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

ELA

1. List prioritized needs statements.

According to Progress Monitoring 2, 60% of the student body is still reading below grade level. According to Progress Monitoring 2, each subgroup is performing below 50% proficiency in reading: ESE 17% ELL 31% L25 48%

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

-Lack of knowledge and the ability to support learning at home -Lack of student motivation -Students start the year significantly below grade level due to summer slide -Classroom management is a challenge in some classrooms. -Lack of time and personnel to provide additional interventions for students

3. Share possible solutions that address the root causes.

Make sure that there is sufficient ESE support in classes with ESE students. Continue to promote/encourage reading at home by incentivizing homework. Introduce motivating programs like Reading Counts to get students excited about learning. Provide ongoing trainings in Classroom Management and enforce discipline schoolwide. Consider implementing a 90 minute literacy block to allow time to reteach the previous years content. Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home focused on analyzing text, understanding word parts (morphology), and figurative language interpretation.

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

• Communication

Provide students with an electronic device at home to participate in academic programs like Reading Plus and additional practice from the Studysync curriculum. Provide weekly updates to parents via the newsletter, Class Dojo, Remind, and SIS Gateway in multiple languages. Continue sharing students progress with parents during parent literacy meetings to support student learning and achievement. We will also will work on strengthening our communication with parents regarding the curriculum and proficiency level expectations and sharing assessment results and student progress.

- **Parent Training**

Provide parents explicit training on resources that are utilized in school to improve overall Reading: Reading Plus, Imagine Learning, and Achieve 3000 for ELL students. Host Literacy Nights in which families are provided with an overview of all ELA B.E.S. T. standards in order for parents to understand academic expectations.

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

- **School**

The school will offer motivational activities to get students interested in reading and writing. The school will offer additional training in technology programs that can be utilized at home and school to improve student's overall reading ability. The community and school can provide activities and resources for families to use at home supporting foundational skills found within the Reporting Categories assessed on the F.A.S.T. Assessment: Reading Informational Text, Reading Prose and Poetry, and Reading Across Genres and Vocabulary.

- **Students**

Students will take responsibility for their learning and be accountable for all assignments. Students will participate in planned reading and writing activities to the best of their ability ensuring that they fully engage given support from teachers. Students will manage their emotions and behavior during school hours.

- **Parents**

Parents will ensure that students are in school on time, in dress code, and prepared with materials. Parents will support teachers and the administrative team with providing the appropriate services for their child. Parents will focus on utilizing the school's resources and personal resources to provide reading materials for students at home and providing them time to engage in reading for fun.

- **Staff Training**

Provide training around communicating with parents and providing time during the day to call parents and organize motivational activities. Provide explicit training around classroom management in order to improve student achievement.

- Accessibility

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. Provide computer lab usage for students in the AM and PM in order for students to complete their Reading Plus assignments.

Math

1. List prioritized needs statements.

According to Progress Monitoring 2 (PM2) data, 65% of the student body has not yet achieved proficiency in mathematics, as measured by the assigned state assessment.

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

Limited student understanding of the importance of education and its real-world applications. Students lack of ability to think critically and word problems and apply operations appropriately. Students lack of parent capacity and knowledge of how to support learning at home. Gaps in foundational math skills, hindering success in grade-level coursework. Students lack of fundamental skills (addition, subtraction, multiplication, and division facts) Attendance, truancy, and disciplinary issues, leading to missed instructional time and widening learning gap Teacher's lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic)

3. Share possible solutions that address the root causes.

Implement Intensive Math Intervention Classes to build and reinforce foundational skills for struggling students. Provide opportunities to implement intensive programs all year for struggling students during the instructional day through the use of temp tutors, resource teachers, paras, teachers. Establish a Parent-Teacher Liaison role to improve communication with families regarding attendance and discipline concerns. Integrate real-world applications into math instruction to enhance engagement and relevance for students. * Training teachers to utilize engagement strategies

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 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**

SIS Training so parents can understand the grading process. Parent university where parents can get help with navigating resources. Savvas Learning Platform Navigation for curriculum as well as Math Nation.

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

- **School**

Provide parent workshops focused on understanding math standards, strategies, and available resources (e.g., Savvas Learning Platform, Math Nation). Host Parent University sessions to assist families with navigating educational tools and tracking student progress through SIS. Offer teacher training on best practices for engaging parents and supporting at-home math learning, with a focus on SWD and ELL populations. Implement math-focused family nights to foster collaborative learning and demonstrate real-world applications of math concepts. Focus on building fluency in foundational skills: addition, subtraction, multiplication, and division facts to increase student proficiency. Provide parent training and materials to support building foundational fluency at home.

- **Students**

Take ownership of their learning by actively participating in class and utilizing available resources (e.g., Math Nation, Khan Academy) for practice at home. Communicate with teachers and parents about challenges and successes in math. Engage in goal-setting activities to track their progress and celebrate improvements in their math skills. Focus on foundational fluency (addition, subtraction, multiplication, and division facts) in grades 6-8 to increase student proficiency. These strategies will be supported at home and at school.

- **Parents**

Attend parent workshops and university sessions to learn strategies for supporting math learning at home. Regularly monitor student progress through SIS and maintain communication with teachers regarding academic concerns. Encourage and support their child's participation in math practice activities and assignments at home. Focus on foundational fluency: addition, subtraction, multiplication, and division facts in grades 6-8 to increase student proficiency.

- **Staff Training**

More content area training (Standard based). Training around effective strategies to use for our SWD and ELL populations. Engagement and motivational strategy training.

- **Accessibility**

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

1. List prioritized needs statements.

8th-grade Science Winter Diagnostic is at 31% proficiency and the NGSSS is at 25% in FY 24.

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

Lack of exposure to scientific terms
Need for more problem-solving remediation
Large classes and lack of expertise
Lack of common planning in 6th-7th grade
Lack of available data in 6th-7th grade

3. Share possible solutions that address the root causes.

Consistent remediation Professional development: how to approach the unit, how to approach the standards, how to implement activities within the unit Identifying the bubble students and developing a plan of action of how to remediate students Inquiry-based programs

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

- Communication

Continue to communicate through bi weekly emails the labs and standards students are learning about in science with photos and descriptions. Strengthen how we provide opportunities for flexible meetings for parents to be engaged in their child's learning.

- Parent Training

Training to understand how students learn about science Science Night focusing on science foundational skills: science vocabulary, concept knowledge, and scientific method, and previously learned standards that are being assessed in the 8th grade.

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

- School

Add science goals to our academic goals which is for 40% of all students to be proficient in Science. Focus on science vocabulary and scientific process in grades 6-8 to increase student proficiency by hosting parent trainings and providing resources to support learning at home.

- Students

Add monitor their growth using interactive journals and avid-based strategies. Focus on science vocabulary and scientific process in grades 6-8 to increase student proficiency by working on strategies taught at school and reviewing those strategies at home.

- Parents

Add and reinforce lessons taught in the classroom at home using department-created resources. Parents will attend the student science fair

- **Staff Training**

Training to help learn the standards taught in science. Teachers will be able to support parents through Parent trainings and conferences providing resources on literacy foundational skills: science vocabulary, scientific method, and other vocabulary related to the standards.

- **Accessibility**

All communication in science will be sent home in student's home language. We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education.

Social Studies

1. List prioritized needs statements.

Civics- Increase civics proficiency by 10% during the year of 2025. Include courses that target demographics/self-actualization/ eg: African American 003.42H Overall midyear data for each subgroup: FY 25' Midyear proficiency for ESE/SWD- 32% FY 25' Midyear proficiency for ELL/LEP- 59% (+ 15% from FY 24' Midyear results)

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

To increase school proficiency from a C to a B. Make students aware of cultural roots and build self-esteem and self-confidence Absence of cross-curricular exercises More small group instruction Limited rigorous routine practice on demand on reading comprehension skills Limited rest on students part Low parent engagement Lack of cross-curricular exercises Lack of rigorous routine practice - on demand - on & off campus - on reading comprehension skills Limited Small group instruction in the classroom Low parent engagement

3. Share possible solutions that address the root causes.

Increase collaborative structures Use formative assessments to drive daily reteach standards Timely feedback of students performance Data Chat with students Host parent development for academics Host parent meeting to help register to vote and understand the democratic process. School-wide study ChatBots Partnering with parents Promote the usage of Khan Academy and Khanmigo Inquiry based activities Small group instruction Intentional planning with google classroom Low self-esteem among students Providing culturally relevant teaching methods Student engagement with community and reducing biases and stereotypes within the community and classroom

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

- **Communication**

Through the use of bi-weekly newsletters. In the newsletters, we will 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 trainings, meetings, event by communicating in a variety of ways (Social Media, Class Dojo, Remind, SIS Gateway in various languages) to improve student achievement. We will also continue to work on sharing student progress with parents to support student learning and achievement.

- **Parent Training**

We will host parent trainings so parents will know where to get the assistance provided by the school district (paper app). The parent trainings will include 'Muffins and Donuts' for moms and dads, relevance of social studies (i.e. watching the news, reading news articles), and AVID strategies.

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

- **School**

The line of communication between parents and school is adequate, consistent and up to date. Adjustments will include a diverse perspective, how to apply learning connections and the use of inquiry based learning in curriculum.

- **Students**

Stakeholders will strengthen the school-parent compact to support Social Studies for students through the use of google classroom and Khanmigo, after-school tutoring with students, remediation, and data chat with students.

- **Parents**

Accessing students grades by way of progress reports, signing homework sheets, attending school events, staying informed about school activities, and discussing academic goals with children are all ways in which parents will strengthen the school-parent compact.

- **Staff Training**

We will host pre-school trainings on family engagement, incorporating SS concepts into other subjects through articles and vocabulary, & planning across curriculum. We will also incorporate staff trainings to assist teachers in understanding how to better support parents/families as they work with their students at home (AVID/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

1. List prioritized needs statements.

Low Enrollment in Advanced Math Courses: Only 42% of 8th-grade students are currently enrolled in Algebra 1 and Geometry, indicating limited participation in advanced math coursework. Limited Early Acceleration Opportunities: Elementary school participation in Advanced Math Placement (AMP) is insufficient, reducing the number of students prepared for Algebra 1 by 8th grade. Skill Gaps Impacting Success in Advanced Math: Students enrolling in Algebra 1 and Geometry demonstrate gaps in foundational skills and content knowledge, impacting their performance and confidence.

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

Limited Exposure to Accelerated Math Pathways at the elementary level, reducing the pipeline of students eligible for advanced coursework. Gaps in Foundational Math Skills, particularly in pre-algebra concepts, making it difficult for students to transition successfully to Algebra 1. Insufficient Differentiated Instruction to support students who may be capable of advanced coursework but lack prerequisite skills. Lack of Early Identification and Support for students with potential for accelerated math learning. Lack of parent capacity and knowledge of how to support learning at home

3. Share possible solutions that address the root causes.

Strengthen Early Identification and Preparation: Collaborate with elementary feeder schools to increase participation in AMP and provide targeted interventions for students demonstrating math potential. Implement AMP awareness sessions for parents and students to highlight the benefits of early math acceleration. Bridge Skill Gaps with Support Structures: Pair Algebra 1 classes with Pre-Algebra support sessions to reinforce foundational skills while introducing advanced concepts. Offer after-school tutoring and boot camps focused on pre-algebra and algebra fundamentals. Professional Development and Instructional Resources: Provide teacher training on differentiated instruction strategies to identify and support potential accelerated learners. Introduce intensive math workshops for struggling students to build essential content knowledge and confidence. Engage Parents and Students in Math Growth: Host parent workshops to explain the math acceleration pathway and how families can support learning at home. Utilize Khan Academy, Math Nation, and Savvas Learning to create personalized learning pathways for students needing extra practice.

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

- Communication

Continue to share learning that is happening in accelerated courses in bi-weekly newsletter.

- Parent Training

An Acceleration Night would be nice to help parents understand the value of their child taking accelerated course work, including what scholarships are available, what choice high schools are available and college/career options after high school.

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

- School

Host an Acceleration Night to inform parents about the benefits of advanced coursework, including available scholarships, high school choice programs, and long-term college and career opportunities. Provide parent workshops focused on strategies to support students in advanced math courses, including how to use platforms like Math Nation and Savvas Learning for at-home practice. Conduct staff training sessions to ensure teachers are familiar with high school curriculum requirements and can effectively communicate expectations and strategies to parents. Develop and distribute informational resources that outline acceleration pathways and the long-term impact of early math success.

- **Students**

Commit to challenging themselves by participating in advanced coursework and utilizing available resources to support their learning. Actively engage in discussions about future academic goals and explore how advanced math skills can open pathways to scholarships, career opportunities, and college admissions. Attend Acceleration Night with their parents to learn about the benefits of accelerated courses and set personal goals for academic growth.

- **Parents**

Attend Acceleration Night and parent workshops to better understand the opportunities and benefits of advanced coursework. Regularly monitor their child's performance in advanced courses via SIS and partner with teachers to address learning challenges. Support their child by encouraging daily practice and engaging in activities that reinforce advanced math concepts at home. Collaborate with the school to explore potential summer enrichment programs and dual-enrollment opportunities to maintain academic momentum.

- **Staff Training**

Training on High school curriculum so staff will be made aware of requirements of students in those high school credit courses. Staff Trainings to assist teachers in understanding how to better engage families when selecting advanced courses. As well as assisting them in understanding there overall importance.

- **Accessibility**

Communication will be shared in the student's home language.

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: \$104,705.50

Acct Description	Description									
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="451 154 1402 251">Item</th> <th data-bbox="1402 154 1549 251">Quantity</th> <th data-bbox="1549 154 1717 251">Rate</th> <th data-bbox="1717 154 1900 251">Type</th> <th data-bbox="1900 154 2026 251">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
TopScore to empower teachers to become expert instructors, equipping them with the skills to foster a love of writing; ultimately boosting student achievement and engagement: Top Score to build consistency across grade levels to support writing- Grades 6- 8.	1	\$3,930.00	Amendment	\$3,930.00						

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Pre Sharpened pencils (144) - to support the delivery of instruction in all content areas. Avid	18	\$8.00	General Supplies	Original	\$144.00
	Pack of 4 Expo Dry Erase Markers to support the delivery of instruction in all content areas.	58	\$8.00	General Supplies	Original	\$464.00
	High Yield Toner for making copies for Small Group Instruction	5	\$500.00	Technology	Original	\$2,500.00
	Copy paper to support the delivery of instruction in all content areas. (pack of 8)	120	\$45.00	General Supplies	Original	\$5,400.00
	Paper Easel Post-its (pack of 2) to support the delivery of instruction in all content areas	15	\$20.00	General Supplies	Original	\$300.00
	Upper Grades Math Manipulative Library- [Measurement and 3-D shapes, fractions and decimals, comprehensive manipulative library reinforces essential math concepts that support upper-grade curricula] Lakeshore Company	2	\$289.00	Manipulatives	Original	\$578.00
	Paperclips	1	\$2.50	General Supplies	Other	\$2.50
	Adjustment - benefits credit and final allocation	1	\$5,355.00	General Supplies	Other	\$5,355.00
Classroom Teacher	Math teacher (grades 6-8) will build foundational skills, problem solving abilities and confidence through rigorous instruction in a small class setting.					

Action Step: Professional Learning

The Professional Learning (PL) 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 PL 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: \$232,066.00

Acct Description	Description									
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Department Instructional Leaders for Core Subject Areas- Reading, ELA, Mathematics, Science: Teachers will unpack learning content related standards and prepare curriculum maps/pacing guides for the first nine weeks for each content area.	10	\$25.00	3	4	2	Certified	Original	\$6,000.00	
Travel out-of-county	Item						Quantity	Rate	Type	Total
	Men of Color in Educational Leadership: MCEL is committed to strengthening the leadership pipeline by providing a safe and supportive space for leaders to engage in authentic conversations around identity, and leadership. Through strategic partnerships and intentional collaboration, leaders will be empowered. Current and aspiring leaders will grow both personally and professionally, while equipping educational institutions with tools to foster inclusive and effective leadership at all levels. Orland, FL., December 6-7 2025; Registration \$500 + Transportation \$200 + Lodging \$199, (2 attendees). School is not requesting Per Diem.						2	\$899.00	Original	\$1,798.00

Acct Description	Description																		
Stipends	<table border="1"> <thead> <tr> <th data-bbox="426 172 1167 245">Item</th> <th data-bbox="1167 172 1314 245">Quantity</th> <th data-bbox="1314 172 1436 245">Rate</th> <th data-bbox="1436 172 1535 245">Days</th> <th data-bbox="1535 172 1646 245">Hours</th> <th data-bbox="1646 172 1772 245">Weeks</th> <th data-bbox="1772 172 1902 245">Type</th> <th data-bbox="1902 172 2024 245">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	
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<table border="1"> <tbody> <tr> <td data-bbox="426 245 1167 461">Preschool Teacher Training: New Teachers and Mentors will attend training on pedagogical practices for new teachers in the Educator Support Program - mentor program for all academic content.</td> <td data-bbox="1167 245 1314 461">10</td> <td data-bbox="1314 245 1436 461">\$25.00</td> <td data-bbox="1436 245 1535 461">1</td> <td data-bbox="1535 245 1646 461">6</td> <td data-bbox="1646 245 1772 461">2</td> <td data-bbox="1772 245 1902 461">Original</td> <td data-bbox="1902 245 2024 461">\$3,000.00</td> </tr> </tbody> </table>										Preschool Teacher Training: New Teachers and Mentors will attend training on pedagogical practices for new teachers in the Educator Support Program - mentor program for all academic content.	10	\$25.00	1	6	2	Original	\$3,000.00		
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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 learning for all content areas in grades 6-8: 226 duty day. Additionally Tier 1 Baseline to decrease discipline referrals and increase academic performance in our ESSA groups specifically ESE and Non-native Speaking Students																		
Single School Culture Coordinator	Single School Culture Coordinator 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. Dennis Mosley Duty days is 226.																		
Supplies	<table border="1"> <thead> <tr> <th data-bbox="426 870 1360 943">Item</th> <th data-bbox="1360 870 1507 943">Quantity</th> <th data-bbox="1507 870 1667 943">Rate</th> <th colspan="3" data-bbox="1667 870 1902 943">Supply Type</th> <th data-bbox="1902 870 2024 943">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Supply Type			Total		
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<table border="1"> <tbody> <tr> <td data-bbox="426 943 1360 1068">Chart paper, folders, paper clips, markers, color copy paper, index cards</td> <td data-bbox="1360 943 1507 1068">1</td> <td data-bbox="1507 943 1667 1068">\$1,373.00</td> <td colspan="3" data-bbox="1667 943 1902 1068">General Supplies</td> <td data-bbox="1902 943 2024 1068">\$1,373.00</td> </tr> </tbody> </table>										Chart paper, folders, paper clips, markers, color copy paper, index cards	1	\$1,373.00	General Supplies			\$1,373.00			
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Out-of-system PL Subs	<table border="1"> <thead> <tr> <th data-bbox="426 1088 1016 1161">Item</th> <th data-bbox="1016 1088 1163 1161">Quantity</th> <th data-bbox="1163 1088 1285 1161">Rate</th> <th data-bbox="1285 1088 1383 1161">Days</th> <th data-bbox="1383 1088 1495 1161">Hours</th> <th data-bbox="1495 1088 1617 1161">Weeks</th> <th data-bbox="1617 1088 1772 1161">Certified</th> <th data-bbox="1772 1088 1902 1161">Type</th> <th data-bbox="1902 1088 2024 1161">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
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<table border="1"> <tbody> <tr> <td data-bbox="426 1161 1016 1526">The purpose of this professional learning opportunity is for teachers to effectively implement the Cambridge Lower Secondary Science Course - This session will focus on how to use key teaching approaches alongside the resources from Cambridge University Press and Assessment.</td> <td data-bbox="1016 1161 1163 1526">1</td> <td data-bbox="1163 1161 1285 1526">\$21.00</td> <td data-bbox="1285 1161 1383 1526">7</td> <td data-bbox="1383 1161 1495 1526">7</td> <td data-bbox="1495 1161 1617 1526">1</td> <td data-bbox="1617 1161 1772 1526">Non-Certified</td> <td data-bbox="1772 1161 1902 1526">Original</td> <td data-bbox="1902 1161 2024 1526">\$1,005.00</td> </tr> </tbody> </table>										The purpose of this professional learning opportunity is for teachers to effectively implement the Cambridge Lower Secondary Science Course - This session will focus on how to use key teaching approaches alongside the resources from Cambridge University Press and Assessment.	1	\$21.00	7	7	1	Non-Certified	Original	\$1,005.00	
The purpose of this professional learning opportunity is for teachers to effectively implement the Cambridge Lower Secondary Science Course - This session will focus on how to use key teaching approaches alongside the resources from Cambridge University Press and Assessment.	1	\$21.00	7	7	1	Non-Certified	Original	\$1,005.00											

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	The purpose of this professional learning opportunity is for teachers to effectively implement the Cambridge Lower Secondary English Course - This session will focus on how to use key teaching approaches alongside the resources from Cambridge University Press and Assessment.	2	\$21.00	7	7	1	Non-Certified	Original	\$2,009.00
	The purpose of this professional learning opportunity is for teachers to effectively implement the Cambridge Lower Secondary Global Perspectives - This session will focus on communication-planning and structuring writing.	2	\$21.00	7	7	1	Non-Certified	Original	\$2,009.00
	The purpose of this professional learning opportunity is for teachers to effectively implement the Cambridge Lower Secondary Global Perspectives - This session will focus on engaging in with the curriculum frameworks in greater depth and build confidence in the teacher's delivery.	2	\$21.00	7	7	1	Non-Certified	Original	\$2,009.00
Webinar /PL with Purchase	Item	Quantity	Rate	Type	Total				
Cambridge Lower Secondary Global Perspectives Professional learning-(virtual) The purpose of this professional learning opportunity is for teachers to effectively implement the Cambridge Lower Secondary Global	3	\$200.00	Original	\$600.00					

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	Perspectives - This session will focus on engaging in with the curriculum frameworks in greater depth and build confidence in the teacher's delivery.				
	Cambridge Lower Secondary English: Preparing to teach- (virtual): The purpose of this professional learning opportunity is for teachers to effectively implement the Cambridge Lower Secondary English Course - This session will focus on how to use key teaching approaches alongside the resources from Cambridge University Press and Assessment.	4	\$200.00	Original	\$800.00
	Cambridge Lower Secondary Global Perspectives Professional Learning: Focus on communication planning and structuring writing- (virtual): The purpose of this professional learning opportunity is for teachers to effectively implement the Cambridge Lower Secondary Global Perspectives - This session will focus on communication- planning and structuring writing.	3	\$200.00	Original	\$600.00
	Cambridge Lower Secondary Science- (virtual): The purpose of this professional learning opportunity is for teachers to effectively implement the Cambridge Lower Secondary Science Course - This session will focus on how to use key teaching approaches alongside the resources from Cambridge University Press and Assessment.	4	\$200.00	Original	\$800.00
	Cambridge Lower Secondary Global Perspectives Professional Learning Focus on communication planning and structuring writing- (virtual): varies throughout the year. Global Perspectives	3	\$200.00	Amendment	\$600.00
	Cambridge Lower Secondary Science- (virtual): varies throughout the year Science Course	4	\$200.00	Amendment	\$800.00
	Cambridge Lower Secondary Global Perspectives Professional learning- (virtual) - varies throughout the year. - Global Perspective	3	\$200.00	Amendment	\$600.00

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	Cambridge Lower Secondary English: Preparing to teach- (virtual): varies throughout the year. English Course	4	\$200.00	Amendment	\$800.00
Coach	Reading coach will support students in grades 6 - 8 who are in Tier 2 and Tier 3 in reading. This person will collaborate with reading teachers and English Language Arts teachers to fill gaps in learning of reading. The Reading Coach will also facilitate PLCs and conduct Professional learning sessions for Reading and English Language Arts teachers. The Reading Coach will also teach small groups of students to build foundational skills required for mastering the State Standards in order to increase student achievement				

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$59,222.00

Acct Description	Description
Social Service Facilitator	Tamika Franklin - 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 trainings. 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

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Astrobright multicolor paper packs for parent training and handouts (300 sheets)	5	\$15.00	General Supplies	Original	\$75.00
	Parent Refreshments for parent trainings, \$3 per adult person (Parent trainings in PFEP)	300	\$3.00	Program Supplies	Original	\$900.00
	Post it notes (pack of 24)	5	\$20.00	General Supplies	Original	\$100.00
	Bic Pens (pack of 60)	4	\$9.00	General Supplies	Original	\$36.00

Mission Statement

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

Name	Title
Larry Harris	ASSISTANT PRINCIPAL
Alesia Boxill	ASSISTANT PRINCIPAL
Dennis Mosley	SINGLE SCHOOL CULTURE COORDINATOR
VANESA FIELDS	PARENT, SAC MEMBER
Shionta Fulwood	PARENT, SAC MEMBER
TAMIKA FRANKLIN	SOCIAL SERVICE FACILITATOR
Brandi Girtman	SAC CHAIR
PRESLEY CHARLES	PRINCIPAL
Christina Navarro	ASSISTANT PRINCIPAL
Scott Caruso	Assistant Principal
Samantha Roberts	Choice Coordinator
Errick Lowe	SINGLE SCHOOL CULTURE COORDINATOR
Philicia Morgan	Staff, Reading Coach
Kimberly Burnsed	Guidance Counselor
Jequivia Roy	Parent
Christina Daniello	Parent
Lumen Fields	Stakeholder

Name	Title
Tunsia Cielo	Teacher
Bebeto Amazn	Teacher
Vanessa Fields	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 2025 and the TITLE I ANNUAL MEETING is scheduled for October 2025.

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

Stakeholders will 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 meet in the spring to discuss CNA, Assessment Data, PFEP, Compact, and Title I plans. This year's 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. The initial meeting to address the aforementioned items will take place on Thursday, September 11, 2025 at 5:30 p.m. until 7:00p.m. during Curriculum Night. The Annual Title 1 Meeting will take place on Thursday, October 9, 2025 at 5:30p.m. until 6:30p.m.

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

Stakeholders were involved in decisions on how the Title I parent and family engagement funds will be used through the Spring Stakeholder meeting, March 7, 2025. Their involvement will continue with our TITLE I ANNUAL MEETING, and through monthly SAC meetings. 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 was recorded using the input meeting templates and meeting minutes. 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 professional development 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
Alesia Boxill	ASSISTANT PRINCIPAL
Christina Navarro	ASSISTANT PRINCIPAL
Errick Lowe	SINGLE SCHOOL CULTURE COORDINATOR
Lumen Fields	PARENT, SAC MEMBER
Brandi Girtman	SAC CHAIR
Scott Caruso	ASSISTANT PRINCIPAL

Annual Parent Meeting

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

The Annual Title 1 Meeting will take place on Thursday, October 9, 2025 at 5:30p.m. until 6:30p.m. in the school's media center.

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, stakeholders, parents and community members. Parent-link call-out and email Social Media (X, Facebook and Instagram) Newsletter (Smore)

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

The following resources will be prepared for the Annual Meeting: PowerPoint Presentation including Updated Assessment 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, Evaluations

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Communicating with Parents- Classroom Expectations and SIS Gateway Overview

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

Teachers will be able to learn how to communicate the Classroom and schoolwide expectations to parents. Teachers will also learn how to demonstrate how to use the SIS Gateway platform for tracking behavior and positive reward points.

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

Teachers will be able to communicate effectively with parents and provide parents with timely updates via the email feature on students' grades and positive behavior points earned in class.

- What will teachers submit as evidence of implementation?

Teachers will submit the following documentation: Presentation shared with parents on how to use SIS Gateway, and explanations of classroom and schoolwide expectations Parent Sign-in Sheets Parent Evaluations

- Month of Training

September 2025

- Responsible Person(s)

Alesia Boxill and Larry Harris

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Supporting Students in Accelerated/Enrichment Courses

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

All teachers will learn how to: Unpack the learning objectives/aims of Cambridge Syllabus for all courses offered Communicate foundational skills that can be practiced at home to support the learning for each Cambridge course offered at Howell L. Watkins Middle School Facilitate learning tutorials (activities) for parents replicate at home with students in order to support student learning in all coursework (with focus on accelerated coursework)

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

Teachers and parents will gain the confidence and knowledge needed to support student learning at home with activities that can be easily replicated to build student skills and increase participation and sustainability in accelerated coursework (Industry Certification Course, Algebra 1 and 2, Geometry, Biology, Cambridge Courses).

- What will teachers submit as evidence of implementation?

Teachers will submit: Sign In Sheets Evaluations Handouts Presentation

- Month of Training

October 2025

- Responsible Person(s)

Alesia Boxill and Larry Harris

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Curriculum Night and SIS Gateway Training

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

Parents will learn: To track students academic progress by monitoring their grades on the SIS Gateway System To track students behavior and positive points earned through the PBIS point system found in SIS Gateway System Academic and Behavior expectations for each teacher including schoolwide expectations To utilize the email system that is build into the SIS Gateway System to provide ongoing communication between the teacher and parent

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

Each parent will be equipped with their child's activation code for SIS Parent Gateway. Each parent will log into the SIS Parent Gateway platform in order to follow along with the tutorial provided by the presenter. After the teacher's interactive presentation of SIS Gateway and Content, students will explain their progress in class through the exploration of data folders, work folders, completed assignments, and other resources provided by the teacher.

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

As a result of this training, parents and teachers will be able to support students with monitoring their progress in class. With aggressive monitoring by parents and teachers- both stakeholders will be able to provide early intervention for students if needed. The continuous communication of parent and teacher will keep students on track academically and behaviorally, ultimately improving and sustaining student achievement.

- Date of Training

September 11, 2025

- Responsible Person(s)

Alesia Boxill and Larry Harris

- Resources and Materials

The following resources will be utilized: Teacher Presentations Binders Folders Paper to print SIS parent log in Chromebooks

- Amount (e.g. \$10.00)

0.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Watkins Acceleration Night

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

Parents will learn the following at Acceleration Night: Foundational skills required for students to master Cambridge Coursework Math Nation On Ramp- A remediation platform for Algebra and Geometry Brain Pop - A remediation platform for Physical Science Honors

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

Parents and students will visit various learning stations in which they will engage in a teacher led activity for specific subjects. All activities can be replicated at home in order to build foundational skills required for accelerated coursework.

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

As a result of this training, parents will be able to support students in learning foundational skills required to master accelerated courses like Algebra, Geometry, Physical Science Honors, and Cambridge Courses.

- Date of Training

October 29, 2025

- Responsible Person(s)

Alesia Boxill and Larry Harris

- Resources and Materials

Paper for copies at learning stations Markers, Pens, and Pencils for Learning Stations Chromebook/Laptops Introductory Presentation

- Amount (e.g. \$10.00)

200.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Parent Data Chats

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

Parents will understand academic data including FAST assessment scores and point system. Parents will also gain an understanding of strategies they can use (through resources provided) to help their child at home.

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

Parents and teachers will meet one- on- one to discuss students' assessment scores on Reading and Mathematics FAST Assessments. Parents will retrieve students scores from the provided Chromebooks. Collaboratively, parents and teachers will calculate how many points their child needs to demonstrate a learning gain or make progress to the next level outlined on the provided FAST score handout.

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

As a result of this training, parents and students will understand how many points they need to acquire in order to earn passing scores on state assessments. Once parents and students are aware of their progress thus far, student achievement will increase as steps are taken at home and school to ensure students continue to progress towards their specific goals.

- Date of Training

February 18, 2026

- Responsible Person(s)

Alesia Boxill, Larry Harris, Denis Mosely, Philicia Morgan

- Resources and Materials

Chromebooks FLDOE Sore Sheets for Mathematics and Reading Data Chat form for Parents Sign in Sheet Evaluation Mini- Welcome Presentation

- Amount (e.g. \$10.00)

200.00

Coordination and Integration

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 and families 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

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 (X, Facebook, Instagram) Newsletter (Smore)

- **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) Flyer Marquee 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 Presentation and handouts, sign-in sheets from Curriculum Night, Evaluations

- **Description**

Parents will be informed about the assessments and proficiency level expectations via Parent Data Chat Meetings. 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 sessions 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 person 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 Parent Data Chat Form , Invitations for parent data chat, and session evaluations

- **Description**

Parents will be informed about opportunities to participate in decision-making relating to the education of their child via: Title I Annual Meeting Title I Spring Stakeholders Meeting SAC Meetings Parent training Parent and Family Engagement events

- **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 Title 1 Annual Meeting Invitations Title 1 Annual Meeting SIGN-IN SHEET Parent Conference Notes

- **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.

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

Agendas for morning and afternoon sessions (with dates and times) Link to virtual meetings for parents who are not able to attend in person sessions Invitations with time variations

Accessibility

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 will be 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 will 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

- 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 parking

- 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: Slide in the Title 1 Annual Meeting indicates the sharing of migrant services, migrant brochures will be shared with families, and all communication with the Migrant Department and Migrant families.

- 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

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

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 mental health 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 meet 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

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 composed 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, social issues, behavioral, emotional, attendance, or homelessness.

Provision of a Well-Rounded Education

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

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, 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. We are also offering students the opportunity to participate in Pre-Aice Cambridge Courses: English and Global Perspectives in order to prepare them for participation in Accelerated coursework at the high school level.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Development

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 Reading coach, and two Single School Culture Coordinators. This is our PD team along with our Choice Coordinator. Our PD team provide trainings and Professional development as well as work 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. As we transition to an International Cambridge School, additional professional development will be provided to our teachers around implementing the new curriculum.

Recruitment and Retention of Effective Educators

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.