
Title I Comprehensive Schoolwide Plan
WOODLANDS MIDDLE SCHOOL (1921)

ELA

1. List prioritized needs statements.

PM2 FAST Data indicates a decrease in learning gains and learning gains for the L25 students. There is a -8% decrease in total learning gains, and a -10% decrease in L25 learning gains.

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

- Lack of background knowledge of foundational reading skills. - Need for vocabulary acquisition due to lack of roots, suffixes and affixes. - Reading Comprehension suffers due to a lack of experience with DOK2 and DOK3 question stems. -The scope and sequence has too much of a focus on the StudySync resource, and not enough inclusion of reading literature. (as seen on PM2 with poetry). -Core Courses do not communicate to develop a collaborative cross curricular environment. -Large class sizes impact the ability of teachers to utilize small group instruction. - Student motivation for reading books are lacking. - Parents are not familiar with Reading/ELA strategies, standards, and curriculum to support student learning at home. - Lack of additional learning opportunities for strengthening reading comprehension

3. Share possible solutions that address the root causes.

- Reteach with differentiation and pull outs for small group instruction - Data Chats with students - Smaller Classes grouped according to student achievement on standardized assessments. - Increase opportunity for instructional materials, supplies, and resources that will enhance reading engagement. - Books and magazines for media center/classroom sets - Online subscriptions and resources (NoRedInk, CommonLit, iXL, Book Taco) - Department collaboration for PBPA's, collaborative scoring using subs. - Relational capacity between student/teacher, student/student, etc. - Additional teachers are needed to support reading interventions - Look at additional adaptive ELA platforms that are of higher interest for students and gain student input - Drop everything and read - 20 minutes of Silent Sustained Reading - adaptive schedule. - Virtual tutoring and accessible to multiple grades and times. - Tutoring afterschool, morning, or Saturday

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

- **Communication**

- Biweekly progress reports through SIS for all classes - updated parent information available in SIS (emails and phone numbers) - Consistency in communication expectations for parents from teachers - Communication sent weekly in newsletter from Principal on school related news and activities - Google Meets to view/participate in afterschool parent meetings - Flexible meeting dates and times - Various modes and ways to send communication (school website, social media, emails, phone calls from teachers and administration, ParentLink) - Using student planners for communication with parents

- **Parent Training**

- How to use and access SIS from the beginning of the school year. - Grade appropriate literature guides - Share and communicate various novels/books/current events and talking points to have conversations with students while at home. - How to guide students with using reading strategies for comprehension - How to monitor student progress with reading programs such as Reading Plus and iXL

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

- **School**

The school will provide each student with an appropriate education. The school will provide more books and magazines in the media center. The school will provide technology in good working condition. The school will create an area and time that allows for a sharing / book swap area.

- **Students**

The students will bring books that they enjoy reading. The students will commit to personal success. The students will have a dedicated notebook/planner for deadlines. The students will read independently at home. The students will bring requisite materials.

- **Parents**

The parents will remain informed of their student's performance. The parents will reinforce classroom expectations. The parents will encourage reading grade level text at home.

- **Staff Training**

- Skills for Life and Learning (SLL) Trainings - Cross-curriculum Training - ESE/504 accommodations - 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

1. List prioritized needs statements.

PM2 DAST Data indicates a decrease in learning gains and in learning gains for L25 students. There is a -21% decrease in total learning gains and a -30% decrease in L25 learning gains.

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

- Retention of previously learned content suffers do to a lack of reinforcement of foundational content. - lack of problem solving skills - parental opportunities to support student learning at home - There is a difficulty contacting parents with effective communication -Large class sizes impact the ability of teachers to utilize small group instruction. - There is no accountability for staying in the higher level/accelerated course - Classroom management and discipline are lacking skills and strategies - Lack of additional learning opportunities for strengthening reading comprehension

3. Share possible solutions that address the root causes.

- implementing schoolwide initiatives with fidelity - instilling accountability among students - increasing academic incentives and recognition for students - unify google classroom - hire more math teachers for supporting math skills and student learning. - 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 - 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

- Send progress reports through SIS - Flexible meeting dates and times - Various modes and ways to send communication (school website, social media, emails, phone calls from teachers and administration, ParentLink) - Using student planners for communication with parents

• Parent Training

- Math curriculum night earlier in the school year for training on resources - How to use and access SIS from the beginning of the school year. - How to monitor student progress with reading programs such as Khanmigo and iXL

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

• School

- The school will provide parents and families with trainings for SIS and iXL. - The 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.

- **Students**

- The students will be able to access and use resources to help maintain knowledge. - The students will participate in tutoring and then provide incentives for meeting their part of the commitment.

- **Parents**

- The parents will know how to navigate resources. - The parents will assist in getting students to tutoring.

- **Staff Training**

- Staff Trainings to assist teachers in understanding how to better engage families - Staff trainings for classroom management and communicating expectations for behavior to students

- **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.

Science

1. List prioritized needs statements.

FY25 Mid-year diagnostic data indicates a decrease of 1% in proficiency compared to the FY24 Science diagnostic scores. FY25 CP3 data projects a -5.2% decrease in FY25 end of year test results.

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

- The 8th grade assessment covers content from all 6th, 7th, and 8th grades standards - Students not retaining content due to not having reteach opportunities for previously taught content - Changing student socioeconomic demographics - Inconsistency of teachers implementing instructional strategies with fidelity - Students are not making the connection of lessons/activities to the "Big Picture". -Large class sizes impact the ability of teachers to utilize small group instruction.

3. Share possible solutions that address the root causes.

- Strong instruction in all grade levels - Web based/adaptive program to support science - 6th/7th grade focus on low 8th grade scoring standards through remediation - Support for ESE/ESOL classes - Increase focus on cross curricular reading - Chromebook Chargers in the classroom - Tutoring before school, after school and on weekends - Incentivize students for participating in additional support (tutoring), 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

- Progress reports sent home every other week - Emails from teachers to communicate when tests and quizzes are happening, as well as the topic of assessment so parents can help students prepare. - Flexible meeting dates and times - Various modes and ways to send communication (school website, social media, emails, phone calls from teachers and administration, ParentLink) - Using student planners for communication with parents

• Parent Training

- training on SIS in person and emails sent to parents with instructions - 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**

- The school will provide trainings to help parents navigate SIS, and to facilitate better communication. - The 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**

- The students will monitor their grade and track data to determine their strengths and weaknesses. - The students will participate in family science nights to showcase various scientific topics as it relates to the world around them. - The students will regularly attend school and participate in instruction activities.

- **Parents**

- The parents will take an active role in their child's learning and support learning at home. - The parents will participate in family science nights to showcase various scientific topics as it relates to the world around them.

- **Staff Training**

- Continue with district series of trainings on communication - Staff Trainings to assist teachers in understanding how to better engage families - Science escape rooms and evenings to engage in learning/using content strategies for scientific inquiry

- **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.

Social Studies

1. List prioritized needs statements.

FY25 Mid-year diagnostic data indicates a decrease of 28% in proficiency compared to the FY24 Civics diagnostic scores. FY25 CP3 data projects a -2.1% decrease in FY25 EOC results.

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

- The 7th grade assessment covers content from all 6th, 7th, and 8th grades standards. - Students not retaining content due to not having reteach opportunities for previously taught content - Changing student socioeconomic demographics - Inconsistency of teachers implementing instructional strategies with fidelity - Students are not making the connection of lessons/activities to the "Big Picture". -Large class sizes impact the ability of teachers to utilize small group instruction.

3. Share possible solutions that address the root causes.

- Web based programs for remediation - Content warm-ups for remediation - Whole group remediation and Civics EOC Review - A consistent SIS program for schoolwide discipline practices - Continue the virtual tutoring opportunities and flexibility in times - After School and Saturday tutorial

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. - Civics Curriculum Night - Weekly department newsletters - Weekly progress reports

• Parent Training

- Civics Curriculum Night - How to gain access and use SIS. - How to help students utilize Khanmigo independently to study and for homework

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

- **School**

- The school will send home a print out of student grades every three weeks that requires the Parent's Signature. - The school will send home study guides prior to testing requiring a parent signature - Create a parent / family night for students to showcase their knowledge of historical topics as it relates to the world around them.

- **Students**

- The students will participate in family history nights to showcase various historical topics as it relates to the world around them. - The students will actively participate in class. - The students will complete assignments and turn them in promptly - The students will ask questions if they are lost

- **Parents**

- The parents will engage with teachers and school leadership. - The parents will discuss current events with child to connect real world events to the classroom. - Parents will participate in family history nights to showcase various historical topics as it relates to the world around them.

- **Staff Training**

- Khanmigo - AVID trainings - Staff Trainings to assist teachers in understanding how to better engage families - Parent Trainings to support Social Studies at home

- **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.

Acceleration Success

1. List prioritized needs statements.

FY25 Acceleration data must maintain the FY24 acceleration rate at a minimum of 85% for school grade.

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

- Excessive tardies/absences due to a need for monitoring hallways - Reading below grade level due to lack of foundational comprehension skills to complete higher level coursework - Low endurance and attention span for complex tasks - Fear of negative evaluation - Frequent schedule changes, and master board changes due to lack of available course offerings to reduce course sizes - Substitutes in open positions (Algebra) due to insufficient personal to teach skills and strategies with fidelity - STST is not providing effective assistance due to lack of support to provide technology needs

3. Share possible solutions that address the root causes.

- Build academic vocabulary into daily instructional practices across all content areas - Frequent communication with student, parents, and teachers by reinforcing home to school connection - Utilize visual frameworks for student support during instruction - Provide academic language scripts - Ask probing question in all subjects - More efficient hall monitoring so teachers can focus on students inside the classroom and to keep more students inside the classroom. - Increase the opportunity for the number of students taking industry certification courses. - Students need to stay in the academy all 3 years - Industry Certification, EOC Alg./Geo. 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

- Utilize the Six Effective Principles of Communication in Kim Bearden's book - Continue weekly newsletter from Administration - Flexible meeting dates and times - Various modes and ways to send communication (school website, social media, emails, phone calls from teachers and administration, ParentLink) - Using student planners for communication with parents

• Parent Training

- Offer online tutorials for parents showing parents how to access SIS and assist child with homework (ie. Ron Clark "Script") - Parent guidance on acceleration options and course selection sheets

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

• School

- The school will follow through with disciplinary actions of the existing Student Code of Conduct, to maintain a safe and positive classroom environment for all students. - The school will create opportunities for students to participate in tutoring before/after or on Saturday. - The school will explore additional ways to increase Choice family nights to pull in families.

• Students

- The students will communicate with teachers weekly regarding low grades or missing work. - The students will utilize school provided planner/agenda daily. - The students will participate in family choice nights as it relates to the world around them. - The students will actively engage and participate in classroom activities and lessons. - The students will attend school regularly.

• Parents

- The parents will participate in family choice nights to showcase various topics as it relates to the world around them. - The parents will monitor student absences and tardies weekly. - The parents will monitor student grades weekly on SIS.

• Staff Training

- Staff Trainings to assist teachers in understanding how to better engage families - Have multiple options for training so teachers can determine what best fits their needs

• 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.

Action Step: Classroom Instruction

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

Budget Total: \$413,922.50

Acct Description	Description									
Resource Teacher	The Resource Teacher will work with 6th-8th grade students to provide Math Support (Algebra double block) using push-in / pull-out.									
Resource Teacher	The Resource Teacher will provide math small group instruction for students (6th-8th grade) implementing push-in / pull-out method.									
Online subscription	Item			Quantity	Rate	Type		Total		
	IXL (ELA, Math, Science, Civics/Social Studies) will be used by students (6th-8th grade) in school and at home for remediation in listed content areas.			1	\$32,175.00	Original		\$32,175.00		
	Gismos will be used for 8th grade Science remediation of academic standards in the classroom and at home.			1	\$2,754.00	Original		\$2,754.00		
Out-of-system Subs	Item			Quantity	Rate	Days	Hours	Weeks	Type	Total
	Subs for Title I Funded positions (Math & Science - 2 Teachers)			2	\$18.00	7	6.5	1	Original	\$1,593.00
Supplies	Item			Quantity	Rate	Supply Type		Type	Total	
	Pencils (box of 10)			11	\$1.00	General Supplies		Original	\$11.00	
	Adjustment - benefits credit and final allocation.			1	\$6,041.50	General Supplies		Other	\$6,041.50	

Acct Description	Description										
Classroom Teacher	Math Classroom Teacher will work with 6th-8th grade students to provide Instructional Support to reduce class sizes (teacher will be built into the master board).										
Computer HW; non-cap	Item							Quantity	Rate	Type	Total
	Chromebook chargers - for teacher classrooms to have for students when needed to prevent a loss of instructional time.							72	\$27.00	Original	\$1,944.00
Tutorial	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified Teachers will provide Summer Tutorial to 6th grade students across all core content areas in June 2026 for remediation of academic standards.		6	\$37.00	4	5	4	Certified	Original	\$17,760.00	
	Certified Teachers will tutor students in grades 6-8 afterschool/morning, across all core content areas, beginning Aug 2025 – May 2026 for remediation of academic standards.		6	\$37.00	3	1	25	Certified	Original	\$16,650.00	
	Certified Teachers will tutor students in grades 6-8 on Saturdays, across all core content areas, beginning Aug 2025 – May 2026 for remediation of academic standards.		6	\$37.00	1	3	25	Certified	Original	\$16,650.00	
Classroom Teacher	Science Classroom Teacher for 7th grade will provide Instructional Support to reduce class sizes (teacher will be built into the master board).										

Action Step: Parent and Family Engagement

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

Budget Total: **\$6,831.00**

Acct Description	Description									
Supplies	Item	Quantity	Rate	Supply Type			Type	Total		
	Refreshments for parent trainings	100	\$3.00	Program Supplies			Original	\$300.00		
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified Staff to participate in Parent Trainings/Engagement nights	18	\$25.00	4	2.5	1	Certified	Original	\$4,500.00	
Enrichment Contracts	Item	Quantity	Rate				Type	Total		
	COX Science Center Enrichment Program - Parent Night 2/9/26 - Interactive Science Activities to engage parents/families in science-related standards.	1	\$517.00				Original	\$517.00		

Action Step: Professional Learning

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: **\$23,881.00**

Acct Description	Description									
Travel out-of-county	<table border="1"> <thead> <tr> <th data-bbox="464 172 1451 245">Item</th> <th data-bbox="1451 172 1600 245">Quantity</th> <th data-bbox="1600 172 1766 245">Rate</th> <th data-bbox="1766 172 1896 245">Type</th> <th data-bbox="1896 172 2024 245">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
AVID Conference (Summer Institute) - 6/14/26-6/17/26 - Orlando, FL. - For teacher/staff training to implement instructional strategies aligned to SIP. 6 individuals (Registration - \$1,000.00, Transportation - \$265.00, Lodging - \$627.00, Per diem, 4 days - \$144.00)	6	\$2,036.00	Original	\$12,216.00						
Travel out-of-state	<table border="1"> <thead> <tr> <th data-bbox="464 480 1451 553">Item</th> <th data-bbox="1451 480 1600 553">Quantity</th> <th data-bbox="1600 480 1766 553">Rate</th> <th data-bbox="1766 480 1896 553">Type</th> <th data-bbox="1896 480 2024 553">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
Summer RCA Experience or HouseCon Budge - 7/10/25-7/12/25 - Atlanta, GA. - For teacher/staff training to implement instructional strategies aligned to SIP. 5 Individuals (Registration - \$1,075.00, Transportation - \$570.00, Lodging - \$580.00, Per diem, 3 days - \$108.00).	5	\$2,333.00	Original	\$11,665.00						

Mission Statement

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

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

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 2/24/25 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 2/26/25 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 2/26/25. 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. 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

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

The Annual Title I Meeting will take place on Thursday, September 11th, 2025, immediately prior to Open House 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

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Effective Usage of SIS Communication

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

Effective Usage of SIS Communication directs staff to utilize components of SIS including: messaging, comment logging phone call, and sending progress reports.

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

By encouraging a positive, solution-focused approach to initiating communication and conversations, staff members are equipped with the skills and mindset to navigate SIS features effectively, fostering collaboration, growth, and sustainable communication within the family/school dynamic.

- What will teachers submit as evidence of implementation?

SIS message to parents

- Month of Training

September

- Responsible Person(s)

Kayce Henning

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Effective Tools for Communication

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

Teachers will learn strategies for making effective communication easy.

- 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 using tools like ParentLink and Khanmigo for generating classroom newsletters.

- What will teachers submit as evidence of implementation?

Newsletter will be sent home with students. Email to teachers with the expectation for the newsletter to go home with students.

- Month of Training

October

- Responsible Person(s)

Kayce Henning

Parent Trainings

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. Parents will conduct walkthroughs of utilized software, be provided at-home worksheets (i.e. sentence strips) and they will be sent home with parents. We will also provide community resources (i.e library cards) to parents.

- 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

8/27/25

- Responsible Person(s)

ELA Department Head, PLC Leaders, AP over ELA

- 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, highlighters, Smartboards, and/or Chromebooks.

- Amount (e.g. \$10.00)

\$100.00

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 mathematical strategies with guidance from the facilitators. Parents will conduct walkthroughs of utilized software, be provided at-home worksheets (i.e. math manipulatives) and they will be sent home with parents.

- 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

9/24/25

- Responsible Person(s)

Math Department Head, Math Resource Teacher, PLC Leaders, and AP over Math

- **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, highlighters, Smartboards, and/or Chromebooks.

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

\$100.00

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. The vendor will provide hands-on experiments for parents.

- **Date of Training**

10/29/25

- **Responsible Person(s)**

Science Department Head, PLC Leaders, and AP over Science

- **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. Materials provided by COX Science Center.

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

\$525.00

Coordination and Integration

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

- **Name of Agency**

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

TRiO- Talent Search

- Describe how agency/organization supports families.

Talent Search is a FREE program through the U.S. Department of Education for eligible middle and high school students at target schools in Palm Beach County. The goal of Talent Search is to increase the number of youths from disadvantaged backgrounds who complete high school and enroll in postsecondary education institutions of their choice. The TS/TRiO program is 100% federally funded at \$240,000.00 annually.

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

Email correspondence, screen shot of partnership featured on TRiO website

- 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

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 (CNA) and Student Advisory Council (SAC) meetings. We are able to flex our meeting times to accommodate parent schedules and provide Google Meets.

- 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

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

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

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 "Resiliency Palm Beach" 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

1. SBT/MTSS Implementation

Mandatory/Behavior referrals are brought up by each grade level team to the SBT Leader with form #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 data received from the interventionist. 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

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 French I, Spanish I and Spanish II, that are all high school pre-AICE 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 chess, SADD, HOSA, and Student Government.

Post-Secondary Opportunities and Workforce Readiness

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 with hands on field trips. 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

1. Transition to Elementary School

This school has chosen to be exempt from this content area.

Professional Development

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, Read 180, 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

1. Recruitment and Retention

Woodlands Middle School is committed to recruitment and retention of 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, or House Leader. 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.