

The School District of Palm Beach County

Woodlands Middle School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	16
Title I Requirements	19
Budget to Support Goals	20

Woodlands Middle School

5200 LYONS RD, Lake Worth, FL 33467

<https://wdms.palmbeachschools.org>

Demographics

Principal: Jenifer Kuras

Start Date for this Principal: 9/9/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	65%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: A (65%) 2016-17: A (63%) 2015-16: B (58%) 2014-15: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	56%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Woodlands is a Cambridge International School dedicated to connecting, supporting, and accelerating our scholars to succeed and serve others.

Provide the school's vision statement.

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.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Vela, Enrique	Principal	<p>The principal provides a common vision for the use of data-based decision-making to ensure:</p> <ul style="list-style-type: none"> * a sound, effective academic program is in place * a process to address and monitor subsequent needs is created * a problem solving team (SBT) is assisting with academic and behavioral interventions * assessment of Rtl skills of school staff is conducted * fidelity of implementation of intervention support is documented * adequate professional development to support the Rtl framework is provided * effective communication with parents regarding SBT and Rtl plans and activity occurs
		<p>The assistant principals will:</p> <ul style="list-style-type: none"> * contribute to the development of the intervention plans, assist in progress monitoring, collect data, and offer assistance * work with all departments to develop academic plans that challenge all students
		<p>The ESE/ELL contacts will:</p> <ul style="list-style-type: none"> * contribute to the development of intervention plans, assist in progress monitoring, collect data, implement interventions when required, and offer professional development and assistance to teachers
		<p>The Guidance Counselors will:</p> <ul style="list-style-type: none"> * work with the SwPBS Internal Coach and the Middle School Course Recovery Coordinator to develop the programs * contribute to the development of intervention plans, assist in progress monitoring, collect data, implement interventions when required, and offer professional development and assistance to teachers
Gamez, Rigo	Assistant Principal	
Breaux, Dionne	Assistant Principal	
Vocelle, Julia	School Counselor	
Brooks, Brian	Teacher, ESE	
Gillard, Sharese	Assistant Principal	
Dias, Daiana	School Counselor	7th grade students
McCabe, Tiffany	School Counselor	6th grade students

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	568	499	469	0	0	0	0	1536	
Attendance below 90 percent	0	0	0	0	0	0	22	17	15	0	0	0	0	54	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	4	6	0	0	0	0	10	
Level 1 on statewide assessment	0	0	0	0	0	0	90	92	86	0	0	0	0	268	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	4	6	0	0	0	0	10	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	1	3	2	0	0	0	0	6	
Students retained two or more times	0	0	0	0	0	0	2	0	0	0	0	0	0	2	

FTE units allocated to school (total number of teacher units)

98

Date this data was collected or last updated

Monday 9/9/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	10	12	15	0	0	0	0	37	
One or more suspensions	0	0	0	0	0	0	49	36	31	0	0	0	0	116	
Course failure in ELA or Math	0	0	0	0	0	0	56	40	47	0	0	0	0	143	
Level 1 on statewide assessment	0	0	0	0	0	0	90	92	96	0	0	0	0	278	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	75	59	38	0	0	0	0	172	

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	10	12	15	0	0	0	0	37	
One or more suspensions	0	0	0	0	0	0	49	36	31	0	0	0	0	116	
Course failure in ELA or Math	0	0	0	0	0	0	56	40	47	0	0	0	0	143	
Level 1 on statewide assessment	0	0	0	0	0	0	90	92	96	0	0	0	0	278	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	75	59	38	0	0	0	0	172	

Part II: Needs Assessment/Analysis**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	62%	58%	54%	58%	56%	52%
ELA Learning Gains	58%	56%	54%	55%	57%	54%
ELA Lowest 25th Percentile	47%	49%	47%	41%	48%	44%
Math Achievement	70%	62%	58%	72%	61%	56%
Math Learning Gains	59%	60%	57%	71%	61%	57%
Math Lowest 25th Percentile	47%	53%	51%	52%	52%	50%
Science Achievement	62%	52%	51%	55%	53%	50%
Social Studies Achievement	80%	75%	72%	77%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	568 (0)	499 (0)	469 (0)	1536 (0)
Attendance below 90 percent	22 (10)	17 (12)	15 (15)	54 (37)
One or more suspensions	0 (49)	0 (36)	0 (31)	0 (116)
Course failure in ELA or Math	0 (56)	4 (40)	6 (47)	10 (143)
Level 1 on statewide assessment	90 (90)	92 (92)	86 (96)	268 (278)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	64%	58%	6%	54%	10%
	2018	56%	53%	3%	52%	4%
Same Grade Comparison		8%				
Cohort Comparison						
07	2019	59%	53%	6%	52%	7%
	2018	59%	54%	5%	51%	8%
Same Grade Comparison		0%				
Cohort Comparison		3%				
08	2019	58%	58%	0%	56%	2%
	2018	56%	60%	-4%	58%	-2%
Same Grade Comparison		2%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	69%	60%	9%	55%	14%
	2018	71%	56%	15%	52%	19%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2019	29%	35%	-6%	54%	-25%
	2018	20%	39%	-19%	54%	-34%
Same Grade Comparison		9%				
Cohort Comparison		-42%				
08	2019	63%	64%	-1%	46%	17%
	2018	65%	65%	0%	45%	20%
Same Grade Comparison		-2%				
Cohort Comparison		43%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	60%	51%	9%	48%	12%
	2018	64%	54%	10%	50%	14%
Same Grade Comparison		-4%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	78%	72%	6%	71%	7%
2018	74%	72%	2%	71%	3%
Compare		4%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	95%	64%	31%	61%	34%
2018	97%	62%	35%	62%	35%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	98%	60%	38%	57%	41%
2018	99%	57%	42%	56%	43%
Compare		-1%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	35	29	29	43	38	25	45	73		
ELL	29	50	47	42	49	36	27	44	76		
ASN	72	69	82	88	65		67	80	96		
BLK	44	51	47	54	52	39	46	70	86		
HSP	61	58	43	64	57	48	56	81	85		
MUL	64	54		74	54		73	77	100		
WHT	74	64	46	82	66	57	75	89	94		
FRL	52	55	44	60	55	42	50	71	88		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	42	39	29	42	29	28	39			
ELL	13	40	40	34	45	42		53			
ASN	67	65		86	75		83	82	100		
BLK	39	48	42	56	55	47	45	71	93		
HSP	56	52	41	69	64	52	61	75	91		
MUL	60	56	55	78	80		57	72	94		
WHT	73	58	46	84	72	60	81	83	94		
FRL	48	51	39	64	60	48	55	71	89		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	19	34	30	22	41	37	14	35			
ELL	16	30	25	33	50	37	20	28			
ASN	70	61		86	76		80	75	100		
BLK	37	40	30	60	66	48	38	59	84		
HSP	49	50	39	63	65	50	42	72	83		
MUL	69	60		81	80			79	100		
WHT	73	66	60	82	76	58	69	90	86		
FRL	45	48	38	62	65	50	41	67	82		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	635
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on the Every Student Succeeds Act (ESSA) data our focus going forward needs to be on the overall performance of our Students with Disabilities (SWD). Based on the following proficiency levels, the content areas of focus for improvement of SWD performance will be English Language Arts (proficiency was 22%), Mathematics (proficiency was 29%, and Science (proficiency was 25%).

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline from the previous year was in overall performance in 7th grade math, where our school scored 25% below the state average. The contributing factor to this decline was a decrease in the amount of support given to students in the lowest quartile, SWD, and ELL students.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when compared to the state data was math performance in 7th grade, where our school scored 25% below the state average. The contributing factor to this gap was that while we had a focus on acceleration we needed to provide a greater level of support to those in the lowest 25%.

Which data component showed the most improvement? What new actions did your school take in this area?

Our performance on the Civics, Algebra, and Geometry EOCs was higher than the district and the state. Our teachers have focused on planning, additional support (before school), and review of material that is meaningful. Additionally we partnered with one of our local high schools and high school students provided tutoring to students after school.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Performance of the lowest 25% in math and our SWD population.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Performance of lowest 25% in Mathematics.
2. Performance of SWD and ELL students in ELA and Mathematics
3. Improvement in all content areas.

- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title	To Ensure student improvement in all academic areas on all state assessments in alignment with LTO 2, Highschool Readiness and LTO 3, HS Graduation Rate.
Rationale	Through a focused approach to planning, instructing, assessing, and supporting all students the overall performance of all content areas will increase.
State the measurable outcome the school plans to achieve	Improve to the following levels of proficiency: ELA 67% Civics 82% Math 75% Science 69%
Person responsible for monitoring outcome	Enrique Vela (enrique.vela@palmbeachschools.org)
Evidence-based Strategy	Utilization of small group instruction in all content areas to support students at various levels of performance will provide all students; especially the lowest 25%, ESE, and ELL students with gains over the previous year. Based on our needs to improve the performance of the targeted students small group instruction will support students at their present levels and provide teachers with and opportunity to differentiate to meet the needs of all students. Overall content area improvements of 5% will be achieved with the following additional strategies in critical content areas:
Rationale for Evidence-based Strategy	Civics - the use of iCivics to support students and improve performance Science - an increase focus on vertical planning to support the assessed grade level. Math - a focus on academic vocabulary, professional development for teachers, focused note taking, use of Success Maker, and monitoring of the PLC meetings ELA - data chats with teacher and administration, data chats with teachers and students, differentiation of instruction and expectations.

Action Step

Description	<ol style="list-style-type: none"> 1. Co-Teaching assignments with ESE and ELL teachers in all assessed content areas. 2. Collaborative planning sessions and PLCs. 3. Classroom visitations by administrators for coaching and feedback. 4. 5.
Person Responsible	Enrique Vela (enrique.vela@palmbeachschools.org)

#2	
Title	To ensure student improvement in Mathematics on all state assessments in alignment with LTO2, High School Readiness.
Rationale	Mathematics dropped by 9% in Grade 7 and by 2% in Grade 8. These classes were comprised mostly by students in the lowest 25%.
State the measurable outcome the school plans to achieve	Our measurable goal for FY20 is for students in the lowest quartile to increase their proficiency in Mathematics by 10%
Person responsible for monitoring outcome	Enrique Vela (enrique.vela@palmbeachschools.org)
Evidence-based Strategy	A small group model of instruction will be implemented to differentiate the instructional needs of students. Math teachers will implement the SuccessMaker adaptive technology.
Rationale for Evidence-based Strategy	Differentiated small group instruction is effective because teaching is focused precisely on individual student need and it provides a more intense and consistent method of monitoring student progress. SuccessMaker technology provides supplemental practice aligned with a student's current level of proficiency in Mathematics.
Action Step	
Description	<ol style="list-style-type: none"> 1. A series of professional development sessions on strategies for small group instruction will be implemented. 2. Four full day unit planning sessions facilitated by Instructional Specialist from the District's Math Department. 3. Rotation model to be implemented to allow time for SuccessMaker use 90 minutes/week. 4. Classroom visits and observations by administrators and District Instructional Specialist to monitor progress and provide feedback. 5.
Person Responsible	Enrique Vela (enrique.vela@palmbeachschools.org)

#3	
Title	To ensure improvement for SWDs in ELA and Mathematics on all state assessments in alignment with LTO 2, High School Readiness.
Rationale	There is a gap in ELA and Math proficiency between SWDs and their non-disabled counterparts.
State the measurable outcome the school plans to achieve	Our measurable goals for FY20 will be to have a 10% increase in proficiency in our SWD subgroup in both ELA and Math.
Person responsible for monitoring outcome	Enrique Vela (enrique.vela@palmbeachschools.org)
Evidence-based Strategy	1. An inclusive co-teaching model will be implemented in ELA and Math classes.
Rationale for Evidence-based Strategy	Serving students with disabilities in the mainstream environment with the extra support of a second ESE Facilitator in the room will enable teachers to more effectively implement small group instruction to differentiate their needs.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide a series of professional development sessions focused on co-teaching models. 2. Common planning sessions for content area teachers and ESE Facilitators. 3. Classroom observations by administrators to monitor and provide feedback to teachers.
Person Responsible	Enrique Vela (enrique.vela@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42; continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols and monitoring SwPBS through data. In alignment, to School Board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures.

In order to promote college and career readiness, the school implements Advancement Via Individualized Determination (AVID) school-wide strategies as well as an AVID elective class.

Our school will implement a new daily Social Emotional Learning curriculum in a daily Mustang Meeting for all students.

To ensure the positive climate at Woodlands, our School-Wide Positive Behavior Systems (SwPBS) will continue to implement the Mustang PRIDE and Character Counts recognition programs for students and staff.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

In order to build positive relationships with parents, families, and other community stakeholders, the school will continue to facilitate SAC, PTSO, Curriculum Night, Academy Showcases, Student Recognition Ceremonies, and Open House events. We will utilize our Community Language Facilitators and translation resources to connect with parents with limited English proficiency.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school will implement a comprehensive school counseling program, including individual and group counseling. We will continue our Check and Connect and Mustang Mentoring programs. Teachers will implement a new SEL curriculum through daily Mustang Meetings.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The school will conduct articulation meetings with feeder elementary and high schools, including meetings with ESE and ESOL Coordinators. The school will host High School 411 to inform outgoing 8th graders of magnet and academy opportunities. The school's Academy Coordinator will visit feeder elementary schools to inform incoming parents of our Choice programs.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Academic School Leadership Team, facilitated by the Principal, conducts bi-weekly meetings to identify student needs and make recommendations for resource allocation and student programming. It also monitors student progress and inventory of resources. In addition, the School Advisory Council, facilitated by the School Advisory Council Chairperson, meets monthly to discuss school-wide student

performance and make collective decisions for the use of SAC funds to supplement the available classroom resources.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The school implements the Advancement Via Individualized Determination (AVID) school-wide strategies and elective class to promote college and career readiness. The school maintains community-based partnerships who collaborate with our Information Technology, Culinary, and Pre-Medical programs.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To Ensure student improvement in all academic areas on all state assessments in alignment with LTO 2, Highschool Readiness and LTO 3, HS Graduation Rate.					\$4,998.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20	
	3336	120-Classroom Teachers	1921 - Woodlands Middle School	School Improvement Funds	1340.0	\$4,998.00	
2	III.A.	Areas of Focus: To ensure student improvement in Mathematics on all state assessments in alignment with LTO2, High School Readiness.					\$0.00
3	III.A.	Areas of Focus: To ensure improvement for SWDs in ELA and Mathematics on all state assessments in alignment with LTO 2, High School Readiness.					\$0.00
Total:							\$4,998.00