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

ELA

1. List prioritized needs statements.

PM 2 data indicate that 62% of students in grades 6-8 are reading below grade level (Level 1 or 2). More specifically, the following subgroups are demonstrating the following proficiency rates, with each group performing below 50% in reading proficiency. ESE 23% ELL 9% L25 3.6%

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

-Parents' Lack of knowledge on foundational skills and the ability to support learning at home. -Intensive Reading teachers lack the instructional pedagogy to address early literacy skills like phonics and phonemic awareness. -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.

-Parents learn strategies such as questioning techniques, vocabulary development, and monitoring reading comprehension during Literacy Workshops. -Implement structured reading incentives such as: Reading houses or teams, Recognition for reading growth, Celebrations for meeting reading goals. -Teachers will host Literacy Workshops to support parents with teaching vocabulary, comprehension strategies, and Identifying Central Ideas. -Provide PD focused on: Positive behavior systems, Engagement strategies, and Effective routines and procedures. - Utilize reading coaches, ESE support staff, and interventionists to provide support during core instruction. -Facilitate tutorial sessions before and after school, and during the Holiday breaks - Implementation of Adaptive Technology to meet the needs of each student

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

• Communication

School personnel will provide students and parents with an electronic device at home to participate in academic programs such as Read 180 and to access additional practice from the Studysync curriculum. Provide weekly updates to parents via the newsletter 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 work on strengthening our communication with parents regarding the curriculum and proficiency-level expectations, and on sharing assessment results and student progress every nine weeks.

- Parent Training

Teachers and coaches will provide parents with explicit training on resources that are utilized in school to improve overall Reading: Read 180, Imagine Learning, and Achieve 3000 for ELL students. Teachers will host Literacy Nights in which families are provided with an overview of all ELA B.E.S. T. standards for parents to understand academic expectations in grades 6-8. Parents will be trained on developing vocabulary skills, finding central ideas and themes in text, and understanding figurative language.

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

- School

The school will implement motivational activities designed to increase student interest and engagement in reading and writing. Additionally, the school will provide training for students and families on technology-based literacy programs that can be used both at home and at school to strengthen students' overall reading skills. In partnership with the community, the school will also provide resources and learning opportunities for families to support foundational literacy skills at home. These activities will align with the reporting categories assessed on the F.A.S.T. Assessment, including Reading Informational Text, Reading Prose and Poetry, Reading Across Genres, and Vocabulary development, to reinforce the skills students need for academic success.

- Students

Students will take ownership of their learning by completing assignments and demonstrating accountability for their academic responsibilities. They will actively participate in planned reading and writing activities (focusing on vocabulary and comprehension), engaging to the best of their ability while utilizing the support and guidance provided by their teachers. Additionally, students will practice appropriate self-management by regulating their emotions and behaviors during the school day in order to maintain a positive and productive learning environment.

- Parents

Parents will ensure that students arrive at school on time, follow the school dress code, and come prepared with the necessary materials for learning. They will collaborate with teachers and the administrative team to support the implementation of appropriate services and interventions for their child. Additionally, parents will utilize both school-provided and personal resources to ensure that students have access to reading materials at home and are provided with dedicated time to read for enjoyment and practice their literacy skills, focusing on vocabulary and comprehension. *Participate in literacy trainings opportunities

- **Staff Training**

Provide professional development focused on effective parent communication strategies and allocate dedicated time during the school day for teachers to contact families and organize student motivation initiatives. Teachers will be trained on how to build parent capacity during Literacy Night to support student learning at home - Focus- vocabulary and comprehension. Additionally, provide targeted training on classroom management practices that promote structured learning environments, increase student engagement, and support improved academic achievement.

- **Accessibility**

Continue to provide targeted support for families experiencing homelessness and those engaged in migratory work by connecting them with appropriate resources, services, and support programs. Ensure that all school communications and materials are available in families' native languages to promote meaningful parent engagement and understanding. Utilize translation devices and interpretation services as needed to facilitate clear communication with families who require language support. Additionally, provide access to the computer lab before and after school to allow students dedicated time to complete their Reading Plus or Commonlit, and Newsela assignments, and strengthen their reading skills through consistent practice.

Math

1. List prioritized needs statements.

PM2 data indicate that 72% of students enrolled in Mathematics are performing below grade level, scoring at Level 1 or Level 2. According to Progress Monitoring 2, each subgroup is performing below 50% proficiency in mathematics: ESE 20% ELL 16% L25 9%

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

- Teachers need consistent Professional Learning around teaching students to solve real-world problems related to mathematical concepts. - Students need stronger foundational skills and additional structured time to practice and apply those skills during the school day. - Inconsistent student attendance limits instructional continuity and opportunities for skill development. - Inconsistent teacher attendance and instructional practices impact the delivery of high-quality, consistent instruction. - Teachers need consistent use of formative assessments and real-time data to monitor student progress and adjust instruction accordingly. - Stronger collaboration between teachers and parents is needed to support a student-centered learning environment, including differentiated instruction for ESE and 504 students and the use of instructional supports such as anchor charts.

3. Share possible solutions that address the root causes.

-Teachers need to utilize adaptive technology to differentiate instruction to meet students' needs. -Provide structured opportunities during the school day for students to strengthen foundational mathematics skills through targeted small-group instruction, intervention blocks, and additional guided practice aligned to grade-level standards. -Implement strategies to improve student attendance, including parent communication, attendance monitoring, and early intervention supports to ensure students are present and able to consistently participate in instruction. -Strengthen instructional consistency by supporting teacher attendance and providing ongoing professional development, coaching, and collaborative planning opportunities that ensure high-quality instruction across classrooms. -Establish systems for teachers to regularly utilize formative assessments and analyze student data in order to monitor progress, identify skill gaps, and adjust instruction to meet student needs. -Increase collaboration between teachers and families through consistent communication, while ensuring teachers identify and support ESE and 504 students through differentiated instruction and the use of instructional supports such as anchor charts that reinforce current learning.

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

• Communication

Continue distributing the school newsletter to families while enhancing its content to highlight academic achievements, including subject-specific shoutouts and recognition of students who demonstrate mastery. Involve both students and staff in the creation of the newsletter to strengthen school pride and engagement. Additionally, continue efforts to increase parent participation in trainings, meetings, and school events by communicating through multiple platforms such as Facebook, X (Twitter), Instagram, Smore and the SIS Gateway, while ensuring messages are accessible in multiple languages. Finally, maintain consistent communication with parents regarding curriculum and student progress to strengthen the home-school partnership and support improved student learning and achievement.

• Parent Training

Provide targeted opportunities to strengthen parents' knowledge and skills so they can more effectively support student achievement at home (focus on foundational mathematics skills). Teachers will host Mathematics night to support parents with teaching students how to multiply and divide fractions, solve real-world problems, and develop their geometric thinking. Offer SIS training sessions to help parents better understand the grading process and monitor their child's academic progress. Establish a Parent University that provides guidance on navigating school resources and strategies for supporting student learning. Additionally, provide training on key instructional platforms, such as the Savvas Learning Platform and Math Nation, so parents can assist their children with accessing curriculum materials and practicing essential skills outside of the classroom.

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

- **School**

The school will provide parent workshops focused on helping families understand grade-level math standards, instructional strategies, and available resources such as the Savvas Learning Platform and Math Nation. Parent University sessions will also be offered to assist families with navigating educational tools and monitoring student progress through SIS. Teachers will participate in professional development on effective strategies for engaging parents and supporting at-home math learning, with particular attention to meeting the needs of SWD and ELL students. The school will also host math-focused family nights to encourage collaborative learning and demonstrate real-world applications of math concepts. In addition, teachers will focus instruction on strengthening students' fluency with foundational skills—adding, subtracting, multiplying, and dividing fractions, basic multiplication, and division, algebraic and geometric thinking—to improve overall proficiency, while parents will be provided with training and materials to help reinforce these foundational skills at home.

- **Students**

Students will take ownership of their learning by actively participating in class, completing assignments, and utilizing available resources such as Math Nation and Khan Academy to practice and strengthen their math skills at home. They will communicate with teachers and parents about both challenges and successes in mathematics and engage in goal-setting activities to monitor their progress and celebrate improvements. Students will also focus on building fluency in foundational skills—including adding, subtracting, multiplying, and dividing fractions, basic multiplication, and division facts, algebraic and geometric thinking—in grades 6–8 to increase overall proficiency. These efforts will be reinforced through consistent support and collaboration between the school and families.

- **Parents**

Parents will strengthen their role in supporting student achievement in mathematics by attending parent workshops and Parent University sessions to learn strategies for reinforcing math learning at home. They will regularly monitor their child's academic progress through SIS and maintain consistent communication with teachers regarding academic progress or concerns. Parents will also encourage and support their child's participation in math practice activities and completion of assignments at home. In addition, parents will work with their children to strengthen foundational math fluency—including adding, subtracting, multiplying, and dividing fractions, basic multiplication, and division, algebraic and geometric thinking - in grades 6–8 to help increase overall student proficiency.

- **Staff Training**

Provide ongoing professional development focused on strengthening standards-based instruction across content areas to ensure teachers are effectively addressing grade-level expectations. Offer targeted training on research-based instructional strategies to support Students with Disabilities (SWD) and English Language Learners (ELL). Additionally, provide professional learning on student engagement and motivational strategies to increase participation and persistence in learning. These efforts should also include training that strengthens staff members' ability to communicate effectively with parents, fostering strong home-school partnerships that support the development of students' academic skills and overall achievement in mathematics. Staff will support parents with Teachers will host Mathematics night to support parents with teaching students how to multiply and divide fractions, solve real-world problems, and develop their geometric thinking.

- **Accessibility**

Continue to provide targeted support for families with disabilities, families experiencing homelessness and those engaged in migratory work by connecting them with appropriate resources, services, and support programs. Ensure that families receive important school information in their native language to promote meaningful communication, engagement, and understanding. Additionally, provide parents with access to resources and information that can help them support their child's social and academic development at home, strengthening the partnership between families and the school to improve student outcomes.

Science

1. List prioritized needs statements.

The 8th-grade Winter Diagnostic Data indicate that 60% of students are performing below grade level in Science. Each subgroup is performing below 50% proficiency in 8th Grade Science: ESE- 12% ELL- 11% L25- 10%

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

- Low reading proficiency, limiting students' ability to comprehend complex science texts and assessment questions. - Limited cross-curricular planning with ELA, reducing opportunities to embed literacy strategies in science instruction. - Limited explicit instruction of academic science vocabulary, affecting comprehension and written explanations. - Insufficient inquiry-based, hands-on learning opportunities, limiting conceptual understanding and application of scientific practices.

3. Share possible solutions that address the root causes.

- Teachers to receive professional learning on reading scientific text, annotating complex text, chunking informational passages, and the use of graphic organizers. - Teachers need to utilize adaptive technology to differentiate instruction to meet the needs of each student - Implement disciplinary literacy strategies in science classrooms, including close reading of scientific texts, annotation, chunking informational passages, and graphic organizers to support student comprehension of science content and assessment questions. - Establish structured collaboration between Science and ELA teachers during PLCs to align literacy strategies and reinforce skills such as analyzing informational texts, citing evidence, and constructing written explanations. - Provide explicit instruction in academic and science-specific vocabulary using strategies such as word walls, Frayer models, and structured opportunities for students to practice vocabulary in discussion and writing. - Increase inquiry-based and hands-on science learning through labs, demonstrations, collaborative investigations, and real-world problem-solving activities that require students to collect data, analyze results, and explain scientific concepts.

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

• Communication

Strengthen communication with parents by providing regular updates on science learning through school newsletters, the school website, and the Student Information System (SIS), while offering parent workshops and resources that explain science standards, vocabulary, and strategies families can use at home to support their child's understanding of scientific concepts.

• Parent Training

Teachers and administration will provide parent training sessions to help families understand how students learn science, including hosting a Science Night focused on foundational skills such as science vocabulary, conceptual understanding, the scientific method, and previously taught standards that are assessed in 8th-grade science.

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

• School

The school will strengthen the school-parent compact to support science by incorporating science into the school's academic goals, with a target of increasing student proficiency to 50%. The school will also focus on developing students' science vocabulary and understanding of the scientific process in grades 6–8 by hosting parent trainings and providing families with resources and strategies to support science learning at home.

- **Students**

Students will strengthen the school–parent compact to support science achievement by monitoring their growth through the use of interactive journals and AVID-based strategies. Students will also focus on developing science vocabulary and understanding the scientific process in grades 6–8 by practicing strategies taught at school and reviewing those strategies at home to support their learning.

- **Parents**

Parents will strengthen the school–parent compact to support science achievement by reinforcing enrichment activities at home and sharing evidence of these activities based on guidance provided in the parent letter. Parents will also commit to meeting with their child’s teachers at least once per school year, either virtually or in person, to discuss progress and strategies to support science learning.

- **Staff Training**

District personnel and school administration will train teachers to deepen their understanding of the science standards and effective instructional strategies, enabling teachers to support parents through trainings and conferences by providing resources that reinforce foundational literacy skills in science, including science vocabulary, the scientific method, and other key terminology related to the standards.

- **Accessibility**

All science-related communication will be provided in students’ home languages to ensure accessibility for families. The school will also strengthen partnerships with limited English proficiency and homeless families by providing targeted outreach, resources, and support to increase their understanding of science learning and encourage greater engagement in their child’s education.

Social Studies

1. List prioritized needs statements.

The 7th-grade Civics Winter Diagnostic Data indicate that 47% of 7th-grade students are performing below grade level in Civics. Each subgroup is performing below 50% proficiency in 7th Grade Civics: ESE- 20% ELL- 21% L25- 15%

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

- Lack of annotation skills needed to help students analyze civics texts and identify key ideas and evidence. - Lack of reading comprehension and academic writing skills needed to support understanding and evidence-based responses in civics. - Lack of retention and use of civics and academic vocabulary needed to support comprehension of government concepts and assessment questions. - Lack of student motivation and engagement needed to improve effort and accountability for civics achievement. - Lack of cross-curricular collaboration with ELA needed to reinforce literacy strategies that support civics instruction.

3. Share possible solutions that address the root causes.

- Teachers need Professional Learning around local governmental policies and procedures, and how they relate to the worldwide governmental processes - Implement cross-curricular literacy strategies between Civics and ELA, including shared academic word walls and reinforcement of key terms such as analyze, infer, justify, evaluate, and interpret. - Provide explicit vocabulary and annotation instruction using scaffolded texts, anchor charts, Cornell Notes, and step-by-step analysis of complex passages. - Increase student engagement through project-based learning, role-play simulations, collaborative group work, and peer reviews. - Strengthen data-driven instruction by using past exam questions, student goal-setting sheets, and individual data folders to monitor progress. - Expand extended learning and parent communication through Khan Academy practice, tutoring opportunities, and newsletters informing parents of student progress.

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

• Communication

The school will strengthen the Parent and Family Engagement Plan to support social studies by providing bi-weekly newsletters that highlight student achievement, recognize high-performing students and staff, and share strategies families can use to support learning at home. The school will also increase parent participation in trainings, meetings, and events by communicating through multiple platforms—such as X (Twitter), Facebook, Instagram, and SIS Gateway—in families' home languages. In addition, the school will regularly share student progress data with parents to promote collaboration and support improved student achievement in social studies.

- Parent Training

The school will strengthen the Parent and Family Engagement Plan to support social studies by hosting parent trainings that inform families about available district resources, including how to access support through the Khan Academy Application. These trainings will include events such as “Muffins for Moms” and “Donuts for Dads,” while also highlighting the relevance of social studies through activities such as watching the news, reading news articles, and learning AVID strategies that parents can use to support their child’s learning at home. Parents will participate in training that will develop their knowledge about local governmental policies and procedures, and how they relate to the worldwide governmental processes

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

- School

The school will strengthen the school–parent compact to support social studies by maintaining clear, consistent, and up-to-date communication with parents regarding student learning and progress. The school will also enhance instruction by incorporating diverse perspectives, real-world learning connections, and inquiry-based learning strategies within the social studies curriculum to deepen student understanding. Staff will provide opportunities for parents and students to participate in training that will develop their knowledge about local governmental policies and procedures, and how they relate to the worldwide governmental processes

- Students

Students will strengthen the school–parent compact to support social studies by actively engaging in learning through platforms such as Google Classroom and Khanmigo, participating in after-school tutoring and remediation opportunities, and engaging in data chats to monitor their progress and set goals for improvement. Students will participate in training that will develop their knowledge about local governmental policies and procedures, and how they relate to the worldwide governmental processes

- Parents

Parents will strengthen the school–parent compact to support social studies by regularly monitoring their child’s progress through progress reports, signing homework assignments, attending school events, staying informed about school activities, and discussing academic goals with their child. Parents will participate in training that will develop their knowledge about local governmental policies and procedures, and how they relate to the worldwide governmental processes

- **Staff Training**

The school will strengthen the Parent and Family Engagement Plan to support social studies by providing staff trainings focused on effective family engagement strategies and cross-curricular planning that incorporates social studies concepts, vocabulary, and articles across content areas. Staff will also receive training on AVID/WICOR strategies to better support parents and families in reinforcing social studies learning at home. Staff will provide opportunities for parents and students to participate in training that will develop their knowledge about local governmental policies and procedures, and how they relate to the worldwide governmental processes

- **Accessibility**

The school will strengthen the Parent and Family Engagement Plan to support social studies by ensuring accessibility for all families through appropriate facilities, qualified staff, and instructional supports that meet the needs of students and parents with disabilities. The school will also continue to provide targeted support and resources for families experiencing homelessness or engaged in migratory work. In addition, information and communication will be provided in families' native languages to ensure all parents can actively engage in and support their child's learning.

Acceleration Success

1. List prioritized needs statements.

Only about 51% 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 early identification of students with advanced math potential, resulting in fewer students being placed on an accelerated pathway in elementary and middle school. - Insufficient participation in Advanced Math Placement (AMP) opportunities in elementary school, reducing the number of students prepared for Algebra 1 by 8th grade. - Gaps in foundational math skills, particularly in number sense, fractions, ratios, and proportional reasoning, which impact readiness for Algebra 1 and Geometry. - Lack of targeted academic support and intervention for students who show potential but need additional skill development to access advanced coursework. - Limited awareness among parents and students about advanced math pathways and long-term academic benefits, which may reduce enrollment in accelerated math courses.

3. Share possible solutions that address the root causes.

- Implement early identification and progress monitoring systems in grades 6–7 to identify students with potential for advanced math placement and prepare them for Algebra 1 by 8th grade. - Provide targeted intervention and enrichment programs to strengthen foundational math skills such as number sense, fractions, ratios, and proportional reasoning. - Expand after-school tutoring, summer bridge programs, and Saturday academies focused on preparing students for success in Algebra 1 and Geometry. - Strengthen vertical collaboration between elementary and middle school math teachers to ensure consistent expectations and alignment of skills needed for advanced coursework. - Increase parent and student awareness of accelerated math pathways through informational meetings, course selection guidance, and communication about the long-term benefits of advanced math. - Incorporate rigorous problem-solving tasks and higher-order thinking strategies in core math classes to build readiness and confidence for advanced math courses.

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

• Communication

The school will strengthen the Parent and Family Engagement Plan (PFEP) to support acceleration success by sharing updates about learning in accelerated math courses through bi-weekly newsletters and other communication platforms (social media, parent link, SIS Gateway, etc.). These communications will highlight course expectations, student achievements, and strategies families can use at home to support students enrolled in advanced pathways in Mathematics, English, and Science.

• Parent Training

Parents will strengthen the Parent and Family Engagement Plan (PFEP) to support acceleration success by attending informational events, such as an Acceleration Night, to learn about the value of advanced coursework. These sessions will provide information on accelerated course pathways, available scholarships, choice high school opportunities, and college and career options after high school, so parents can better support their child's academic planning.

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

- **School**

The school will strengthen the School–Parent Compact to support acceleration success by hosting an Acceleration Night to inform families about the benefits of advanced coursework, including available scholarships, high school choice programs, and long-term college and career opportunities. The school will also provide parent workshops that share strategies for supporting students in advanced math courses and demonstrate how to use platforms such as Math Nation and Savvas Learning for practice at home. Additionally, the school will conduct staff training sessions to ensure teachers understand high school curriculum requirements and can clearly communicate expectations and support strategies to parents. Informational resources outlining acceleration pathways and the long-term impact of early math success will also be developed and shared with families. The school will support parents with understanding algebraic and geometrical concepts in order to support students at home and increase the number of students participating in accelerated coursework. Additionally, the school will provide opportunities for students and parents to participate in activities that help students build their global thinking skills to improve student achievement in Cambridge Coursework.

- **Students**

Students will strengthen the School–Parent Compact to support acceleration success by committing to challenge themselves through participation in advanced coursework and by utilizing available resources to support their learning. Students will actively engage in discussions about their future academic goals and explore how advanced math skills can open pathways to scholarships, career opportunities, and college admissions. Students will also attend Acceleration Night with their parents to learn about the benefits of accelerated courses and set personal goals for academic growth. Students will participate in Acceleration Night activities to build their knowledge of algebraic and geometrical concepts and increase their achievement levels in academic coursework. Additionally, students will participate in activities to help them build their global thinking skills in order to improve student achievement in Cambridge Coursework.

- **Parents**

Parents will strengthen the School–Parent Compact to support acceleration success by attending Acceleration Night and parent workshops to better understand the opportunities and benefits of advanced coursework. Parents will regularly monitor their child’s performance in advanced courses through SIS and partner with teachers to address learning challenges. They will also support their child by encouraging daily practice and engaging in activities that reinforce advanced math concepts at home. In addition, parents will collaborate with the school to explore summer enrichment programs and dual-enrollment opportunities that help maintain academic momentum. Parents will attend acceleration night to engage in activities that will improve their understanding of algebraic and geometrical concepts in order to support students at home and increase the number of students participating in accelerated coursework. Additionally, parents will participate in activities to help students build their global thinking skills in order to improve student achievement in Cambridge Coursework.

• Staff Training

Staff will strengthen the Parent and Family Engagement Plan (PFEP) to support acceleration success by participating in trainings on high school curriculum requirements so teachers understand the expectations for students enrolled in high school credit courses. Additional staff trainings will focus on strategies for effectively engaging families in conversations about advanced course selection and helping parents understand the importance and long-term benefits of accelerated coursework.

• Accessibility

The school will strengthen the Parent and Family Engagement Plan (PFEP) to support acceleration success by ensuring accessibility for all families through clear and consistent communication about advanced course opportunities. Information about acceleration pathways, course requirements, and academic supports will be shared in students’ home languages to ensure all families (migrant, disabled, homeless, etc.) can understand and participate in decisions related to advanced coursework.

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: \$42,350.99

Acct Description	Description
Extra Periods	(Daily) Two extra periods to reduce class sizes in English Language Arts, Intensive Reading, and Mathematics for teachers who will provide an additional duty hour to support smaller instructional groups while maintaining high-quality instruction and increasing student achievement. Grades 6-8.
Supplies	Supplies
Certified Tutorial	Certified Tutorial

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: \$220,126.00

Acct Description	Description
Single School Culture Coordinator	The Single School Coordinator (226 DD) will support students in grades 6 - 8. This person will collaborate with math teachers to fill gaps in learning, plan standards based lessons, guide Professional Learning Communities (PLCs), delve into performance data and report to stakeholders.
Travel out-of-county	
Supplies	
Teacher Collaboration	Teacher Collaboration
Stipends	
Single School Culture Coordinator	The Single School Coordinator (226 DD) will build the capacity of teachers in data analysis and Standards based lesson planning and instruction through Professional Learning Communities (PLCs) and on-going professional development for all content areas in grades 6-8th. Additionally Tier 1 Baseline to decrease discipline referrals and increase academic performance in our ESSA groups specifically ESE and ELL'S

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: \$59,520.01

Acct Description	Description
Social Service Facilitator	The Social Services Facilitator will strengthen family engagement by providing targeted support to families and fostering meaningful connections between the school and the community. This role includes actively engaging local businesses to build and sustain partnerships that enhance resources and opportunities for students and families to ensure the effective implementation of the Parent and Family Engagement Plan (PFEP) with fidelity. In collaboration with school staff, she will work to improve home–school communication, increase family participation in trainings and events, and remove barriers to engagement. Through these collective efforts, we aim to prepare all students for success in college, careers, and life.
Postage	
Supplies	Supplies

Mission Statement

1. Mission Statement

The mission of Howell L Watkins Middle School is to bridge gaps among parents, the school, and the community, and to improve relationships and partnerships among these entities, empowering families to be actively involved in their child's education so students can excel academically.

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
Scott Caruso	Assistant Principal
Samantha Roberts	Choice Coordinator
Errick Lowe	SINGLE SCHOOL CULTURE COORDINATOR
Kimberly Burnsed	Guidance Counselor
Jequivia Roy	Parent
Christina Daniello	Parent
Lumen Fields	Stakeholder
Tunsia Cielo	Teacher
Bebeto Amazn	Teacher

Name	Title
Vanesa 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 2026, and the TITLE I ANNUAL MEETING is scheduled for October 2026.

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, 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 are 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 Wednesday, September 30, 2026, from 5:30 p.m. until 7:00 p.m. during Curriculum Night. The Annual Title 1 Meeting will take place on Thursday, October 8, 2026, from 5:30 p.m. to 6:30 p.m.

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

Stakeholders actively participated in decisions regarding the use of Title I Parent and Family Engagement funds during the spring stakeholder meeting. Their involvement will continue throughout the year during our Title I Annual Meeting and monthly School Advisory Council (SAC) meetings. Title I remains a standing agenda item to ensure stakeholders have ongoing opportunities to provide input and participate in decisions related to the allocation of both SAC and Title I funds in support of parent and family engagement, student achievement, and schoolwide improvement at Howell L. Watkins Middle School. Stakeholder feedback and recommendations were formally documented through meeting input templates and official meeting minutes. Based on this year’s collaborative discussions, funds have been allocated to support a social services facilitator, postage, communication materials, and supplies for parent trainings. Additional funds have been designated for staff professional development and support personnel who will further strengthen family engagement efforts and contribute to improved student outcomes.

Name	Title
Larry Harris	ASSISTANT PRINCIPAL
PRESLEY CHARLES	PRINCIPAL
Alesia Boxill	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 8, 2026, from 5:30 p.m. to 6:30 p.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 in Google Slides 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 timely updates via the email feature about 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 2026

- 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 the 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 to replicate at home with students to support student learning in all coursework (with a 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: evidence of the implementation of the strategy, skill, or program taught. Sign In Sheets Evaluations Handouts Presentation

- Month of Training

October 2026

- 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 the SIS Gateway System. Academic and Behavior expectations for each teacher, including schoolwide expectations. To utilize the email system built into the SIS Gateway System to provide ongoing communication between the teacher and the 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 in 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 between parent and teacher will keep students on track academically and behaviorally, ultimately improving and sustaining student achievement.

- Date of Training

September 30, 2026

- 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)

\$200

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**

December 10, 2026

- **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

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 the 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, 2027

- **Responsible Person(s)**

Alesia Boxill, Larry Harris, Denis Mosely, and classroom teachers

- **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

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, 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's 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 the Multicultural Department Translations from the 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 into specific skills, exposure, and information that our medical students will need to prepare for future medical career opportunities. This agency also gives activities that 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. The 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's 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-person 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, and 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's 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 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

- 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

At Howell L. Watkins Middle School, we are committed to educating the whole child by providing opportunities that support students' academic achievement, social-emotional development, leadership, and character. Through extracurricular activities, mentoring programs, academic enrichment, and a schoolwide rewards and incentive system, we create experiences that encourage positive behavior, build confidence, and prepare students to become caring, knowledgeable, and globally competent individuals. Our students have access to a variety of enrichment opportunities, including after-school clubs, Robotics, male and female mentoring groups, Academic Games, community service projects, and the National Junior Honor Society (NJHS). Through NJHS, qualifying students are recognized for their commitment to scholarship, leadership, service, character, and citizenship, culminating in an induction ceremony that families are invited to attend. Our Robotics program provides students with hands-on opportunities to explore science, technology, engineering, and mathematics. Students design, build, and program robots while developing critical-thinking, collaboration, creativity, and problem-solving skills. Participation in competitions further encourages students to take appropriate risks, evaluate challenges, generate innovative solutions, and learn from both successes and setbacks. Mentoring programs serve students in grades 6–8 based on identified needs and provide a safe, supportive environment for personal and social growth. Groups typically meet weekly after school and may participate in approved community activities with parent involvement. Students also have opportunities to strengthen interpersonal skills through etiquette, leadership, and social-development activities. Academic Games and community service initiatives provide additional opportunities for students to develop teamwork, healthy competition, responsibility, and civic engagement. These experiences encourage students to apply their skills beyond the classroom while recognizing the importance of contributing positively to their school and community. Collectively, these programs reflect our commitment to developing well-rounded students who are prepared to succeed academically and in life. By integrating academics, technology, mentorship, leadership, service, and social-emotional development, we help students build the self-confidence, communication skills, character, and resilience needed to become productive members of an increasingly global society.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

Howell L. Watkins Middle School utilizes a Multi-Tiered System of Support (MTSS) to ensure that all students receive high-quality instruction and increasingly targeted interventions based on their individual academic, behavioral, and social-emotional needs. Tier 1: Core Instruction Tier 1 serves as the foundation of MTSS and is provided to all students through a rigorous, standards-aligned core curriculum. Teachers use evidence-based instructional practices, including whole-group and differentiated small-group instruction, to meet diverse learning needs. Instruction is aligned to clearly communicated learning objectives, appropriate instructional materials, and grade-level standards. Teachers adjust instructional strategies and student products as needed while maintaining high expectations for mastery of the standards. Student performance is regularly monitored through classroom assessments, district assessments, diagnostic measures, and other progress-monitoring tools. Tier 2: Targeted Intervention Students who do not demonstrate adequate progress through Tier 1 instruction may receive targeted Tier 2 interventions. The School-Based Team (SBT) uses a collaborative problem-solving process to review student data, identify specific areas of need, and determine appropriate interventions. The SBT includes various stakeholders, such as teachers, school counselors, administrators, the school nurse, behavior support personnel, and other staff members as appropriate. Tier 2 supports may include targeted small-group instruction, content-specific interventions, additional classroom support, progress monitoring, and after-school tutoring. Instructional coaches and interventionists also collaborate with classroom teachers to strengthen the implementation of interventions and provide additional support to students. Tier 3: Intensive Intervention When a student does not demonstrate sufficient progress after Tier 2 interventions have been implemented with fidelity, the SBT reviews the student's response to intervention and determines whether more intensive Tier 3 support is necessary. Tier 3 interventions are individualized according to the student's identified needs and may include increased frequency, duration, or intensity of existing interventions, intensive small-group instruction, or one-on-one support. Student progress is monitored regularly throughout the intervention process, with data reviewed approximately every five weeks to determine whether targeted skills have been mastered or interventions should be continued or adjusted. When appropriate, students who continue to demonstrate significant needs despite intensive interventions may be referred to the Child Study Team (CST) for further review and possible evaluation for Exceptional Student Education (ESE) services.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Teachers participate in Professional Learning Communities (PLCs), collegial planning, and data chats to analyze student performance, identify strengths and areas for growth, and plan standards-aligned instruction. These collaborative practices support targeted reteaching, progress monitoring, rigorous lesson development, and small-group instruction. Students needing additional assistance may also receive support through academic tutoring and after-school remediation. Students seeking accelerated opportunities may enroll in high school credit courses, including Honors Algebra I, Honors Geometry, Honors Algebra II, Pre-AICE Global Perspectives, and Pre-AICE English, with additional academic support available as needed. H.L. Watkins also promotes college and career readiness through Choice and Career programs in Pre-Medical Science and Robotics/Engineering and Aviation. Beyond the classroom, students participate in enrichment activities, community service projects, and STEM experiences that strengthen problem-solving, leadership, and real-world application of learning. These opportunities support our goal of developing well-rounded, globally minded students prepared for success in high school, college, careers, and their communities.

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 them 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. High school and college representatives will provide detailed presentations to eighth-grade students in order to bolster interest in high school and collegiate programs. Upon completion of middle school, students are prepared to enroll and excel in accelerated coursework offered at Suncoast, William T. Dwyer, Palm Beach Gardens High School, and other district schools.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Learning

1. Professional Learning

Howell L. Watkins Middle School is committed to providing ongoing, high-quality professional learning that strengthens instructional practices, builds staff capacity, and ultimately improves student achievement. Our professional learning model includes coaching, modeling, collaborative planning, and targeted learning opportunities facilitated by school-based instructional leaders and support staff. We work closely with District and Regional Specialists to ensure teachers receive timely updates regarding curriculum, standards, assessments, instructional expectations, and research-based best practices. These partnerships provide teachers with additional coaching, resources, and professional learning aligned with identified student and instructional needs. Our teacher leaders also participate in district content-area cadres, where they receive specialized training and collaborate with educators across the district. Using a train-the-trainer model, these leaders bring new learning back to the school and provide professional development to colleagues, ensuring that effective instructional practices are shared and implemented schoolwide. Professional learning is reinforced through Professional Learning Communities (PLCs) and collaborative team meetings. Teachers analyze student data, monitor progress, align instruction with pacing guides and standards, develop common assessments, and determine appropriate instructional responses. These collaborative structures also provide opportunities for teachers and support staff to share successful strategies, examine student work, and engage in peer-to-peer learning.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Howell L. Watkins Middle School is committed to recruiting, developing, and retaining certified, effective educators. Leadership strategically recruits through District-sponsored job fairs, professional networks, referrals, and collaboration with Human Resources and Regional staff to identify candidates who align with the academic and cultural needs of our school. For the first time this year, HL Watkins is participating in the District's Teacher Ambassador Program, strengthening our efforts to recruit, welcome, and retain high-quality educators. Once hired, new teachers participate in the District's Educator Support Program (ESP) and receive school-based support through mentors, content-area colleagues, instructional coaches, and administrators. Our retention practices emphasize intentional onboarding, coaching and feedback, collaborative planning, teacher recognition, leadership opportunities, and a strong sense of belonging. Bi-monthly new-teacher huddles with the Principal provide additional opportunities for support, relationship-building, and professional growth. Teachers may also earn additional compensation through tutoring, planning, training, and other activities outside of contract hours. Through strategic recruitment, mentoring, professional learning, teacher leadership, and a supportive school culture, HL Watkins works to ensure effective educators feel valued, connected, and empowered to grow professionally and remain part of our school community.