

The School District of Palm Beach County

Tradewinds Middle School



2018-19 Schoolwide Improvement Plan

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Tradewinds Middle School

5090 HAVERHILL RD S, Greenacres, FL 33463

<https://trdw.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	C	C*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The faculty and staff at Tradewinds Middle School are committed to developing each student's academic, social, physical, and emotional potential in a wholesome, supportive learning environment. Consequently, program initiatives have been carefully selected to address the needs of a diverse student population. The ultimate goal is to create lifelong learners who can contribute to a multicultural and changing world.

Provide the school's vision statement.

The faculty and staff believe in the total growth of the student during the transitional period between elementary and high school. We are firm believers in proficiency in the basic skills and provide a strong fundamental foundation upon which more complex skills will be built. In addition to a sound academic foundation, the school strives to develop within your student the skills for decision-making and problem solving, which are so vital to survival in this ever-changing world we live in. The education of a student and the process of teaching him/her how to survive and to be a productive member of society are awesome responsibilities. We know that this can be accomplished only with the school, the home, and the community working hand-in-hand for the total fulfillment of the child. We pledge ourselves to do the very best we can to prepare our students for the challenges of the twenty-first century.

School Leadership Team

Membership

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

Name	Title
Subin, Rebecca	Principal
Kirkwood, Gregory	Assistant Principal
Ramirez, Raysa	School Counselor
Haynes, Lawrence	Dean
McGill, Deloris	School Counselor
Sanon, Magalie	School Counselor
Mercado, Carol	Teacher, K-12
Collins, Lynn	Assistant Principal
Brown, Jeanice	Instructional Coach
Hunte, Stephanie	Teacher, K-12
Degregory, Allison	Assistant Principal
Reed, Linda	Administrative Support
Caplin, Daniel	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The school-based Leadership Team is comprised of the following members: principal, assistant principals, ESE contact, ELL contact, school psychologist, reading coach, LTF, guidance counselors and grade level/subject leaders. The team uses Baseline Data such as state standardized assessments, Curriculum Based Measurement Florida Assessment for Instruction in Reading (FAIR), Palm Beach County Fall and Winter Diagnostics, Palm Beach Writes, Comprehensive English Language Learning Assessment (CELLA) and teacher input to determine the instructional strategies and resources used at Tradewinds. This information and Office Discipline Referrals, Retentions, Absences are also used at SBT to identify students at risk for behavioral and academic concerns. The interventions are selected from the variety of interventions discussed by the team. Multiple agencies are used to help students through counseling groups during the school year. Professional Development is offered through our PD committee to ensure that all faculty and staff members understand the MTSS/RtI process.

Early Warning Systems

Year 2017-18

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	3	6	5	0	0	0	0	14	
One or more suspensions	0	0	0	0	0	0	41	53	43	0	0	0	0	137	
Course failure in ELA or Math	0	0	0	0	0	0	25	53	83	0	0	0	0	161	
Level 1 on statewide assessment	0	0	0	0	0	0	117	165	146	0	0	0	0	428	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	66	67	56	0	0	0	0	189

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	1	0	0	0	0	0	2	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected

Thursday 8/23/2018

Year 2016-17 - 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	3	6	5	0	0	0	0	14	
One or more suspensions	0	0	0	0	0	0	41	53	43	0	0	0	0	137	
Course failure in ELA or Math	0	0	0	0	0	0	25	53	83	0	0	0	0	161	
Level 1 on statewide assessment	0	0	0	0	0	0	117	165	146	0	0	0	0	428	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	35	69	75	0	0	0	0	179	

Year 2016-17 - 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	3	6	5	0	0	0	0	14	
One or more suspensions	0	0	0	0	0	0	41	53	43	0	0	0	0	137	
Course failure in ELA or Math	0	0	0	0	0	0	25	53	83	0	0	0	0	161	
Level 1 on statewide assessment	0	0	0	0	0	0	117	165	146	0	0	0	0	428	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	35	69	75	0	0	0	0	179	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA proficiency is 43%. ELA has been an area of stagnant. In 2018, it was a 1% decline. ELA learning gains increased from 47% to 54%

Which data component showed the greatest decline from prior year?

Civics Achievement - Grade 7, shows the greatest decline. In 2018, it was a (-12%) decline, from 73% to 61%.

Which data component had the biggest gap when compared to the state average?

ELA proficiency Grade 6 (-19%), Grade 7 (-10%), Grade 8 (-11%)
Civics Grade 7 (-13%).

Which data component showed the most improvement? Is this a trend?

ELA lowest 25% showed the most improvement. 2018 increased (9%) This is not a trend.

Describe the actions or changes that led to the improvement in this area.

ELA focused on writing Top Score program.

Reading coach and Learning Team Facilitator working directly with teachers.

Common core single school practices.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	43%	56%	53%	43%	55%	52%
ELA Learning Gains	54%	57%	54%	51%	56%	53%
ELA Lowest 25th Percentile	43%	49%	47%	49%	49%	45%
Math Achievement	51%	61%	58%	49%	59%	55%
Math Learning Gains	58%	61%	57%	56%	60%	55%
Math Lowest 25th Percentile	54%	54%	51%	44%	48%	47%
Science Achievement	44%	55%	52%	44%	54%	50%
Social Studies Achievement	61%	75%	72%	64%	73%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	3 (3)	6 (6)	5 (5)	14 (14)
One or more suspensions	41 (41)	53 (53)	43 (43)	137 (137)
Course failure in ELA or Math	25 (25)	53 (53)	83 (83)	161 (161)
Level 1 on statewide assessment	117 (117)	165 (165)	146 (146)	428 (428)
	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	33%	53%	-20%	52%	-19%
	2017	38%	54%	-16%	52%	-14%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-5%				
Cohort Comparison						
07	2018	41%	54%	-13%	51%	-10%
	2017	43%	55%	-12%	52%	-9%
Same Grade Comparison		-2%				
Cohort Comparison		3%				
08	2018	47%	60%	-13%	58%	-11%
	2017	42%	56%	-14%	55%	-13%
Same Grade Comparison		5%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	35%	56%	-21%	52%	-17%
	2017	48%	55%	-7%	51%	-3%
Same Grade Comparison		-13%				
Cohort Comparison						
07	2018	26%	39%	-13%	54%	-28%
	2017	40%	38%	2%	53%	-13%
Same Grade Comparison		-14%				
Cohort Comparison		-22%				
08	2018	60%	65%	-5%	45%	15%
	2017	58%	63%	-5%	46%	12%
Same Grade Comparison		2%				
Cohort Comparison		20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	41%	54%	-13%	50%	-9%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	58%	72%	-14%	71%	-13%
2017	70%	73%	-3%	69%	1%
Compare		-12%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	97%	62%	35%	62%	35%
2017	95%	59%	36%	60%	35%
Compare		2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	57%	43%	56%	44%
2017	100%	55%	45%	53%	47%
Compare		0%			

Subgroup Data

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	13	31	26	21	42	40	10	28			
ELL	19	48	44	24	48	55		40			
ASN	92	82		96	86		80	100	100		
BLK	40	52	46	48	60	56	39	61	77		
HSP	39	53	42	49	54	46	37	57	67		
MUL	42	48		42	55		40		60		
WHT	54	57	38	61	68	68	67	65	89		
FRL	41	53	43	50	58	52	42	59	63		
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	13	34	26	23	38	26	17	37			
ELL	17	32	26	32	56	41	11	65			
ASN	74	44		88	82		67	100	93		
BLK	40	44	30	52	63	52	39	69	75		
HSP	40	47	38	58	62	43	40	73	82		

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
MUL	48	44		70	52		70				
WHT	56	59	35	66	68	62	60	79	80		
FRL	41	46	34	56	62	47	41	72	81		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To ensure progress towards student achievement within ELA, Math, Civics and Science instruction to support the expectation to ensure High School Readiness
Rationale	<ul style="list-style-type: none"> • ELA proficiency is 43%. ELA has been an area of stagnant. In 2018, it was a 1% decline. ELA learning gains increased from 47% to 54%. • Civics Achievement - Grade 7, shows the greatest decline. In 2018, it was a (-12%) decline, from 73% to 61%. • ELA proficiency Grade 6 (-19%), Grade 7 (-10%), Grade 8 (-11%) Civics Grade 7 (-13%). • This area of focus aligns with the District Strategic Plan to increase Reading on grade level to 75% and ensure 75% high school readiness.
Intended Outcome	<ul style="list-style-type: none"> • Improve ELA proficiency by 10% or more to be on target for meeting the LTO of the Strategic Plan by 2021 of 75%. • Improve Math proficiency by 8% or move to be on target for meeting the LTO of the Strategic Plan by 2021 of 75%.
Point Person	Rebecca Subin (becky.subin@palmbeachschools.org)
Action Step	<ul style="list-style-type: none"> • Pillars of Effective Instruction - Students are immersed in rigorous tasks 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 with a focus on Reading and Writing across the content areas: <p>Resource teacher will provide push in/pull out instruction for targeted students in reading. Substitutes will be hired to provide additional push in/pull out in targeted skills/areas. (J.Brown) Resource teacher will provide push in/pull out instruction for targeted students in math, civics and science. (D. Caplin) They will use accountable talk to explain their thinking and writing with students in small heterogeneous groups at least once weekly across the four content areas. Academic Tutors will provide in classroom support for small group instruction for ELLs. Teachers will utilize strategies that engage ELLs and all students more actively in learning. All students will participate in Writing Across the Curriculum in each subject area at least once a week. (Admin.)</p>
Description	<p>Before and After School Tutorials will held for targeted students for Civics, Math, ELA, Science and Writing (T.Smith)</p> <p>Students will keep journals or notebooks in which they write to explain, analyze, and reflect using questions types and question stems from each of the FSA ELA Reporting Categories at least twice weekly across the four main content areas: ELA, mathematics, science, and social studies. (Brown)</p> <p>Additional math teacher will provide remediation for math students through intensive math classes.(Subin) Intensive math teacher will utilize Khan adaptive technology to engage students in scaffolded skills practice. (Caplin)</p> <p>Educational technology tools utilized in classrooms to enhance student engagement. Posters depicting other strategies will be used. (Prieto) Also, sixth and Eighth grade Social</p>

Studies teachers will have scheduled days to take their students to computer lab to complete Reading Plus assignments.(Brown) Students use Achieve 3000 to build content knowledge across the content areas. (Admin)

Coach and LTF will plan and implement training activities which include, but are not limited to, data analysis, Core Six strategies, Writing across the Curriculum and the Reading Initiative Program, Training Teacher Leaders. (J.Brown/D. Caplin) Additionally, Coach will provide support to selected teachers starting with those new to their positions at TMS. All teachers will have the opportunity to receive support which could include but is not limited to modeling, observations and feedback (J. Brown). LTF will the support the facilitation of PLCs, data analysis and interpretation, and lesson planning.(D.Caplin)

During the school year, teachers will work together to grade assessments, plan close Reading, plan lesson and assessments. (Kirkwood)Teachers with expertise in math will provide coaching to other new math teachers during the "coach" plan time. (J. Kish and D. Fields) Teachers will plan together in content area groups during the summer to develop rigorous, well-aligned lessons. (Kirkwood)

Person Responsible Rebecca Subin (becky.subin@palmbeachschools.org)

Plan to Monitor Effectiveness

Administration will visit classes during tutorials/push in/pull out instruction, intensive math instruction, and writing across the curriculum activities, as well as monitor lesson plans and student progress.

Administration will compare the pre/post assessment data for the targeted students.

Administration will attend training activities and planning's, visit classes where the support is occurring, and log observation.

Description Administration will compare iObservation scores of supported teachers; assessment scores of students of targeted teachers before and after support; administration will survey teachers with regard to support.

Teachers will administer NGSQs, FSQs, USAs as scheduled in the district's blender (curriculum calendar/content) for each subject area. EOC/FSA type bell ringer activities will also be used daily by teachers.

Data assessments will be analyzed and instruction adjusted to help meet the needs of the students.

XL, Reading Plus, and iReady usage reports and lab schedules will be monitored and feedback given regarding use.

Person Responsible Rebecca Subin (becky.subin@palmbeachschools.org)

Activity #2	
Title	Community Culture and Climate to ensure progress towards student achievement and High School Readiness
Rationale	<ul style="list-style-type: none"> • ELA proficiency is 43%. ELA has been an area of stagnant. In 2018, it was a 1% decline. ELA learning gains increased from 47% to 54%. • Civics Achievement - Grade 7, shows the greatest decline. In 2018, it was a (-12%) decline, from 73% to 61%. • ELA proficiency Grade 6 (-19%), Grade 7 (-10%), Grade 8 (-11%) Civics Grade 7 (-13%). • This area of focus aligns with the District Strategic Plan to increase Reading on grade level to 75% and ensure 75% high school readiness.
Intended Outcome	<ul style="list-style-type: none"> • Improve ELA proficiency by 10% or more to be on target for meeting the LTO of the Strategic Plan by 2021 of 75%. • Improve Math proficiency by 8% or move to be on target for meeting the LTO of the Strategic Plan by 2021 of 75%.
Point Person	[no one identified]
Action Step	
Description	The Home Visit Unit will facilitate multiple parent training activities within the community. (1 each quarter) to increase parent capacity in helping their students be successful academically. (Haynes/deGregory)
	Part-time parent liaison will assist in developing positive student/parent/school relationships through fostering school to home communication and working directly with parents to improve their students school success. (Reed)
	Parent attendance will be reviewed to determine if parents' attendance impacts student performance. Parent will be surveyed and results will be compared to previous year's results. (Haynes/deGregory)
	Remove barriers to student engagement/participation by providing the resources necessary to support student learning. (Subin)
Person Responsible	Rebecca Subin (becky.subin@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Surveys conducted to monitor Home Visit Unit. (Haynes)
	Administration will visit classes during tutorials/push in/pull out instruction, intensive math instruction, and writing across the curriculum activities, as well as monitor lesson plans and student progress. (Administration)
	Administration will compare the pre/post assessment data for the targeted students. (Administration)
	Administration will compare iObservation scores of supported teachers; assessment scores

of students of targeted teachers before and after support is provided; administration will survey teachers with regard to support. (Subin)

Teachers will administer NGSQs, FSQs, USAs as scheduled in the district's blender (curriculum calendar/content) for each subject area. EOC/FSA type bell ring activities will also be used daily by teachers. Data will from these assessments will then be analyzed and instruction adjusted to help meet the needs of the students. (Admin.)

XL, Reading Plus, and iReady usage reports and lab schedules will be monitored and feedback given regarding use. (Brown)

Person Responsible Rebecca Subin (becky.subin@palmbeachschools.org)

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 Pilot SIP 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.

There will be an increase of 6% of parents who participate in school activities.

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.

Students engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student need. This includes core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Staff utilizes data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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

All faculty members of Tradewinds Middle School participate in professional learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and with feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

At TMS, subject area instructional lead teachers participate in meetings with teachers from feeder

elementary schools and high schools. Together they review the needs of the incoming/outgoing students to see what adjustments may need to be with curriculum in the next year.

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.

Tradewinds Middle School we have multiple levels of instruction including core classes, intensive classes and supplemental support. We provide tutoring/in class or pull out instruction. (SBT) meets bi-weekly to address the needs of students experiencing academic or behavioral issues. Our liaisons provide monitoring providing services to ensure students are receiving appropriate interventions. Our staff utilizes the Multi - Tiered Support System, receives supports from UF STEM partnership and curriculum support. TMS incorporates PAR Teacher support, the Alternative Certification Program, Marzano Training and online support, leadership development through Aspiring Leader's Academy, MTSS professional development and school improvement plan training and support.

SwPBS meets monthly to review and address behavioral matrixes and expectations (STARs and BUC HOUSE RULES). To ensure this is done, minutes are kept for each meeting.

TMS integrates Single School Culture by utilizing our "Buc House Rules" and our matrix of behavior expectations. We teach the expected behaviors, communicate with parents through our newsletters, Parent Link (a telephone message system), phone calls, parent training workshops and parent conferences.

Our highly recommended PLCs are held weekly with our administrators or Learning Team Facilitator. Reading coach works with all faculty members on high yield strategies to improve reading comprehension across the curriculum. We provide before and after school tutoring and enrichment. We instill appreciation for multicultural diversity through our anti-bullying campaign, structured lessons and the implementation of the TMS SwPBS programs such as STARs - Students Taking Academic Responsibility.

As a Title I school, TMS receives Title I, Part A funds to supplement the school's academic programs, family engagement initiatives, and teacher professional development opportunities. Additional resource teachers, parent training's, and instructional coaches assist in raising the academic achievement of all students.

TMS receives services of a district-wide Pre-K to grade 12 Homeless Education Assistance Resource Team (HEART), which informs parents, guardians, or youth of educational rights, links homeless students with educational and other services, which can include preschool, health, medical, dental, mental health, and substance abuse, alerts parents/guardians/or youth of academic tutoring opportunities when available and needed, provides school supplies and, if needed, school uniforms and toiletries. Coordinates District Transportation services, ensures Free School Meals (free breakfast and lunch), attend School-Based Team meetings to garner additional student supports, provide outreach services to students living in shelters, motels, and other temporary residences, assists with summer camp and summer enrichment opportunities, facilitates parental involvement specifically oriented to reaching out to parents of homeless students, assists with fees for AP, IB, and SAT/ACT testing, and collaborates with other District programs and community agencies to meet additional individual needs of homeless children and youth.

TMS has a Motivational Coach. The MC works closely with the school leadership team, staff and faculty,

focusing on the “whole child,” through the implementation of an evidenced based curriculum, while conducting group counseling sessions and a number of other proven strategies – all of which target middle school students.

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

N/A

Part V: Budget	
Total:	\$2,000.00