide support to families experiencing homelessness, and families engaged in migratory work as needed (resources, programs) \* Continue to provide information with families in their native language to ensure parent engagement and support

## Action Step: Classroom Instruction

Provide more rigorous and differentiated instruction and assessment customized to the need of the students. Increase reading, math, and science achievement by increasing access of students to rigorous, differentiated instructions.

Budget Total: **\$584.44**

Acct Description	Description					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	White copy paper	27	\$44.61	General Supplies	Original	\$1,204.47
	Toner high yield - Make copies of materials for small groups and tutorial	6	\$213.50	Technology	Original	\$1,281.00
	Paper Easel Post-it (pack of 4) to support delivery of instruction in all content areas for all grades	19	\$102.00	General Supplies	Original	\$1,938.00
	Toner Black - Make copies of materials for small groups and tutorial	3	\$230.00	Technology	Original	\$690.00
	Expo Markers Dry erase markers	45	\$8.06	General Supplies	Original	\$362.70
	Amendment 4 BT 464125 - Reducing all lines but post-its	1	-\$13,646.92	Program Supplies	Budget Transfer	-\$13,646.92
Post it Notes/assorted/ pack of 5	28	\$19.99	General Supplies	Original	\$559.72	

Acct Description	Description					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Shipping	1	\$0.80	General Supplies	Original	\$0.80
	Amendment 4 BT 464125 - to purchase pens, paper and post-its	1	\$23.92	General Supplies	Budget Transfer	\$23.92
	AVID Supplies such as pencils, notebooks, binders, sheet protectors, pencil pouches, dividers, planners, pens, highlighters	805	\$10.15	Program Supplies	Original	\$8,170.75
Field trip admissions	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Field trips to for hands on science trips like Loggerhead Marine Life Center - 6-8	805	\$10.00	Original	\$8,050.00	
	Field trips to build literacy building such as Chamber Theatre Productions - Grade 6-8	250	\$18.95	Original	\$4,737.50	
	Amendment 4 BT 464125 dissolving line to create stipends	1	-\$12,787.50	Budget Transfer	-\$12,787.50	
Trans Compound; field trips	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Amendment 4 BT 464125 dissolving line to create stipends	1	-\$491.50	Budget Transfer	-\$491.50	
	Compound Buses - Chamber Theater productions	1	\$262.50	Original	\$262.50	
	Compound Buses Loggerhead Marine Life	1	\$229.00	Original	\$229.00	



## Action Step: Parent Engagement

The parent liaison will help implement the Parent and Family Engagement Plan (PFEP) with fidelity, work with staff to effectively improve home-school communication and endeavor to increase attendance in parent training. The parent liaison will help implement the Parent and Family Engagement Plan (PFEP) with fidelity, work with staff to effectively improve home-school communication and endeavor to increase attendance in parent training.

**Budget Total: \$57,985.81**

Acct Description	Description					
Postage	Item	Quantity	Rate	Type	Total	
	Postage for bulk and as needs be parent communication on training, meetings and student progress (880 students and 2 mailings during the year)	1760	\$0.63	Original	\$1,108.80	
Social Service Facilitator	The social service facilitator will help increase family engagement and support families. She engages the business community and enhances school/business partnerships. The parent liaison will help implement the Parent and Family Engagement Plan (PFEP) with fidelity, work with staff to effectively improve home-school communication and endeavor to increase attendance in parent training. The parent liaison will help implement the Parent and Family Engagement Plan (PFEP) with fidelity, work with staff to effectively improve home-school communication and endeavor to increase attendance in parent training. Howell L. Watkins Middle School strives to empower families and parents to support their children's' social and academic skills that are necessary to prepare students for college and career readiness. Empower families to support the students' academic and social skills that are necessary for college and career readiness.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Colored paper/ream for parent training and handouts	5	\$15.49	General Supplies	Original	\$77.45

Acct Description	Description					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Chart paper/piece for parent training and presentation	3	\$25.99	General Supplies	Original	\$77.97
	Ink/ piece for flyers, parent training handouts, letters, OOF, compacts	3	\$44.78	Technology	Original	\$134.34
	Post-it Notes/ pack of 10	5	\$14.49	General Supplies	Original	\$72.45
	Pens/pack	5	\$14.95	General Supplies	Original	\$74.75
	White copy paper for parent communication and training/case	5	\$44.61	General Supplies	Original	\$223.05
	BT 466952 reducing line per BT	1	-\$234.00	General Supplies	Budget Transfer	-\$234.00
Extra Time	6th Grade Orientation that we had for our incoming 6th graders					

## Action Step: Professional Development

The PD Resource Teacher will help analyze schoolwide student achievement data, participate in planning and implementation of data driven instruction, provide supportive feedback and provide remedial lesson to targeted students. The Literacy and Math Coaches and LTF will provide PD to teachers on ELA best practices, student data analysis, model data driven lesson and provide specific feedback to teachers to improve instructional delivery. Build capacity of ELA, reading, math, and science teachers in the areas of rigorous classroom instruction and data analysis in order to inform instruction. Empower families to support the students' academic and social skills that are necessary for college and career readiness.

Budget Total: **\$409,378.00**

Acct Description	Description																																																	
Coach	Reading coach will support students grades 6 - 8 who are Tier 2 and Tier 3 in reading. This person will collaborate with reading teachers to fill gaps in learning in reading.																																																	
LTF	Learning Team Facilitator to meet with teachers on a biweekly basis to discuss student data and academic achievement strategies and results. The learning team facilitator will support the schoolwide rollout of effective Reading/English Language Arts instructional delivery and assessment in grades six (6) through eight (8).																																																	
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="443 613 945 691">Item</th> <th data-bbox="945 613 1094 691">Quantity</th> <th data-bbox="1094 613 1251 691">Rate</th> <th data-bbox="1251 613 1352 691">Days</th> <th data-bbox="1352 613 1461 691">Hours</th> <th data-bbox="1461 613 1585 691">Weeks</th> <th data-bbox="1585 613 1736 691">Certified</th> <th data-bbox="1736 613 1892 691">Type</th> <th colspan="2" data-bbox="1892 613 2024 691">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 691 945 927">New Teachers and Mentors - Training on pedagogical practices for new teachers in the Educator Support Program - mentor program for all academic content</td> <td data-bbox="945 691 1094 927">10</td> <td data-bbox="1094 691 1251 927">\$25.00</td> <td data-bbox="1251 691 1352 927">1</td> <td data-bbox="1352 691 1461 927">6</td> <td data-bbox="1461 691 1585 927">1</td> <td data-bbox="1585 691 1736 927">Certified</td> <td data-bbox="1736 691 1892 927">Original</td> <td colspan="2" data-bbox="1892 691 2024 927">\$1,500.00</td> </tr> <tr> <td data-bbox="443 927 945 1078">BT 466952 increasing line to cover PRT deficit due to using the wrong combo code for Hero K12 training</td> <td data-bbox="945 927 1094 1078">1</td> <td data-bbox="1094 927 1251 1078">\$25.00</td> <td data-bbox="1251 927 1352 1078">1</td> <td data-bbox="1352 927 1461 1078">594</td> <td data-bbox="1461 927 1585 1078">1</td> <td data-bbox="1585 927 1736 1078">Certified</td> <td data-bbox="1736 927 1892 1078">Budget Transfer</td> <td colspan="2" data-bbox="1892 927 2024 1078">\$14,850.00</td> </tr> <tr> <td data-bbox="443 1078 945 1235">BT 467721 increasing line to cover PRT deficit due to using the wrong combo code for Hero K12 training</td> <td data-bbox="945 1078 1094 1235">1</td> <td data-bbox="1094 1078 1251 1235">\$1,663.00</td> <td data-bbox="1251 1078 1352 1235">1</td> <td data-bbox="1352 1078 1461 1235">1</td> <td data-bbox="1461 1078 1585 1235">1</td> <td data-bbox="1585 1078 1736 1235">Certified</td> <td data-bbox="1736 1078 1892 1235">Budget Transfer</td> <td colspan="2" data-bbox="1892 1078 2024 1235">\$1,663.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total		New Teachers and Mentors - Training on pedagogical practices for new teachers in the Educator Support Program - mentor program for all academic content	10	\$25.00	1	6	1	Certified	Original	\$1,500.00		BT 466952 increasing line to cover PRT deficit due to using the wrong combo code for Hero K12 training	1	\$25.00	1	594	1	Certified	Budget Transfer	\$14,850.00		BT 467721 increasing line to cover PRT deficit due to using the wrong combo code for Hero K12 training	1	\$1,663.00	1	1	1	Certified	Budget Transfer	\$1,663.00	
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total																																									
	New Teachers and Mentors - Training on pedagogical practices for new teachers in the Educator Support Program - mentor program for all academic content	10	\$25.00	1	6	1	Certified	Original	\$1,500.00																																									
	BT 466952 increasing line to cover PRT deficit due to using the wrong combo code for Hero K12 training	1	\$25.00	1	594	1	Certified	Budget Transfer	\$14,850.00																																									
BT 467721 increasing line to cover PRT deficit due to using the wrong combo code for Hero K12 training	1	\$1,663.00	1	1	1	Certified	Budget Transfer	\$1,663.00																																										
Coach	Math coach will support students grades 6 - 8. This person will collaborate with math teachers to fill gaps in learning, plan standards-based lessons, guide PLC, delve into performance data and report to stakeholders.																																																	
Single School Culture Coordinator	"The Single School Coordinator will build the capacity of teachers in data analysis and Standards based lesson planning and instruction through PLCs and on-going professional development for all content areas in grades																																																	

Acct Description	6-8th, Additionally Tier 1 Baseline to decrease discipline referrals and increase academic performance in our ESSA groups specifically ESE and ELL'S "															
Stipends	<table border="1"> <thead> <tr> <th data-bbox="443 204 1050 277">Item</th> <th data-bbox="1050 204 1199 277">Quantity</th> <th data-bbox="1199 204 1369 277">Rate</th> <th data-bbox="1369 204 1467 277">Days</th> <th data-bbox="1467 204 1581 277">Hours</th> <th data-bbox="1581 204 1703 277">Weeks</th> <th data-bbox="1703 204 1875 277">Type</th> <th data-bbox="1875 204 2022 277">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total							
	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total								
	Stipends	27	\$25.00	5	6	1	Original	\$20,250.00								
	BT 466952 08.25 tld - Reducing line to cover PRT deficit due to using the wrong combo code for Hero K12 training	-3	\$25.00	1	6	1	Budget Transfer	-\$450.00								
	BT 466952 08.25 tld - Reducing line to cover PRT deficit due to using the wrong combo code for Hero K12 training	-24	\$25.00	4	6	1	Budget Transfer	-\$14,400.00								
BT 467721 09.06. tld Reducing line to cover PRT deficit due to using the wrong combo code for Hero K12 training	1	-\$1,663.00	1	1	1	Budget Transfer	-\$1,663.00									

## Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

## 1. Mission Statement

The mission of Howell L Watkins middle school Parent and Family Involvement and Engagement is to bridge the gap between parent, school and community and to improve relationships and partnerships between these entities that empower families to be actively involved in their child's education.

## Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

<b>Name</b>	<b>Title</b>
Larry Harris	ASSISTANT PRINCIPAL
KIMBERLY JASTROME	ASSISTANT PRINCIPAL
MELANIE HASPIL	SINGLE SCHOOL CULTURE COORDINATOR
VANESA FIELDS	PARENT, SAC MEMBER
Shionta Fulwood	PARENT, SAC MEMBER
TAMIKA FRANKLIN	SOCIAL SERVICE FACILITATOR
SHARI ALEXIOS	SAC CHAIR
PRESLEY CHARLES	PRINCIPAL
JARRED TAYLOR	ASSISTANT PRINCIPAL
Ian Bottom	Teacher
Marie Alexis	Teacher
Errick Lowe	SINGLE SCHOOL CULTURE COORDINATOR
Clara Visconti	Staff
Kelli Wusterhausen	Staff
Monique Anders	Staff
Nadia	Parent
Shauna	Parent

<b>Name</b>	<b>Title</b>
Islandglo	Parent
Nye Alba	Guidance Counselor
Nadege Alfred	Parent
Wendy Allen	Parent
Jasmine Daniel	Parent
Rosette Ferdinand	Parent
Shionta Fulwood	Stakeholder
Lestin Jose	Parent
Rosy Lopez	Parent
Rulillo Martin chil	Parent
Brigette Martinez	Parent
Isabellitam Mason	Parent
Kevin Pena	Teacher
Monique Pottinger	Parent
Fanex Rene	Parent
Mary Vasquez	Parent
Spencer Weathersbee	Parent

Name	Title
Cherry Williams	Parent

**2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.**

All parents are invited to attend school-sponsored parent meetings. Members responsible for the development of the PFEP are selected from the school's leadership team. All stakeholders are welcome at the Title I Stakeholder input meeting in the Spring, TITLE I Annual meeting, and the first SAC meeting of the year. Members are elected by a willingness to participate and are representative of the school's demographics. This year the first SAC meeting of the year is scheduled for September 2022 and the TITLE I ANNUAL MEETING is scheduled for September 2023 as well.

**3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.**

Stakeholders get an opportunity to develop, review and evaluate the Schoolwide plan through the Comprehensive Needs Assessment Process, and the School-parent Compact, and the Parent-Family Engagement plan via collaborative input meetings and parent surveys. The stakeholders met in the spring to discuss CNA, data, PFEP, Compact, and Title I plans. This year meetings are on campus with a virtual option for Stakeholders needing this option. Phone callouts, Emails, and posting to our school site inviting parents and community partners to join each meeting to gain awareness, and provide input and feedback is also a part of our collaborative efforts. The plan and compact are revised based on the recommendations, surveys, and evaluations of parents and community partners. Future revisions will happen as the need arises, per parent and stakeholders' feedback, utilizing the plan as a live, working, evolving document. Input from stakeholders will be documented via meeting minutes, sign-in sheets, and recording templates. The PFEP Input meeting/Stakeholder input meeting is conducted each year according to Title I requirements. Feedback from all stakeholders are reviewed each year to update our plan and compact accordingly.

**4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.**

Stakeholders will be involved in decisions on how the Title I parent and family engagement funds are used through the Spring Stakeholder meeting, TITLE I ANNUAL MEETING, and through monthly SAC meeting where TITLE I is a standing agenda item- to keep our stakeholders involved in the process of deciding how the school spends SAC and TITLE I funds to support parent and family engagement and school-wide improvement. Input recorded using the input meeting template. This year it has been decided that funds will be spent on a social service facilitator, postage, and supplies for communication and parent trainings. Funds are also allocated for staff and support personnel who will also assist in increasing family engagement and student achievement for Howell L Watkins.



Name	Title
Larry Harris	ASSISTANT PRINCIPAL
PRESLEY CHARLES	PRINCIPAL
JARRED TAYLOR	ASSISTANT PRINCIPAL
KIMBERLY JASTROME	ASSISTANT PRINCIPAL
Errick Lowe	SINGLE SCHOOL CULTURE COORDINATOR
Shionta Fulwood	PARENT, SAC MEMBER
Brandi Girtman	SAC CHAIR
Scott Caruso	ASSISTANT PRINCIPAL

## Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

**1. What is the actual date, time and location of the Annual Meeting?**

At the Annual Parent Meeting will be held on October 5, 2023, at 5:30 PM at HL Watkins Middle School, in the Media Center. There will be interpreters for Spanish and Creole and language line support for any other languages needed. This is open to all stakeholders.

**2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).**

Teachers, parents, and community members will be notified in English, Spanish and Creole of the Annual Meeting via the following media: Posted on the school site for students online Parent-link call-out and email Social Media (Twitter) Newsletter

**3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.**

PowerPoint Presentation including school data, Parent Right to Know letter (information), Parent Family Engagement plan summary, Title I School Wide Plan, School-Parent Compact, Business partners information, Information on Migrant education, McKinney Vento and Homeless support services, computer, virtual meeting access, agenda, handouts, and evaluations.

## **Staff Trainings**

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

**1. Staff Training for Parent and Family Engagement #1**

**• Name of Training**

Hero K-12

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will be able to learn how to use Hero K-12 App to communicate with parents more consistently and keep parents informed of what is happening with their children in the classrooms including positive behavior displayed in line with the school's positive behavior support.

- What is the expected impact of this training on family engagement?

Families will be able to keep up with their students' assignments and behavior in class and find resources that will allow them to help their children be successful.

- What will teachers submit as evidence of implementation?

Teacher communication on Hero K-12 platform reports will be used as evidence of implementation and screenshots of communication with parents using Hero K-12 and sign-in sheets for training.

- Month of Training

September

- Responsible Person(s)

Erikk Lowe, Scott Caruso, Larry Harris

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

One on One Data Chats and Grade Explanation

- What specific strategy, skill or program will staff learn to implement with families?

Staff will learn how to share student progress academically, and explain student FAST scores, grades, and academic progress.

- What is the expected impact of this training on family engagement?

The expected impact of this training is teachers having resources and skills to support parents working with their students at home on homework and school assignments. Teachers will provide parents with tools, strategies and resources to help their student increase academic achievement results, making learning gains and increasing proficiency.

- What will teachers submit as evidence of implementation?

Conference notes state resource links, Email communications, student progress data reports

- Month of Training

November

- Responsible Person(s)

Larry Harris

#### 4. Reflection/Evaluation of Training #2

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

### 1. Parent and Family Capacity Building Training #1

- Name of Training

SIS Gateway Training & Understanding HeroK12

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will be able to access student grades, attendance, tardiness, and test scores, and communicate directly with teachers through the use of SIS Gateway and HEROK12 app.

- Describe the interactive hands-on component of the training.

Parents will use their smartphones, laptops, or Chromebooks to connect to SIS Gateway and Hero k12 app and navigate through the site.

- What is the expected impact of this training on student achievement?

Parents will now be able to directly monitor their student's progress in each class and email the teachers directly if they have questions. They will also understand how their student is doing following the school's behavioral expectations while being able to have access to the HEROK12 app.

- Date of Training

September 2023

- Responsible Person(s)

Philicia Morgan and Errick Lowe

- Resources and Materials

Resources include Hero K-12 site, Chromebooks, handouts, smartboard

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

0.00

## 2. Reflection/Evaluation of Training #1

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

No

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

### 3. Parent and Family Capacity Building Training #2

- Name of Training

Parent Data Chat and Report Card Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will understand student report cards, and academic data including FAST, and gain an understanding of resources they can use to help their child at home.

- Describe the interactive hands-on component of the training.

Parents will log into the student portal to access student academic data and then have a teacher facilitator there to assist them in understanding the student's progress.

- What is the expected impact of this training on student achievement?

Parents will now be able to directly monitor their student's academic progress in each class to support student achievement.

- Date of Training

October 2023

- Responsible Person(s)

Monique Anders, Larry Harris, Philicia Morgan



- Resources and Materials

N/A

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

0.00

#### 4. Reflection/Evaluation of Training #2

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

No

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

### 5. Parent and Family Capacity Building Training #3

- Name of Training

N/A

- What specific strategy, skill or program will parents learn to implement with their children at home?

N/A

- Describe the interactive hands-on component of the training.

N/A

- What is the expected impact of this training on student achievement?

TBD

• Date of Training

N/A

• Responsible Person(s)

N/A

• Resources and Materials

N/A

• Will use funds for refreshments as noted in SWP:

Yes

• Amount (e.g. \$10.00)

N/A

6. Reflection/Evaluation of Training #3

• Name of Training

N/A

• Number of Participants

N/A

- What were parents able to do as a result of the training?

N/A

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

Yes

- How do you know?

N/A

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

N/A

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

The Palm Beach County School District Multicultural Department provides reading and math strategies for ELL students, translation services, and also interpreters during Parent meetings and Parent and Family engagement school events. The Multicultural Department support is also key to empowering our parents with select parenting skills and strategies that they can use at home as well as assisting our campus staff with building connections that increase student achievement and increase parent and family engagement of our ELL families.

- Based on the description list the documentation you will provide to showcase this partnership.

Literature from Multicultural Department Translations from Multicultural Department Email correspondence

- Frequency

As needed

## 2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

The Giving Project & The Gathering place

- Describe how agency/organization supports families.

This organization donates bookbags and food to needy families each year.

- Based on the description list the documentation you will provide to showcase this partnership.

Photos Email correspondence Thank you letter for the donations

- Frequency

As needed

### 3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

T. Leroy Jefferson Medical Society Mentoring Program

- Describe how agency/organization supports families.

T.Leroy Jefferson Medical Program provides our parents, families, staff, and students insight on specific skills, exposure, and information that our medical students will need to prepare for future medical career opportunities. This agency also gives activities the parents can work on at home with their medical students. Additionally, the partnership assists parents with information on the access and opportunities available for students to excel and master many skills needed to succeed in medical careers.

- Based on the description list the documentation you will provide to showcase this partnership.

Pictures from events Email correspondence Pamphlet of events

- Frequency

As needed

## Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

We will provide families with timely information in Spanish, English, Creole and Translatable links about the Title I programs via: Flyers and invites Marquee announcements Phone callouts and emails through PARENT LINK Posting on our School Webpage and School social media sites (Twitter).  
Newsletter

- **List evidence that you will upload based on your description.**

We will document that the information was shared with parents and families via: Copies of documents sent home (in all appropriate languages) Meeting Notes/minutes Sign-in sheets where applicable Newsletter from Smores

- **Description**

Parents will be informed about the curriculum and proficiency level expectations via 9-week progress reports being sent home so that parents can remain informed about their student's academic performance, as well as weekly posts to SIS GATEWAY. Additionally, 9-week report cards are sent home. Parent data conference day will also be held to keep parents informed. The School website (messenger) will ensure parents are aware of school policies for homework and class work, along with the teacher syllabus where applicable. Curriculum Nights are used to review curriculum, assessments, and standards, so parents will have a better understanding of their child's education. The nights are facilitated by the coaches and resource teachers. Continued sharing of information on curriculum assessment will be done during parent-teacher conferences, This year in personal and virtual opportunities will be provided as needed.

- **List evidence that you will upload based on your description.**

We will document that the information was shared with parents and families via: Copies of documents Curriculum Night PPT and handouts, Sample report cards, sign-in sheets from Curriculum Night

- **Description**

Parents will be informed about the assessments and proficiency level expectations via Parent Data Chat and Report Card Night. Parents will be invited to the school to understand how grades are assessed and see how their students are performing on State Academic Standards. The nights are facilitated by the coaches and resource teachers. Additionally, 9-week report cards are sent home. The School website (messenger) will ensure parents are aware of school policies for homework and class work, along with the teacher syllabus where applicable. Continued sharing of information on curriculum assessment will be done during parent-teacher conferences and data chats. This year in personal and virtual opportunities will be provided accordingly.

- **List evidence that you will upload based on your description.**

We will document that the information was shared with parents and families via: Copies of documents sent home Meeting Notes/minutes, Invitations for parent data chat, sample report card

- **Description**

Parents will be informed about opportunities to participate in decision-making relating to the education of their child via: Flyers/Invites Parent/Teacher Conferences Marquee announcements Parent-Link call-outs and emails Twitter Post Title I Annual Meeting Title I Spring Stakeholders Meeting SAC Meetings Parent training Parent and Family Engagement events Newsletter

- **List evidence that you will upload based on your description.**

We will document that the information was shared with parents and families via: Copies of documents sent home Training invite SAC SIGN-IN SHEET Newsletter

- **Description**

We will offer flexible meetings, training, activities, and events by providing morning and evening sessions and inviting parents to choose (complete surveys) which meeting time fits their schedule. Additionally this year we will have LIVE, virtual, and/or recorded options available. We will also provide home visits where feasible and applicable



- List evidence that you will upload based on your description.

Agendas Link to virtual meetings/parent conferences Newsletter

## Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

Parents and families with limited English proficiency are always invited to participate in all school activities. Information sent home in the native language of families represented on our campus where applicable and available. Parent learning meetings specific to our ELL population are scheduled twice a year. One meeting is scheduled before the end of the first 9 weeks and the other is scheduled before the final 9 weeks. Training is provided to provide parents with skills and tools to best meet their children's needs. Training is offered based on student and family needs to be assessed from family input surveys. Language Facilitators are requested to assist parents with Orientation, Open House, Curriculum night, teacher conferences, and all meetings and school activities. Usually 1 Creole, 1 Spanish facilitator. The District Multicultural Department assists with this as well. This year we will still offer a virtual component for families that still need this option, language resources are provided and language facilitators will be invited to participate and assist virtually and/or in person.

- List evidence that you will upload based on your description.

Evidence includes: School Compact in all languages, invitations/fliers hard copy and an electronic copy provided in all languages, PFEP summary in all languages, sign-in sheets from meetings and events, photos from events where applicable

- Description

Parent and families with disabilities are encouraged to be active partners in their child's education. Accommodations are made to ensure that all of our parents are able to participate regardless of disability. We make accommodations for parents in wheelchairs or that need special seating for school events. Home visits, sign language interpreters, hearing devices, and wheelchair ramps are some of the supports that we request to have in place to assist parents and families as needed. We also collaborate with Title I and District support services that can assist us with these needs.

- List evidence that you will upload based on your description.

Evidence include: photos of wheel-chair accessible areas, photos of ramps, photos of handicapped ramps

- Description

School activities and programs are designed to provide migrant parents and families with resources to help their children overcome disruption in their education and overcome cultural, language, and social barriers. Resources are also provided to families to help their children increase their ability to succeed in the school setting. Our data processor provides school leaders with a list of migrant families on our campus each year and the team works closely with District migrant support for appropriate services for identified students.

- List evidence that you will upload based on your description.

Evidence includes; CLF sign language facilitator timesheet, translated documents, and Migrant brochures of services provided.

- **Description**

Our school leaders, guidance counselors and select staff work (our McKinney Vento liaison) to provide our parents and families experiencing homelessness with resources to aid their child's academic progress. Our identified families are able to complete a student survey (residency questionnaire) that provides the school with deliberate information to support our families. Transportation can be provided as arranged by school/district contacts to assist parents' participation in school activities. Food, clothing, and other resources are made available to parents to assist the needs of students as identified and/or requested. The Data processor provides a list of students affected by homelessness to appropriate personnel to assist accordingly. Our school's campus McKinney Vento contact collaborates with the District contact on resources to meet the needs of students and families.

- **List evidence that you will upload based on your description.**

Evidence includes email collaboration for services, McKinney Vento referrals, and McKinney Vento flyers of services provided.

## **Other Activities**

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. **Activity #1**

**Activity #1**

- **Activity #1**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

## 2. Activity #2

### Activity #2

- **Activity #2**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

## 3. Activity #3

### Activity #3

- **Activity #3**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

## Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

## 1. Building Students' Non-Academic Skills

We work very hard to ensure all of our students are well rounded individuals. At HL Watkins Middle School we offer numerous extracurricular activities to promote student mentoring, academic support, and social and emotional support. We have also implemented a reward and incentive system to promote school-wide positive behavior among our students. Our goal is to develop caring thinkers who are globally competent and have the skill set needed to problem solve and be an asset to society as a whole. We believe in caring for the whole student and building their skills both in and out of the classroom. Some of the activities we offer to reach our goals include offering after school activities, Robotics competitions, Male and Female Mentoring groups, Academic games, and National Junior Honor Society. For the NJHS usually an induction ceremony is held and parents are invited to attend. This year our after school programs, clubs and events are back on campus. Our Robotics program involves having students make and build robots in the classroom. Our students work on both the programming and design of the various robots. Students use problem solving skills which allows them to think critically and problem solve. We teach lifelong skills such as having good character and being a risk-taker. We encourage critical thinking because it teaches our students to analyze and evaluate issues they may face. We tell our students to generate new ideas and also be open to considering new perspectives. By doing so we create an environment that promotes having both knowledgeable and reflective students. Our mentors work with all students grades 6-8th in a variety of areas according to student need. We also offer academic games in which our students learn healthy competition and team skills. Our students also participate in community service projects where they are required to choose a project that gives back to society and/or the community. Select students also participate in classes teaching etiquette and building social skills. The mentoring clubs provide a safe outlet for students to grow and learn. The mentoring groups meets once a week after school. The mentoring groups also gather for community events on the weekends when able to with parent permission and involvement and school and district approval. After school clubs provide enrichment and real world experiences for our students. Another integral part of our mission in building students' non-academic skills, is to inspire our young people to also be science and technology leaders, by engaging them in exciting mentor-based programs that build science, engineering and technology skills. This inspires innovation, and fosters well-rounded life skills including self-confidence, communication, and leadership.

## SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

## 1. SBT/MTSS Implementation

Utilizing a multi-tiered system of support (MTSS), all students receive Tier 1 instruction by following the core, Florida Standards-based curriculum while concentrating on strategies to increase classroom rigor. Tier 1 instruction and is provided by all teachers includes providing differentiated instruction in both small and whole-group by modifying product expectations while assuring the standards are mastered as well as making sure all students know the learning objective and are provided with appropriate instructional materials. By closely monitoring individual student data on a variety of interim diagnostic assessments and utilizing data collected, teachers, academic coaches and administration are able to identify students who are not meeting their identified academic targets. These students are then referred to the School-based Team (SBT). Our School Based Team assists our teachers with developing student interventions and monitoring their progress. The School Based Team is comprised of various stakeholders such as guidance counselors, teachers, school nurse, behavior coach, and administrators who meet and collectively develop interventions to begin the process. There are identified tiers of the implementation process beginning with Tier 1 and ending with Tier 3. Each tier is at least a six week process with interventions. Think of the tiered model as a triangle with Tier 1 being the base of the triangle and Tier 3 being the top point of the triangle. Tier 1 is for all students. Tier 2 is the next tier if a student isn't successful in Tier 1 and needs support for success. Once a student is identified as needing additional support for behavior or academics, the School-based Team, using a problem-solving model, then determines appropriate Tier 2 interventions. Students in Tier 2 are struggling and need additional support. We use ongoing data from current assessments given. Tier 2 interventions include content specific interventions as well as additional support in the classroom such as targeted small-group instruction focusing on skill deficit and/or areas of need. After-school tutorial is also offered as an intervention. Reading, math and science coaches also provide additional support for classroom teachers to provide Tier 2 interventions. We will also have a reading interventionist this school year to assist students in Tier 2. Tier 3 is the final tier of this multi-tiered system of support. If additional support is needed after Tier 2 interventions are implemented with fidelity, the SBT examines the data and makes recommendations for Tier 3 interventions based on the individual needs of the student. Tier 3 intervention may include increasing the frequency and intensity of the Tier 2 intervention or more intensive small-group or individualized instruction facilitated by the reading or math coach. In some cases if the Tier 2 and/or Tier 3 interventions continue to be unsuccessful, the student will be referred to the Child Study Team (CST) for possible evaluation for special education (ESE) services. We often pull small groups and work one-on-one with these students. Every 5 weeks we reassess to determine if the skill has been mastered or not. There is a form in which teachers can complete that identifies a student to be referred. This initial referral can be made by any staff member on our campus that has a concern about a student's welfare. A concern can include academic, behavioral, emotional, social, attendance, or homelessness.

## Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- Opportunities to extend learning time.

- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

*\*The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*



## 1. Well-Rounded Education

Teachers attend Professional Learning Community (PLC) collaboration meetings where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive reteach instruction. Teachers also attend collegial planning which provide opportunities for teachers to collaboratively develop aligned, rigorous lessons. In collaboration, teachers analyze data to identify student patterns of strength and weakness to reteach and build student capacity, monitor student progress toward academic targets, design and align assignments and assessments to ensure all instruction aligns to the Florida State Standards. Teachers also participate in regular data chats in which they use evidence to show and explain the data about their students, specific ways they are monitoring student progress, and planning specific next steps to further student growth. Students requiring additional academic support participate in small-group instruction with certified academic tutors and participate in after-school tutoring for remediation. In addition to middle school courses and remediation opportunities, students have the opportunity for accelerated learning. Students are able to take high school credit courses such as Honors Algebra I, Honors Geometry and Honors Algebra II. In order to support students enrolled in the vigorous coursework, after-school support is offered as well. While the core content curriculum is essential for students to develop academic skills, H.L. Watkins provides opportunities that help develop critical thinking and problem-solving skills as well as nurture an interest in non-academic subjects, provide career exploration and prepare students for college and post-secondary success. Our school offers Choice and Career Options Programs in Pre-Medical and Robotics (Engineering) and Middle Years IB diploma. The philosophy of this new IB initiative at our school is aligned with having well-rounded education. The goal is to develop internationally minded students who ultimately help to create a better and more peaceful world. We ensure our instruction is aligned to the standards and that our teachers adhere to the Scope and Sequence. Students receive enrichment both during class and after-school during our Aftercare Program. Our IB Learner profile includes our students being inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective students. These ten attributes are valued by both IB and our school. These attributes are infused into the culture of our school. Some of the activities we use to support the IB philosophies include multiple real life examples. Students are involved in community service. 8th grade students must complete a community service project that supports a need in the community, this years project will offer a virtual component. This experience takes students through the problem-solving process from beginning to end. Additionally, we provide science/STEM nights where local science organizations (local HAM radio stations, SF Science Museum) come and present activities to our students and families.

## Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- ACT/SAT prep programs;
- Building pathways to rigorous coursework;
- Project-based learning opportunities;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Job skills development (collaboration, critical thinking);

- Dual enrollment opportunities;
- Career and technical courses;
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

### 1. Post-Secondary Opportunities and Workforce Readiness

At H.L. Watkins, eight (8) high school credit courses are offered including Honors Algebra I, Honors Geometry, Algebra II, Peers/Partners Learning, Earth Space Science, Spanish I, Medical Skills Service and Computer Fundamentals where students can earn Industry Certification in the Microsoft Office Suite. To increase high school readiness, all eighth grade students attend assemblies presented by local high school Guidance Counselors and Administrators that inform of high school programs, requirements, and expectations. At that time, students are informed of all the opportunities, such as Advanced Placement, AVID, AICE, dual enrollment, Career and Technical Offerings, and Magnet/Choice programs that are offered at their schools. We will be taking a group of students to visit a University to bolster interest in postsecondary education. As an International Baccalaureate (IB) Middle Years Programme (MYP), students are prepared to enter IB programs offered at Suncoast, William T. Dwyer and other district schools. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme (DP) or Career-related Programme (CP). The MYP focuses on five major areas of instruction: Approaches to Learning (ATL): ATL is concerned with “learning how to learn,” developing good study habits as well as critical thinking and problem-solving skills; Health and Social Education (HSE): HSE concentrates on respect for body and mind and helps students learn to make informed choices about their own lives; Community and Service (CS): helps students develop a sense of belonging and responsibility to their community; Human Ingenuity (HI): HI focuses on the changes human creative genius has brought to society. Learning by example, students are encouraged to appreciate the creative drive to transform and improve life and finally Environments: Environments develops a sense of responsibility for creating a world fit for present and future generations and is closely related to the community service programme.

## Transition From Early Childhood to Elementary School

**Elementary Schools:** Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start

- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

**Secondary Schools:** Click on the Exemption button above if this is not applicable to you.

#### 1. Transition to Elementary School

Not applicable to a middle school setting

## Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

## 1. Professional Development

We offer on-going professional development for our staff. This year we are able to provide additional coaching, modeling and professional development support due to the addition of support staff; consisting of a math and science coach, 2 Learning Team Facilitators, and Single School Culture Coordinator. This is our PD team along with our IB/Magnet Coordinator. Our PD team provide trainings and Professional development as well as works with the District Professional Development Department, along with curriculum and instructional specialists to organize and plan on-going Professional Development opportunities for our teachers. Additionally our teachers meet for collaborative team meetings where they use student data to plan for instruction. Team meetings consist of team collaboration across content and grade levels, including discussion and collaboration on pacing calendars, Instructional focus, and assessments. Team meetings are also designed for teachers and support staff to share instructional strategies and best practices with each other to provide peer-to-peer support and planning. Professional development opportunities are offered before and after school, as well as on Saturday's, where applicable, to allow for flexible options to reach as many staff members possible. The IB Department also often offers a stipend to attend trainings to encourage PD participation. Professional development is ongoing and continues throughout the school year. One of our continued targets this year is meeting PD requirements for the International Baccalaureate (IB) authorization process, now that we are an IB World School. Teams of teachers and administrators have attended workshops, trainings, and conferences to support the implementation of the IB program and authorization. Teachers selected attend meetings and trainings and then report back to train their team-mates. In addition to IB trainings and conferences, IB consultants also come to our campus or a sister campus to provide trainings and workshops. These trainings take place at least twice a year by certified IB consultants. The IB Coordinator provides ongoing support to the staff for compliance and implementation of all IB components and requirements.

## Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

### Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement

### Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs

- Other Incentives such as signing bonuses and pay for performance
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

## 1. Recruitment and Retention

We hire certified and effective staff. Part of recruitment and retention is advertising job openings when we have a vacancy. Leadership is strategic during our hiring process to ensure we have the best candidate for the position. Once hired we provide support to new teachers and buddy them up with a mentor. We provide on-going feedback and corrective strategies as needed. All of our new teachers join the Educator Support Program offered through the school district, which provides resources and support for teachers new to teaching as well as new to our district and new to our school campus. The ESP program is designed to give various levels of support based on the teacher's experience and performance. We work to ensure that a support team including administrators, mentors and a contact person are available to assist our new teachers and share with them how valuable and appreciated they are to our campus. This year our ESP team organizes a bi-monthly huddle for new teachers with the Principal. This is designed to build the capacity and morale of our new teachers. We provide opportunities for part-time pay such as tutoring and parent training. We also provide opportunities for part-time pay such as tutoring, planning, and training outside of contract hours. More specifically as it pertains to recruitment, we attend annual, district sponsored, job fairs and recruit perspective teachers for our school. We offer a competitive district salary and try to connect our new recruits to established teachers in their field and also from the community. Additionally, as a UniSig School, the state is offering a stipend to highly effective teachers to work at our school. Some of our recruits are obtained through word of mouth and networking as well. We have a strong community base which supports our school. Any positions that become a challenge to fill, we reach out to HR and the North Area office for collaboration and support to obtain a quality candidate. Finding the best teacher is always the ultimate goal. Once a teacher is hired, we move into the support (retention) mode. Aside from the district supported new teacher program, we also provide additional support services in the form of coaching and mentoring. Each new teacher is assigned a mentor (experienced professional) and a buddy teacher (content area) to help support the needs and demands of being a new hire. The mentor and buddy teacher provide support in the areas of coaching, modeling, informal observations, peer observations, new teacher meetings, content development, lesson planning, and survival tools. Department Chairs and Team leaders also support new teachers with all curriculum needs. The school has common planning, which provides daily vertical and horizontal planning opportunities. The support team also encourages additional opportunities for involvement around campus with clubs and other school activities for our new teachers as well, promoting school pride and a culture of team-building and sense of belonging. This support system is designed to assist developing and retaining our new teachers.