
Title I Comprehensive Schoolwide Plan
WOODLANDS MIDDLE SCHOOL (1921)

ELA

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

1. List prioritized needs statements.

PM2 FAST data indicates a drop of -9.6% (6th), -7.7% (7th), and -7.95 (8th) in proficiency compared to FY23 PM3 scores. Subgroup data indicates that the SWD subgroup is currently -11% below the end of year goal for ELA proficiency and the ELL subgroup is -12% below the end of year goal for ELA proficiency.

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

-The scope and sequence has too much of a focus on the StudySync resource, and not enough inclusion of reading literature. -Core Courses do not communicate to develop a collaborative cross curricular environment. - Narrow access to digital reading and writing programs. - There is not enough support for co-teach classes for differentiation of ELL, and SWD subgroups. - Student motivation for reading books are lacking. - Class size in ELA and Reading is too large. - Parents are not familiar with Reading/ELA strategies, standards, and curriculum.

3. Share possible solutions that address the root causes.

Smaller classes grouped according to student achievement on standardized assessments. Increase opportunity for instructional materials, supplies, and resources that will enhance reading engagement. Increase support in ELL and Intensive Reading classes. Increase accessibility for student to visit the media center. Department collaboration for PBPA's, collaborative scoring using subs. Decrease class-sizes and improve classroom organizational structure Relational capacity between student/teacher, student/student, etc. Additional teachers are needed to support reading interventions Additional supervision and monitoring outside of the classroom Look at additional adaptive ELA platforms that are of higher interest for students and gain student input maybe multiple by grade level Drop everything and read - 20 minutes of Silent Sustained Reading - adaptive schedule. Whole grade read the same book or create book clubs with 2-3 age appropriate books. Make it fun. Personal is needed to support lessons. Staff that provides push-in/pull-out support to students. Virtual tutoring and accessible to multiple grades and times. Monitor the progress of the SWD and ELL subgroups with weekly chats, folders, and feedback.

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

- **Communication**

Parent University, provides meals and childcare. Reach-out to Santaluces for the Early Childhood program to assist with childcare. Every 9 weeks. Role-model/mentor opportunities for students to connect Various modes and ways to send communication. Consistency in communication expectations for parents from teachers

- **Parent Training**

Share and communicate various novels/books/current events and talking points to have conversations with students while at home.

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

- **School**

School will... Create an area and time that allows for a sharing / book swap area.

- **Students**

Students will... bring books they have enjoyed. participate in a book club / current events/ magazine / etc.

- **Parents**

Parents will... participate in Parent University so that they can assist their students and the school in the area of ELA. Multiple languages to support all students/parents in their preferred language of communication.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage families

- Accessibility

Physical Accessibility and Accommodations for families with disabilities, experiencing homelessness, or engaged in migrant work. Handicap parking, ramps, and elevators are available. School supplies and materials provided to families in need. ESOL Counselor translates and provides community resource information for families engaged in migrant work.

Math

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

1. List prioritized needs statements.

PM2 FAST data indicates a drop of -19.3% (6th), -6.8% (7th), and -5.9% (8th), -9.2%(Alg), and -.9% (Geo) in proficiency compared to FY23 PM3 scores. Subgroup data indicates that the ELL subgroup is -13% below the end of year proficiency goal, and the SWD subgroup is -13% below end of year proficiency goals.

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

Class size in Math is too large. Classroom management and discipline is lacking. There is a difficulty contacting parents. There is no accountability for staying in the higher level/accelerated course.

3. Share possible solutions that address the root causes.

Creating Intensive Math sections and double block Alg. Proper placement in acceleration Personal is needed to support teachers with lessons. Personal is needed to support students with remediation of math skills and standards. Tutoring for afterschool, summer, and Saturdays Working phones in the classrooms for better communication with administration and parents. Tutoring before school, after school and on weekends Motivation for students to participate in additional support (tutoring), etc. Ask teachers for 6th period supplements to tutor on their planning period. Double-block and/or additional support for push-in's for math classes. Mentoring and partnering older students with younger students w/ possible incentives during the long-period. Virtual tutoring and accessible to multiple grades and times.

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

- **Communication**

Parent University, provides meals and childcare. Reach-out to Santaluces for the Early Childhood program to assist with childcare. Every 9 weeks. Role-model/mentor opportunities for students to connect Various modes and ways to send communication. Consistency in communication expectations for parents from teachers

- **Parent Training**

Parent Trainings to support Math remediation of basic math skills and grade level benchmarks.

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

- **School**

School will... Create a survey to gather parent /student input regarding our goals and plan to better support and use resources to meet math goals. Create opportunities for students to participate in tutoring before/after or on Saturday. Use a commitment and / or contract.

- **Students**

Students will... Student/student mentoring Students complete the survey and provide input. Students will participate in tutoring and then provide incentives for meeting their part of the commitment.

- **Parents**

Parents will... parents complete the survey and provide input on tutoring and times that work best. parents will assist in getting students to tutoring.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage families

- Accessibility

Physical Accessibility and Accommodations for families with disabilities, experiencing homelessness, or engaged in migrant work Determine why students aren't attending and what the barriers are to get students here. Look at additional transportation options for students that are a part of choice and / or walkers. Handicap parking, ramps, and elevators are available. School supplies and materials are available for families in need. ESOL Counselor is available for translation services.

Science

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

1. List prioritized needs statements.

Mid-year district diagnostic data indicates a drop of -13.4% in proficiency compared to FY23 science scores. Subgroup data indicates that the SWD Subgroup is -7% from the end of year goal, and the ELL subgroup is -15% from the end of year goal.

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

Students are not prepared with materials, charger, ID, or in dress code. Unclear procedure for visiting the school counselor, hall passes are needed. Classroom management and discipline concerns. Lack of consistency in expectations. Chromebooks and cell phones are a distraction and hinder the learning environment. Students are not making the connection of lessons/activities to the "Big Picture".

3. Share possible solutions that address the root causes.

A consistent ISS program for consequences to disruptive behavior in the classroom. Increase focus on cross curricular reading Chromebook Chargers in the classroom Textbook/paper based resources Web based/adaptive program to support science Increase available learning platforms (i.e. Generation Genius, dPuzzle, Gismos) Increased support for co-teach ESE classes, and decrease ESE caseloads. Tutoring before school, after school and on weekends Incentivize students for participating in additional support (tutoring), etc. Ask teachers for 6th period supplements to tutor on their planning period. Double-block and/or additional support for push-in's for math classes. Mentoring and partnering older students with younger students w/ possible incentives during the long-period. Staff that supports push-in/pull-out for ELL and SWD subgroups, supporting teachers, etc. Resources for students to engage hands-on labs and simulations Science and current events / STEAM Night / STEM Night / Science Fair / Etc. Healthy competition between classes and grades. Virtual tutoring and accessible to multiple grades and times.

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

- Communication

Communication with families Tests that are happening, quizzes and topics of assessments so that parents can help students prepare.

- Parent Training

Parent Trainings to support Science at home Training on adaptive platforms and participate w/ student presentation and delivery of content

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

- School

School will... Create a parent / family night for students to showcase their knowledge of scientific topics as it relates to the world around them.

- Students

Students will... Students will participate in family science nights to showcase various scientific topics as it relates to the world around them. Incentivize attendance and participation.

- Parents

Parents will... Parents will participate in family science nights to showcase various scientific topics as it relates to the world around them.

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage families Science escape rooms and evenings.

- Accessibility

Physical Accessibility and Accommodations for families with disabilities, experiencing homelessness, or engaged in migrant work Handicap parking, ramps, and elevator is available. School supplies and materials available for families in need. ESOL counselor available for translation services and to share community resources that are available.

Social Studies

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

1. List prioritized needs statements.

Mid-year district diagnostic data indicates an increase of .06% in proficiency compared to FY23 Civics EOC scores. Subgroup data shows that the ELL subgroup is projected to surpass proficiency goals by 5% and the SWD subgroup is projected to surpass proficiency 7%.

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

Proficiency could be further increased with better communication and consistency within the social studies department. Classroom management and discipline concerns impact instruction and proficiency Lack of printed resources. Additional support is needed for our increasing population of ELL subgroup. Additional support is needed for our SWD subgroup.

3. Share possible solutions that address the root causes.

A consistent SIS program for schoolwide discipline consequences. Civics EOC Review Increased availability of printed resources Continue the virtual tutoring opportunities and flexibility in times Class-size reduction to support smaller learning environments. Additional support and push-in for student learning subgroups ELL and SWD

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

- Communication

Communication with families will be available to inform families about social studies curriculum, student grades, and standards.

- Parent Training

Parent Trainings to support Social Studies at home.

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

- School

School will... Create a parent / family night for students to showcase their knowledge of historical topics as it relates to the world around them.

- Students

Students will... Students will participate in family history nights to showcase various historical topics as it relates to the world around them. Incentivize attendance and participation.

- Parents

Parents will... Parents will participate in family history nights to showcase various historical topics as it relates to the world around them.

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage families

- Accessibility

Physical Accessibility and Accommodations for families with disabilities, experiencing homelessness, or engaged in migrant work

Acceleration Success

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

1. List prioritized needs statements.

FY24 Acceleration is projected to decrease substantially when compared to FY23 Acceleration.

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

STST is not providing effective assistance Short class times (47min) make teaching high school level courses difficult. Too many students are switching out of classes (accelerated math and industry cert.) because the course gets a little tough. Too much variety of elective courses. Student attendance is an issue. The split bell schedule causes 7th/8th to disengage resulting in time lost (avg. 780 min.) Vetting of resources through media center delays lesson planning. Lack of classroom management and discipline

3. Share possible solutions that address the root causes.

Increase the number of students taking industry certification courses. Students need to stay in the academy all 3 years. Revisit bell schedule to maximize class time Have a hall monitor or dean properly place students in accelerated/industry cert. classes critical thinking courses for non-accelerated students better communication among accelerated/industry cert. courses create minimum requirements for course entry Industry Certification, EOC Bootcamp and support to prepare prior to assessments Peer to peer support and mentoring

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

• Communication

Communication with families

• Parent Training

Parent Trainings to support Acceleration at home

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

- School

School will... Create opportunities for students to participate in tutoring before/after or on Saturday. Use a commitment and / or contract. Explore additional ways to increase Choice family nights to pull in families.

- Students

Students will... Students will participate in family choice nights as it relates to the world around them. Incentivize attendance and participation.

- Parents

Parents will... Parents will participate in family choice nights to showcase various topics as it relates to the world around them.

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage families

- Accessibility

Physical Accessibility and Accommodations for families with disabilities, experiencing homelessness, or engaged in migrant work

Action Step: Classroom Instruction

Provide students with effective and relevant instruction and resources to support academics.

Budget Total: \$343,134.50

Acct Description	Description																																				
Classroom Teacher	7th grade Science Teacher to provide instruction using the districts scope and sequence for 7th grade science in order to give students a strong foundation for 8th grade science the following year and for preparation of students to be successful on the 8th grade state science assessment.																																				
Classroom Teacher	Classroom Teacher for Algebra double block support for students in grades 6-8.																																				
Supplies	<table border="1"> <thead> <tr> <th data-bbox="432 464 1173 586">Item</th> <th data-bbox="1173 464 1325 586">Quantity</th> <th data-bbox="1325 464 1503 586">Rate</th> <th data-bbox="1503 464 1692 586">Supply Type</th> <th data-bbox="1692 464 1877 586">Type</th> <th data-bbox="1877 464 2024 586">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 586 1173 699">Copy paper (white and color)</td> <td data-bbox="1173 586 1325 699">7</td> <td data-bbox="1325 586 1503 699">\$44.61</td> <td data-bbox="1503 586 1692 699">General Supplies</td> <td data-bbox="1692 586 1877 699">Original</td> <td data-bbox="1877 586 2024 699">\$312.27</td> </tr> <tr> <td data-bbox="432 699 1173 813">Shipping</td> <td data-bbox="1173 699 1325 813">1</td> <td data-bbox="1325 699 1503 813">\$18.48</td> <td data-bbox="1503 699 1692 813">General Supplies</td> <td data-bbox="1692 699 1877 813">Original</td> <td data-bbox="1877 699 2024 813">\$18.48</td> </tr> <tr> <td data-bbox="432 813 1173 927">Allocation differential per survey 3 data - school may reallocate funds</td> <td data-bbox="1173 813 1325 927">1</td> <td data-bbox="1325 813 1503 927">\$117,521.75</td> <td data-bbox="1503 813 1692 927">General Supplies</td> <td data-bbox="1692 813 1877 927">Original</td> <td data-bbox="1877 813 2024 927">\$117,521.75</td> </tr> <tr> <td data-bbox="432 927 1173 1081">BT 489139- Reallocated funds from the allocation differential to add 1.0 Tch Science (NEW) and 14 sub days</td> <td data-bbox="1173 927 1325 1081">-1</td> <td data-bbox="1325 927 1503 1081">\$85,247.00</td> <td data-bbox="1503 927 1692 1081">General Supplies</td> <td data-bbox="1692 927 1877 1081">Budget Transfer</td> <td data-bbox="1877 927 2024 1081">-\$85,247.00</td> </tr> <tr> <td data-bbox="432 1081 1173 1195">BT 489472- Reallocated funds from the allocation differential to purchase IXL (ELA & Math)</td> <td data-bbox="1173 1081 1325 1195">-1</td> <td data-bbox="1325 1081 1503 1195">\$21,444.00</td> <td data-bbox="1503 1081 1692 1195">General Supplies</td> <td data-bbox="1692 1081 1877 1195">Budget Transfer</td> <td data-bbox="1877 1081 2024 1195">-\$21,444.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Copy paper (white and color)	7	\$44.61	General Supplies	Original	\$312.27	Shipping	1	\$18.48	General Supplies	Original	\$18.48	Allocation differential per survey 3 data - school may reallocate funds	1	\$117,521.75	General Supplies	Original	\$117,521.75	BT 489139- Reallocated funds from the allocation differential to add 1.0 Tch Science (NEW) and 14 sub days	-1	\$85,247.00	General Supplies	Budget Transfer	-\$85,247.00	BT 489472- Reallocated funds from the allocation differential to purchase IXL (ELA & Math)	-1	\$21,444.00	General Supplies	Budget Transfer	-\$21,444.00
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Acct Description	Description									
Tutorial	Item									
	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total		
	Certified teachers will facilitate Before or Afterschool Tutorial (Sept - May) - Math and ELA for all grades	6	\$37.00	2	1	26	Certified	Original	\$11,544.00	
Out-of-system Subs	Item									
	Quantity	Rate	Days	Hours	Weeks	Type		Total		
	DD Subs Days for .5 Tch Math	1	\$16.00	7	3.25	1	Original		\$364.00	
	DD Subs Days for 1.0 Tch Math	1	\$16.00	7	6.5	1	Original		\$728.00	
	DD Subs Days for 1.0 Tch Science	1	\$16.00	7	6.5	1	Budget Transfer		\$728.00	
Classroom Teacher	Classroom Teacher for Algebra double block support for students in grades 6-8.									
Resource Teacher	Resource Teacher will provide small group ELA instruction for students who are not meeting proficiency.									
Resource Teacher	Resource Teacher will provide Math small group instruction for students who are not meeting proficiency									

Action Step: Parent and Family Engagement

Provide parent training on standards, instructional programs, and instructional strategies to reinforce concepts at home.

Budget Total: \$13,887.00

Acct Description	Description									
Supplies	Item		Quantity	Rate	Supply Type			Type	Total	
	Refreshments for two parent trainings		120	\$3.00	Program Supplies			Original	\$360.00	
Temp Parent Support	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Temp Parent Liaison to call parents, translate materials, and assist during parent trainings.		1	\$15.00	5	4	30	Non-Certified	Original	\$9,000.00
Overtime	Overtime for CLFs to translate during parent trainings- Spanish and Creole (2 CLFs)									
Parent Support by Comm Language Facilitator	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	CLFs to translate during parent trainings- Spanish and Creole		2	\$27.00	4	1	1	Non-Certified	Original	\$212.00
Parent Support by School Staff	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Staff to participate in parent trainings		2	\$25.00	4	4	1	Certified	Original	\$800.00

Action Step: Professional Development

Teachers will be provided various opportunities to develop content standards, instructional strategies, analyze data to drive remediation and acceleration activities in the classroom.

Budget Total: \$0.00

Acct Description	Description
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Mission Statement

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

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

1. Mission Statement

Woodlands Middle School will enable and encourage all parents to participate as informed partners with school personnel in order to effectively implement Title I programing in an effort to improve student academic achievement and school performance by connecting, supporting, and accelerating our scholars to succeed and serve others.

Involvement of Stakeholders

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

Name	Title
Jenifer Kuras	Principal
Kayce Henning	Single School Culture Coordinator
Dawn Hartman	Assistant Principal
Angela Anderson	Teacher/SAC Chair
Carine Guillaume	School Counselor
Paul Mathias	ESOL Counselor/SAC Member
Chad Marcoux	Parent/SAC Member

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

All parents, community members, staff members, and students are invited to attend school sponsored meetings. Volunteers were requested to attend through a school invitation. All members have a stake in supporting our students at Woodlands Middle School.

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

Stakeholders will be involved in developing the Schoolwide Plan (SWP) through SAC (second Monday of every month directly following the PTSO meeting, beginning at 6:00pm). Teacher and staff input was collected 3/12/24 during a staff meeting to plan the SWP and make suggestions for the CNA and PFEP. Stakeholders (parents, teachers, administration, and community members) met during a stakeholder meeting 3/26/24 to plan the SWP and make suggestions for the CNA and PFEP.

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

Stakeholders met at the CNA Stakeholders meeting on 3/26/24. Stakeholders provided the following input on how Title I funding will be utilized to support parent and family engagement: Parent Engagement Trainings on ways to support their child at home in each content area (ELA, Math, Science and Social Studies), Staff Trainings to address consistent and effective communication in order to better engage families, encourage parent involvement with school by providing meals and childcare, and effective communication from a Parent Liaison. The FY25 Title I budget was submitted and approved by Title I. Compliance evidence was submitted to FSP.

Name	Title
Jenifer Kuras	Principal
Kayce Henning	Single School Culture Coordinator
Jureerat Prisarojn	School Treasurer
Dawn Hartman	Assistant Principal

Annual Parent Meeting

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

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

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

- Other opportunities for parents.

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

The Annual Title I Meeting will take place on Monday September 9th, 2024, immediately following the PTSO meeting beginning at 6:00pm in the media center at Woodlands Middle School.

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

We will notify parents, teachers and community members of the Annual Title I meeting through the following methods: (a) weekly Principal Friday Updates sent to all staff members, (b) an invitation posted on our school website's News and Announcements section, (C) a Google Calendar Invite for all staff and posted on our school Calendar, (d) weekly Sunday Principal Newsletter sent to all staff members, parents, and community members.

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

We will prepare the following resources for our Annual Title I Meeting: (a) Title I Google Slide Presentation, (b) Agenda, (c) Sign-In Sheets, (d) Parent Evaluation, (e) Parent and Family Engagement Plan (PFEP) Summary.

Staff Trainings

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

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Solution Focused Parent Conferences PD

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

SFPC (Solution-Focused Professional Conversations) empowers staff with a structured path and practical methods, fostering meaningful and productive conversations that drive impactful outcomes.

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

By encouraging a positive, solution-focused approach to difficult conversations, SFPC equips staff members with the skills and mindset to navigate challenges effectively, fostering collaboration, growth, and sustainable solutions within the family/school dynamic.

- What will teachers submit as evidence of implementation?

Parent teacher conference notes will be collected and maintained by school counselors.

- Month of Training

September

- Responsible Person(s)

Kayce Henning

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

6 Effective Principles of Communication PD

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

Teachers will learn strategies for effective communication.

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

Teachers will be able to effectively communicate with students, parents, colleagues, and community members.

- What will teachers submit as evidence of implementation?

Teachers and guidance counselors will submit conference notes following parent conferences that will record effective teacher communication with parents.

- Month of Training

February

- Responsible Person(s)

Kayce Henning

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

Parent Trainings

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

1. Parent and Family Capacity Building Training #1

- Name of Training

Literacy Night

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

Parents will learn specific before, during, and after reading strategies for literacy acquisition.

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

Parents will practice literacy strategies with guidance from the facilitators.

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

This training is expected to impact learning gains and proficiency scores on the FAST ELA PM3 assessment.

- **Date of Training**

10/07/2024

- **Responsible Person(s)**

ELA Department Head, Reading Resource Teacher, and PLC Leaders

- **Resources and Materials**

Text and materials will be determined by the facilitator which are aligned to the scope and sequence for middle school ELA/Reading, and may also include paper, chart paper, markers, and highlighters.

- **Amount (e.g. \$10.00)**

\$120.00

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Math Curriculum Night

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

Parents will learn specific strategies to help with remediation of math skills at home.

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

Parents will practice math remediation skills with guidance from the facilitators.

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

This training is expected to impact learning gains and proficiency scores on the FAST Math PM3 assessment.

- Date of Training

01/13/2025

- Responsible Person(s)

Math Department Head, Math resource Teacher, and PLC Leaders

- Resources and Materials

Resources and materials will be determined by the facilitator which are aligned to the scope and sequence for middle school math 6-8, and may also include paper, chart paper, markers, and highlighters.

- Amount (e.g. \$10.00)

\$120.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Science Investigation Night

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

Parents will learn specific strategies to help students practice the scientific and inquiry process at home.

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

Parents will practice the scientific and inquiry process with guidance from the facilitators.

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

This training is expected to impact learning gains and proficiency scores on the FAST 8th grade science assessment.

- Date of Training

5/10/25

- Responsible Person(s)

Science Department Head and PLC Leaders

- Resources and Materials

Resources and materials will be determined by the facilitator which are aligned to the scope and sequence for middle school science, and may also include paper, chart paper, markers, and highlighters. Lab equipment as needed.

- Amount (e.g. \$10.00)

\$120.00

Coordination and Integration

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

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

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

• Name of Agency

ESOL/ELL

• Describe how agency/organization supports families.

The Multicultural Department will support families by sharing relevant content for student academic achievement and success during our ESOL/ELL Parent Leadership Council meetings.

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

This partnership will be documented with the agenda, parent/family sign-in, and the Google Slide presentation of information.

• Frequency

Twice per year

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

• Name of Agency

Living Skills in the Schools

• Describe how agency/organization supports families.

"Hidden in Plain Sight" program description: Explore a teenager's mock bedroom to recognize easily hidden and accessible items that may indicate risky behavior. We want to help parents, adult family members, and other adults who interact with youth to: Understand the types of inexpensive, easily accessible items available to youth that may indicate risky behavior Recognize warning signs of ambivalent or possibly positive attitudes towards substance use and abuse, both obvious and hidden Practice skills for having tough conversations with the young people in their lives. Learn about resources available in their community.

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

This partnership will be documented with the agenda, parent/family sign-in, and the Google Slide presentation of information.

- Frequency

Once per year

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

- Name of Agency

Parent University

- Describe how agency/organization supports families.

Parents and families explore fun, creative ideas, and tips on how to help your child with homework, goal setting, making academic decisions and other school-related activities and skills. Parents learn more about the School District's programs and policies, explore resources designed to help you become familiar with your child's curriculum and the District's grading practices, and view tips on how to communicate with your child's teachers.

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

This partnership will be documented with the agendas from SAC meetings and/or email distribution of presentations and videos of information.

- Frequency

Monthly

Communication

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

student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

Parents are informed via Newsletters, Parent Link, Marquee announcements, school website, flyers, and Student Advisory Council (SAC) meetings on tutorial programs, parent workshops, English Language Learners (ELL) Parent Leadership Council meetings and other school events. Translations of communication will be made available.

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

Principal Weekly Newsletter emails, SAC Meeting Agenda and Minutes, and PFEP summary

- **Description**

Families are informed of curriculum and proficiency expectations during Student Advisory Council meetings, and Title I family/parent workshops.

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

SAC Meeting Agenda and Minutes, agendas and sign-in sheets from parent/family trainings.

- Description

Families are informed of academic assessments during Student Advisory Council meetings, and Title I family/parent workshops.

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

SAC Meeting Agenda and Minutes, agendas and sign-in sheets from parent/family trainings.

- Description

Parents are informed of opportunities to participate in decision-making via Newsletters, Parent Link, Marquee announcements, school website, flyers, and Student Advisory Council (SAC) meetings on tutorial programs, parent workshops, English Language Learners (ELL) Parent Leadership Council meetings and other school events. Translations of communication will be made available.

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

Principal Weekly Newsletter emails, SAC Meeting Agenda and Minutes, agendas and sign-in sheets from parent/family trainings.

- Description

Parents/Families will be able to provide feedback on determining appropriate times to host parent trainings during our Comprehensive Needs Assessment (CAN) and Student Advisory Council (SAC) meetings. We are able to flex our meeting times to accommodate parent schedules.

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

SAC Meeting Agenda and Minutes, agendas and sign-in sheets from parent/family trainings.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school

meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

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

- Description

A translator is always available when families with limited English proficiency come to campus, attend meetings, or participate in parent workshops. Out Title I correspondence is provided in both English, Spanish, and Creole to accommodate all school community members. Bi-lingual flyers, Parent Link, and automated phone calls are disbursed in student home language.

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

Translated Flyers, Invitations, and agendas

- Description

The cafeteria, gym, and media center are accessible to parents with disabilities, these are venues for parent involvement events. We have team members to assist parents during school events, Individual Education Plan (IEP) meetings, or parent conferences. A facilitator or interpreter will be provided for participants in need of accommodations. We have handicapped accessible parking and ramps available to access first floor facilities. There is an elevator to access second floor facilities.

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

Photos of elevator, handicap accessible parking, first floor access to cafeteria and gym, ramp to stage.

- Description

Barriers will be removed for our Migrant families to ensure that they have access to educational services regardless of their situation. There is a Migrant Student designee at the school, and as relevant information arrives, the students are given the information in appropriate languages to reach parents. The English as a Second Language (ESOL) Department encourages participation in the Parent Leadership Council meetings, and flyers are sent in home languages. We provide the following to our families: t-shirts, school supplies and connections to community agencies that can assist with specific needs.

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

Migrant family list and correspondence, Parent Leadership Counsel Agenda, and Parent Leadership Counsel Sign-in

- Description

Referrals are made to families that participate in the McKinney-Vento Program (MVP) to determine their needs and provide resources. With the goal of removing barriers to ensure that students experiencing homelessness have access to educational services regardless of their situation. Our campus provides t-shirts, supplies, and connections to community agencies that can assist with specific needs. When parents cannot be reached by other means, a home visit is scheduled.

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

List of identified families experiencing homelessness and correspondence, photo of supply closet, and list of community partners

Other Activities

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

1. Activity #1

- **Name of Activity**

New Student Orientation

- **Brief Description**

Students, parents, and families that are new to Woodlands are invited to campus to learn about the exciting opportunities we have on campus. Parents are trained with the most updated information that can be used for engaging school staff in immediate and effective communication. Incoming families learn about the school's mission to connect, support, and accelerate student achievement.

2. Activity #2

- **Name of Activity**

Woodlands Academy Showcase

- **Brief Description**

Students, parents, and families interested in applying to our Academies (Medical, IT, Culinary, and Cambridge) through the Choice Lotto are invited to campus. Families are invited to take a tour of the campus lead by student/parent volunteers. Families visit classrooms and speak to teachers that inform families of the learning opportunities that are offered in their classrooms. Families listen to information presented by our Choice Coordinator that trains parents on the process of applying to the Choice Lotto program. Computers and translation services are available for families that need assistance with the registration process.

3. Activity #3

- **Name of Activity**

House BINGO Family Night

- Brief Description

Students, parents, and families are invited to participate with staff in a fun night of House BINGO. Families learn about and participate in a House system activity by engaging in a friendly competition while building connections with other families within their house.

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

Woodlands Middle School is dedicated to creating a culture that ensures a safe and supportive climate that meets the needs of all students and families. Building a culture with high expectations and collaboration instills the belief in Woodlands Middle School's Mission Statement. Woodlands Middle School implements several school improvement strategies that impact the positive culture and environment on campus. Our school implements daily social development and emotional development activities during Mustang Meetings which are based on the "Skills for Life and Learning" curriculum provided by the SDPBC. Additionally, our school participates in cohort 1 of the Ron Clark Academy House System as part of our SLL initiative. The RCA House System builds a school community and an inclusive environment for all students and staff. Our school has achieved stage four of the Welcoming and Inclusive Schools implementation through the multicultural department. Our Schoolwide Positive Behavior System (SwPBS) implements Mustang PRIDE and Character Now! recognition programs for students and staff. Woodlands Middle School also implements Advancement Via Individualized Determination (AVID) school-wide strategies and an AVID elective course to promote college and career readiness.

SBT/MTSS Implementation

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

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

1. SBT/MTSS Implementation

Mandatory/Behavior referrals get brought up by each grade level counselor to the SBT Leader with for #2608 and reason for referrals. Team meets and discuss viable/research based interventions, and an SBT member (usually the school counselor) is responsible for providing interventions and progress monitoring. We use google forms for behavior tracking that we send to teachers, which is then graphed so we can see the progress of the student. Academic Referrals require teachers to fill out the Academic Packet and Team/School counselor collects academic data from teachers regarding the student's academic gaps to determine where they need interventions. A teacher is assigned as the interventionist for academic support and the progress of the student is monitored via the PMP. Data is graphed to determine if there is negative or positive response to interventions. Students that come on a Tier for behavior or academic from elementary school, we determine if they still need the interventions in MS as a team in SBT. We continue the interventions, monitor, or close out depending on the need. All students enrolled at Woodlands Middle School receive Tier I supports for both behavior and academics. Students referred to SBT are provided appropriate Tier II and Tier III supports based on individual student needs.

Provision of a Well-Rounded Education

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

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

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

1. Well-Rounded Education

Woodlands Middle School provides an abundance of diverse programming opportunities that offer students opportunities for acceleration, high school credit, and enriched curriculum. All programming at Woodlands Middle School is tied to the school's mission and vision statements: "Woodlands is a Cambridge International School dedicated to connecting, supporting, and accelerating scholars to succeed and serve others", and "Woodlands Middle School envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy". All courses and electives at Woodlands Middle School are aligned to the State of Florida's Standards and the District of Palm Beach County's Scope and Sequence. Teachers use instructional resources that are vetted and approved by both SDPBC and FLDOE. Using data gathered during our Master Board Analysis with our regional instructional superintendent, we allocate course sections for core instructional classes based on student enrollment and data from previous year state assessments. Once core instruction sections are allocated, administration reviews enrollment interest in current elective and job related courses and evaluates opportunity for additional course offerings to increase student access to an enriched curriculum and educational experience. Woodlands Middle School provides the following Choice Programming opportunities to students: Information Technology (IT), Culinary, Medical, and Cambridge. Within the Cambridge program, students have the opportunity to take Global Perspectives which is an entire course dedicated to enriching the educational experience by making real world connections to ongoing and current events in our global community. Additionally, through the Cambridge program students are exposed to real world application through student-centered and collaborative learning experiences. Woodlands offers Advancement via Individual Determination (AVID) elective classes which supports college and career readiness skills and strategies for student success and our Emerging Leaders program that provides a focus on remediation for social skills that contribute to school success. Woodlands offers accelerated humanities courses Holocaust Studies and African American Studies, as well as World Languages for Beginning French, French I, Spanish I and Spanish II, that are all high school credit course offerings. Woodlands Middle School also offers Fine Arts programming for Band, Chorus, Drama, and Art, in addition to traditional Health and Wellness with Physical Education. Opportunities for extended learning is built into our daily bell schedule, which provides an additional hour of instruction for each class on a rotating basis. Examples of other extra curricular opportunities take place during our after-school programming, tutoring, and clubs such as SECME, NJHS, and Student Government.

Post-Secondary Opportunities and Workforce Readiness

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

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Woodlands Middle School provides the following Choice Programming opportunities to students: Information Technology (IT), Culinary, Medical, and Cambridge. Within the Cambridge program, students have the opportunity to take Global Perspectives which is an entire course dedicated to enriching the educational experience by making real world connections to ongoing and current events in our global community. Additionally, through the Cambridge program students are exposed to real world application through student-centered and collaborative learning experiences. Woodlands offers Advancement via Individual Determination (AVID) elective classes which supports college and career readiness skills and strategies for student success and our Emerging Leaders program that provides a focus on remediation for social skills that contribute to school success. Both AVID and Emerging Leader programs utilize community resources for providing guest speakers throughout the school year. Additionally, we partner with Junior Achievement to provide career day for students to explore different career pathways. Through our Choice Academies students have the opportunity to explore careers in Medical, IT, and Culinary. Our Medical program participates in HOSA club and competitions that are focused on pursuing jobs in the medical field.

Transition From Early Childhood to Elementary School

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

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

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

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

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Development

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

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

1. Professional Development

Professional Development opportunities at Woodlands Middle School takes place in a variety of methods. We have professional development that occurs within the school based PLC teams. Our teachers meet in PLC teams according to their content area and grade level. Our PLC lead teacher guides their team with small group professional development tailored to the needs of the students and the school. PLC teams review standards and scopes and sequences to align instruction to state standards, review data from state and district assessments to align instruction to the needs of the students, and PLC teams review resources and technological components that are used to enhance instruction. Additionally, staff at Woodlands Middle School have the opportunity to attend district provided professional development in specific content areas, as well as speciality areas such as SIP, SAC, Testing, Title I, Threat Assessment, School Counselor, etc. Specialists are brought to campus for professional development in aggressive monitoring, AVID, ESE support services, Khanamigo, Dreambox, etc. Teachers and Administration have also had the opportunity to attend professional development conferences for AVID Summer Institute, Ron Clark Academy House Systems, EXP, and Administrative PD, Cambridge Institute, Model Schools, and Get Your Teach On.

Recruitment and Retention of Effective Educators

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

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy

- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Woodlands Middle School is committed to recruitment and retention the best and most experienced educators. A recruitment team is assembled to attend the annual SDPBC Job Fair. At the Job Fair teachers are recruited to fill open positions. Job openings are posted on the district website to advertise throughout the school year as needed. Collaboration with neighboring schools throughout the 11 day count is used to pick up teachers that have been excessed due to drops in enrollment. New teachers are supported through the ESP program and are paired with a mentor teacher to help them transition to the campus. PLCs offer opportunity for collaborative planning and coaching support. A large part of the Community and Culture of Woodlands Middle School is to build relational capacity among the staff. The Mustang House System includes staff in building connections among each other as well as with students by providing an inclusive mini communities within the school. Teachers and staff are provided with opportunities for career advancement by taking on leadership opportunities as PLC leader, Department Chair, PD team, House Leader, etc. Teachers are offered opportunities for supplementing salaries by working the after-school program, tutoring, clubs, and sports activities. The teacher lounge is supplied year round with snacks and coffee for teachers in addition to teacher appreciation week events, holiday and end of year celebrations, spotlight shout-outs on the announcements, and an Single School Culture Coordinator that is always available with an open door to troubleshoot issues and find solutions.