

The School District of Palm Beach County

Tradewinds Middle School



2017-18 Schoolwide Improvement Plan

Tradewinds Middle School

5090 HAVERHILL RD S, Greenacres, FL 33463

<https://trdw.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	C*	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2017.

SIP Authority and Template

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>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Tradewinds Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (a) History of Holocaust
- (b) History of Africans and African Americans
- (c) Hispanic Contributions
- (d) Women's Contributions
- (e) Sacrifices of Veterans

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Federalist papers: Republican form of government
- Civil government: functions and interrelationships
- History of the United States
- US/World History
- Conservation of natural resources
- Health education
- Free enterprise
- Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Our school hosts an annual Multicultural day. During this time, students present traditions and dances from various countries to the staff and students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

At Tradewinds Middle School, we offer many services including classroom guidance and small group counseling such as anger management and behavior management. We have developed and implemented a differentiated system of school counseling services (Check and Connect program) with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral to Listen to Children) supports students to school-based and community resources. Additionally, TMS has a motivational coach who works with targeted students to address issues including but not limited to respecting authority, goal setting, appropriate response actions, and respect.

In assemblies and in class, our faculty articulates, demonstrates, and teaches the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school. These include but are not limited to our BUC HOUSE Rules.

All members of our school staff (non-instructional, support and instructional personnel) clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies. We also model and teach interpersonal expectations in non-academic settings.

Our administration and SwPBS team provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels.

Additionally, TMS staff members have created methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness.

All SWDs have the same opportunities as students without disabilities to participate in all school

sponsored, nonacademic, age appropriate activities including electives, sports, dances, clubs, field trip, and school plays.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Tradewinds schoolwide behavioral system is focused on deterring behavior as well administering consequences. Behavioral expectations are addressed at the beginning of the year and again at mid-year to remind students of the intended goals while at school. Corrective Behavioral Intervention Forms are used school-wide to ensure consistent and fair treatment of each student when consequences must be rendered. Each student is given time to speak about their situation outside of the classroom so as not to disrupt the learning environment. Students are given explanations of their actions that led to a specific consequence. Incentives are also used in direct relation to behavior as rewards to encourage good behavior and the removal of incentives to discourage undesirable behavior. When a teacher deems it necessary to call the main office, the calls are responded to promptly and the administrator, after listening to comments from the teacher, takes the student out to listen to their concerns as well. The administrator will then make a decision based on all the information given.

d. 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Truancy alert letters are sent after 7 days.

Contact is made daily through the district phone system. Contact may be made by teacher after 3rd absence.

Students meet with School Counselor after returning from out of school suspension.

Counselors meet with students who have D's or F's after mid term progress reports.

School based Team/Response to Intervention is commenced after teachers refer a student in regard to a students' academic or behavioral issues.

b. Provide the following data related to the school's early warning system

1. 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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Teachers contact parents when they're earning D's or F's at the time of progress reports and at least 1 more time during the quarter. School encourages parents to monitor progress through Edline. After school and before school tutorial for students for standardized assessment is offered. Pull out/push in assistance is offered. Parents who provide appropriate information receive notification of homework/ tests through the use of agenda books and for those students whose teachers use it, Remind 101. Individual Educational Plan goals are considered when discussing and developing interventions to close the achievement gap.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

There will be an increase of 5% of parents who participate in school activities.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Tradewinds Middle School builds and sustains partnerships with the community by:

- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
- Offering tutorials to parents who are unfamiliar with Edline and other forms of educational technology;
- Communicating classroom and school news to parents via website, agendas, email and text when

appropriate information is provided;

- Offering Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
- Creating the formats for inviting parent participation in the cultural education process;
- Providing positive notes, letters, phone calls home;

C. Effective Leadership

1. School Leadership Team

a. 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
Cruz, Teresa	Administrative Support
Mercado, Carol	Teacher, K-12
Collins, Lynn	Assistant Principal
Brown, Jeanice	Instructional Coach
Armada, Sarah	Instructional Coach
Hunte, Stephanie	Teacher, K-12
Degregory, Allison	Assistant Principal

b. Duties

1. 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/Rtl process.

2. 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.

At Tradewinds Middle School we have multiple levels of instruction including core classes, intensive classes and supplemental support. Members of TMS faculty provide tutoring and additional in class or pull out instruction. Our School Based Team (SBT) meets bi-weekly to address the needs of students who are experiencing issues of an academic or behavioral nature. Our liaisons for each student being provided services or monitoring by the SBT meet bi-weekly with the teachers providing the services to ensure students are receiving appropriate interventions in a timely manner. Our staff utilizes the Multi - Tiered Support System. Tradewinds Middle School also receives support from the area support team, UF STEM partnership and curriculum support from the curriculum staff. To help support our teachers, Tradewinds Middle 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 concerns related to the programs and behavioral matrixes and expectations (STARs and BUC HOUSE RULES). To ensure this is done, minutes are kept for each meeting.

Tradewinds Middle School integrates Single School Culture by sharing and following our guidelines for success. These are known as our "Buc House Rules" and our matrix of behavior expectations. We teach the expected behaviors. We communicate with parents through our newsletters, Parent Link (a telephone message system), phone calls, parent training workshops and parent conferences. We monitor our School wide Positive Behavior Support (SwPBS) plan and make changes as needed. In our Professional Learning Communities (PLC), we update our action plans and focus calendars. Our highly recommended PLCs are held weekly with our administrators or Learning Team Facilitator. Our reading coach works with all faculty members on using 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 Tradewinds Middle School SwPBS programs such as STARs - Students Taking Academic Responsibility.

As a Title I school, Tradewinds Middle School 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 trainings, and instructional coaches assist in raising the academic achievement of all students at Tradewinds.

In addition to the the Title I funds provided to supplement professional development, the teachers and administrators at Tradewinds Middle School receive professional development support through the use of Title II funds at the District level. Title II funds support curriculum support teams, Marzano PD, and the region's Instructional Superintendents.

Title III funds support language acquisition programs at Tradewinds Middle School, ensuring these students receive services such as supplemental tutorials and materials.

Tradewinds Middle School also receives services of a district-wide Pre-K to grade 12 Homeless Education Assistance Resource Team (HEART). This team 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. It also coordinates District Transportation services to maintain home school stability when requested and feasible, 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.

Additionally, TMS has a Motivational Coach. A Motivational Coach (MC) is a professional with clinical experience, education and training in a number of associated and related fields, including counseling, psychology, mental health, social work and behavioral science. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Rebecca Subin	Principal
Leslie Taylor	Parent
Lakeytha Murray	Parent
Andrea Mancera	Parent
Bethanie Joseph	Parent
Tina Mayhew	Parent
Iris Zimmerman	Parent
Yisel Cortano	Parent
Nadine Jean	Parent
Nelie Joseph	Parent
Cecilia Branweth	Parent
Mante Howard	Parent
JC Jeanlius	Parent
LeAnn Clairday	Parent
Renelle Bailor	Parent
Osmar Vazquez	Parent
Wally Saint Amor	Parent
Dennis Roetzel	Business/Community
Mirlene Gelony	Parent
Cadonea Milord	Parent
Carol Nelson	Parent
Filenne Dantes	Parent
Myrlande Joseph	Parent
Lawrence Haynes	Teacher
Teresa Cruz	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC reviewed the FY16 plan and test data and the new FY17 plan and made suggestions to improve student achievement as related to the new proficiency levels. During the school year, SAC will review the SIP and approve changes, review the budget and approve requests for monies to support students.

b. Development of this school improvement plan

SAC reviewed the school's data for FY 16 and approved/disapproved of budgetary items for the SIP. Members also met to discuss and provide input into the FY17 plan to ensure it met the school's mission.

c. Preparation of the school's annual budget and plan

After reviewing the budget and the requirements/restrictions of the budget with the principal at a SAC meeting, SAC members approved the FY17 TMS SIP plan and budget.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

The administration is reaching out to local business leaders requesting their presence as a partner on SAC.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Brown, Jeanice	Instructional Coach
Collins, Lynn	Assistant Principal
Kirkwood, Gregory	Assistant Principal
Subin, Rebecca	Principal
Haynes, Lawrence	Dean
Armada, Sarah	Instructional Coach
Degregory, Allison	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The third period Reading Initiative Program consists of engaging and interactive lessons that utilize effective reading strategies in teaching the Language Arts Florida Standards. Each subject area will implement close readings within their instruction at least three times per week to increase student comprehension of complex text. Each week select content areas are required to provide a writing activity and feedback for the students.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The master schedule is created to allow most teachers to have planning time with teachers of the same content area/grade level. PLCs are scheduled weekly and are led by Academic Lead Teachers and facilitated by Instructional Coaches.

One venue for encouraging positive working relationships with teachers is participation in PLCs. The master schedule has been designed to provide consistent time for teachers to meet by common content.

Research-based protocols are utilized to focus the PLCs on students' academic needs and how students might be assessed. Student improved is monitored and instruction is modified as needed based on decisions made through collaboration. Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators. This is done during the PDD times when all teachers can work together to improve student academic success.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Teachers are recruited to work at Tradewinds Middle School through many means. TMS teachers are encouraged to invite "teaching candidates" to work at Tradewinds as substitutes or volunteers. Tradewinds Middle School administration works with district personnel to find the most qualified person for any openings. New teachers receive frequent professional development regarding educational technology, teaching strategies and data analysis. To retain teachers, TMS administration allows teachers input into the creation of the master schedule, class assignments and curriculum to the extent allowed. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The mentor and mentee are meeting bi-weekly to review Accomplished Educator Practices. The mentor is providing support and feedback through multiple observations, meetings and classroom visits. Mentors and mentees are paired according to needs.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Tradewinds Middle School creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. This occurs through Professional Learning Communities and additional professional development opportunities offered on campus e.g. Reading Plus training, data analysis training, writing training, close reading training, etc.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

At Tradewinds, teachers use small group instruction and computer based instruction to provide differentiation. Tutorials are offered before, during and after school to assist students in meeting proficiency standards.

Tradewinds Middle School ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Florida Standards.
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

- Providing instruction aligned with the Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving push-in/pull out services for ELL/ESE
- Integrating accommodations into lesson plans

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 15,300

Students receive additional targeted instruction in math, reading, science, civics, writing and U.S. History through the after school tutorial programs.

Strategy Rationale

Tutoring increases mastery of academic skills, improves self esteem and confidence as well as improving students attitudes toward school. It has been shown to decrease drop out rates, truanancies and tardies. It breaks down social barriers and creates new friendships at the same time as promoting emotional support and positive role models .

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Armada, Sarah , sarah.armada@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students are given a diagnostic assessment for the subject. The diagnostic tool shows the area(s) needing improvement. Instructional strategies and resources are determined and implemented using this diagnostic information. At the end of the instruction, another assessment is given. The scores are compared. This strategy includes the use of Discovery Education - a resource that provides the diagnostic assessments and the resources for the remediation.

Strategy: Summer Program

Minutes added to school year: 0

Teachers work collaboratively to create appropriate rigorous standards based lessons, assessments and focus calendars.

Strategy Rationale

Building social capital in schools is not easy or inexpensive. It requires time and typically the infusion of additional teaching staff into the school. It requires a reorientation away from a Teacher of the Year model and toward a system that rewards mentoring and collaboration among teachers. It also asks school principals and district administrators to become more external in their focus—spending less time looking over teachers’ shoulders and more time on collaboration with potential outside supporters of teachers’ efforts. But after decades of failed programs aimed at improving student achievement through teacher human capital and principal leadership, such investments in social capital are cheap by comparison and offer far more promise of measurable gains for students. - See more at: http://ssir.org/articles/entry/the_missing_link_in_school_reform/#sthash.sNKtF0Fx.dpuf

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Subin, Rebecca, becky.subin@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Administrators will conduct observations to determine that lessons are appropriate. Administrators will provide feedback from observations. Teachers will provide student work samples in LTMs and will review assessments to determine level of rigor and appropriateness for standard.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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.

b. College and Career Readiness

1. 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

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. **1a**

G100780

Targets Supported **1b**

Indicator	Annual Target
High School Readiness	66.0
FSA ELA Achievement	49.0
FSA Mathematics Achievement	60.0
Statewide Science Assessment Achievement	49.0
Civics EOC Pass	75.0
High School Readiness	56.0

Targeted Barriers to Achieving the Goal **3**

- We have a challenge at meeting the various needs of our students in literacy rich content courses.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Florida Standards
- resource teacher/coach; resource teacher/LTF; district personnel
- supplies - paper, writing utensils, toner for copiers, professional book resources, books and resources for students
- part time in system payment for teachers

Plan to Monitor Progress Toward G1. **8**

A review of the iObservation data, the students assessment scores and diagnostic scores should show improvement

Person Responsible

Rebecca Subin

Schedule

Semiannually, from 8/15/2016 to 6/30/2017

Evidence of Completion

A summary of iObservation data along with a summary of student assessment scores will be shared with the stakeholders at a SAC meeting

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. 1

G100780

G1.B4 We have a challenge at meeting the various needs of our students in literacy rich content courses.

2

B271830

G1.B4.S1 Ensure students receive additional, differentiated instruction to address the unique needs of identified students. 4

S287810

Strategy Rationale

Tutoring is meant to complement and supplement classroom learning, so you must choose a tutor who is knowledgeable in the subjects with which your student needs help. However, don't expect the tutor to do your child's homework! Becoming a better learner involves doing your own work. An athlete who wants to run faster or jump higher cannot avoid training. Likewise, academic improvement doesn't happen without a student's hard work. "How a Tutor Can Help Your Child Succeed in School" from Quick & Dirty Tips.com in October, 2013.

Research into the effectiveness of mathematics education by the Institute of Education Sciences in 2010 (Slavin, Lake, and Groff) found that programs that are designed to change daily instructional practices and implement differentiating instruction strategies are most effective. Their research also discovered that small group instruction and cooperative learning have a significant impact on student achievement.

Because small group instruction is a highly effective differentiating instruction strategy it is widely used in elementary classrooms. Teachers who already use this strategy know that successful implementation doesn't happen overnight. The work involved in preparing students to operate within a small group instruction model takes time and patience. "Small Group Instruction as a Differentiating Instruction Strategy: 4 Tips to Remember" from Dreambox Learning blog in November 2012

Action Step 1 5

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 will from these assessments will then be analyzed and instruction adjusted to help meet the needs of the students.

Person Responsible

Rebecca Subin

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

PLC Agendas, Scales/Lesson Plans, Performance Matters Data

Action Step 2 5

Before and After School Tutorials will held for targeted students for Civics, Math, ELA, Science and Writing

Person Responsible

Sarah Armada

Schedule

Weekly, from 9/19/2017 to 5/31/2018

Evidence of Completion

Tutorial schedule, invitations/flyers, tutorial budget planner, tutorial packets (teacher time sheets, student sign-ins/rosters, lesson plans), before and after scores from targeted assessments

Action Step 3 5

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.

Person Responsible

Jeanice Brown

Schedule

Daily, from 9/18/2017 to 6/1/2018

Evidence of Completion

Schedule of support, lesson plans, student progress monitoring data - pre/post assessment scores

Action Step 4 5

All students will participate in Writing Across the Curriculum in each subject area at least once a week.

Person Responsible

Gregory Kirkwood

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student samples of writing

Action Step 5 5

Resource teacher will provide push in/pull out instruction for targeted students in math, civics and science.

Person Responsible

Sarah Armada

Schedule

Daily, from 9/18/2017 to 6/1/2018

Evidence of Completion

Schedule of support, lesson plans, student progress monitoring data - pre/post assessment scores

Action Step 6 5

Additional math teacher will provide remediation for math students through intensive math classes.

Person Responsible

Rebecca Subin

Schedule

Daily, from 7/3/2017 to 12/8/2017

Evidence of Completion

TERMS assignment screen with course assignments, master schedule and/or EDW courseloads report

Action Step 7 5

Intensive math teacher will utilize Khan adaptive technology to engage students in scaffolded skills practice.

Person Responsible

Sarah Armada

Schedule

Weekly, from 10/16/2017 to 12/8/2017

Evidence of Completion

Lesson plans, iXL usage reports, student data reports

Action Step 8 5

Educational technology tools will be used in classrooms to enhance student engagement. Posters depicting other strategies will be utilized.

Person Responsible

Lester Prieto

Schedule

On 9/29/2017

Evidence of Completion

Purchasing reports, lesson plans reflecting use of technology, observation notes regarding student engagement

Action Step 9 5

Sixth and Eighth grade Social Studies Teachers along with Seventh grade Science teachers will have scheduled days to take their students to computer lab to complete Reading Plus assignments.

Person Responsible

Jeanice Brown

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Reading Plus Reports, lab rotation schedule, lesson plans indicating lab days

Action Step 10 5

Remove barriers to student engagement/participation by providing the resources necessary to support student learning.

Person Responsible

Rebecca Subin

Schedule

Monthly, from 7/3/2017 to 2/2/2018

Evidence of Completion

Purchasing reports, notes from conversations with/observations of teachers regarding student engagement

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

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.

Person Responsible

Gregory Kirkwood

Schedule

Monthly, from 9/12/2016 to 6/9/2017

Evidence of Completion

Feedback to teachers (tutors, resource, and intensive math), reflections, data chats, agendas, sign-ins and notes from meetings at which the interventions are discussed.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

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

Person Responsible

Sarah Armada

Schedule

Monthly, from 11/14/2016 to 5/26/2017

Evidence of Completion

Feedback to teacher on usage, reflections, data chats, agendas, sign-ins and notes from meetings at which the programs are discussed.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

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

Person Responsible

Gregory Kirkwood

Schedule

Monthly, from 9/26/2016 to 6/9/2017

Evidence of Completion

pre/post assessment data

G1.B4.S2 Provide a comprehensive professional development program to include job-embedded training and support to teachers, as well as off site professional development aligned to teachers' professional growth plans. 4

S287811

Strategy Rationale

Coaches and facilitators connect colleagues with one another; provide personal learning; provide an important & fresh outside perspective; are non-evaluative and focus on best practices. "Education Week" - 5 Reasons We Need Instructional Coaches
By Peter DeWitt on November 6, 2014

Action Step 1 5

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

Person Responsible

Rebecca Subin

Schedule

Monthly, from 6/2/2017 to 6/29/2018

Evidence of Completion

training agendas, work samples, sign in sheets of training activities, schedule

Action Step 2 5

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.

Person Responsible

Jeanice Brown

Schedule

Daily, from 8/8/2016 to 6/30/2017

Evidence of Completion

coach logs/schedule, work products such as agendas, sign-ins, notes from collaborative meetings and trainings, feedback to teachers, lesson plans from lessons modeled, notes from classroom observation (informal).

Action Step 3 5

LTF 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 facilitation of PLCs, data analysis and interpretation, and lesson planning.

Person Responsible

Sarah Armada

Schedule

Daily, from 8/8/2016 to 6/2/2017

Evidence of Completion

LTF Schedule or Log, work products such as agendas, sign-ins, notes/presentations from PLCs/PD offered, communication with teachers, and samples of data analyzed with teachers.

Action Step 4 5

Instructional leaders will attend Soluciones Conference to learn and then share practical strategies to increase student achievement for Hispanic/Latino students.

Person Responsible

Rebecca Subin

Schedule

On 7/27/2016

Evidence of Completion

Registration, Agenda, TDEs

Action Step 5 5

Teachers with expertise in math will provide coaching to other new math teachers during the "coach" plan time

Person Responsible

Jennifer Kish

Schedule

Weekly, from 1/30/2017 to 4/7/2017

Evidence of Completion

time sheet, administration observation

Action Step 6 5

Provide "Top Score" writing curriculum and quarterly consultation.

Person Responsible

Schedule

Evidence of Completion

Action Step 7 5

All core teachers will effectively utilize authentic Literacy to increase students Reading proficiency in selected content areas.

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Administration will attend training activities and plannings, visit classes where the support is occurring, and log observations

Person Responsible

Schedule

Monthly, from 8/15/2016 to 6/10/2017

Evidence of Completion

iObservation documents, feedback to employees on observations, reflections, admin team meeting agendas, sign-ins, notes from meetings at which coaching, PLCs, are discussed.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

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.

Person Responsible

Rebecca Subin

Schedule









Quarterly, from 8/15/2016 to 6/9/2017

Evidence of Completion

iObservation scores; assessment scores; survey results

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B4.S2.A6 A390401	Provide "Top Score" writing curriculum and quarterly consultation.		No Start Date		No End Date one-time
G1.B4.S2.A7 A390402	All core teachers will effectively utilize authentic Literacy to increase students Reading...		No Start Date		No End Date one-time
G1.B4.S2.A4 A390399	Instructional leaders will attend Soluciones Conference to learn and then share practical...	Subin, Rebecca	7/25/2016	Registration, Agenda, TDEs	7/27/2016 one-time
G1.B4.S2.A5 A390400	Teachers with expertise in math will provide coaching to other new math teachers during the "coach"...	Kish, Jennifer	1/30/2017	time sheet, administration observation	4/7/2017 weekly
G1.B4.S1.MA3 M426873	iXL, Reading Plus, and iReady usage reports and lab schedules will be monitored and feedback given...	Armada, Sarah	11/14/2016	Feedback to teacher on usage, reflections, data chats, agendas, sign-ins and notes from meetings at which the programs are discussed.	5/26/2017 monthly
G1.B4.S2.A3 A390398	LTF will provide support to selected teachers starting with those new to their positions at TMS....	Armada, Sarah	8/8/2016	LTF Schedule or Log, work products such as agendas, sign-ins, notes/ presentations from PLCs/PD offered, communication with teachers, and samples of data analyzed with teachers.	6/2/2017 daily
G1.B4.S1.MA1 M426871	Administration will compare the pre/post assessment data for the targeted students.	Kirkwood, Gregory	9/26/2016	pre/post assessment data	6/9/2017 monthly
G1.B4.S1.MA1 M426872	Administration will visit classes during tutorials/push in/pull out instruction, intensive math...	Kirkwood, Gregory	9/12/2016	Feedback to teachers (tutors, resource, and intensive math), reflections, data chats, agendas, sign-ins and notes from meetings at which the interventions are discussed.	6/9/2017 monthly
G1.B4.S2.MA1 M426874	Administration will compare iObservation scores of supported teachers; assessment scores of...	Subin, Rebecca	8/15/2016	iObservation scores; assessment scores; survey results	6/9/2017 quarterly
G1.B4.S2.MA1 M426875	Administration will attend training activities and plannings, visit classes where the support is...		8/15/2016	iObservation documents, feedback to employees on observations, reflections, admin team meeting agendas, sign-ins, notes from meetings at which coaching, PLCs, are discussed.	6/10/2017 monthly
G1.MA1 M426876	A review of the iObservation data, the students assessment scores and diagnostic scores should show...	Subin, Rebecca	8/15/2016	A summary of iObservation data along with a summary of student assessment scores will be shared with the stakeholders at a SAC meeting	6/30/2017 semiannually
G1.B4.S2.A2 A390397	Coach will provide support to selected teachers starting with those new to their positions at TMS....	Brown, Jeanice	8/8/2016	coach logs/schedule, work products such as agendas, sign-ins, notes from collaborative meetings and trainings, feedback to teachers, lesson plans from lessons modeled, notes from classroom observation (informal).	6/30/2017 daily
G1.B4.S1.A8 A390393	Educational technology tools will be used in classrooms to enhance student engagement. Posters...	Prieto, Lester	7/3/2017	Purchasing reports, lesson plans reflecting use of technology, observation notes regarding student engagement	9/29/2017 one-time
G1.B4.S1.A6 A390391	Additional math teacher will provide remediation for math students through intensive math classes.	Subin, Rebecca	7/3/2017	TERMS assignment screen with course assignments, master schedule and/or EDW courseloads report	12/8/2017 daily
G1.B4.S1.A7 A390392	Intensive math teacher will utilize Khan adaptive technology to engage students in scaffolded...	Armada, Sarah	10/16/2017	Lesson plans, iXL usage reports, student data reports	12/8/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A10  A390395	Remove barriers to student engagement/participation by providing the resources necessary to support...	Subin, Rebecca	7/3/2017	Purchasing reports, notes from conversations with/observations of teachers regarding student engagement	2/2/2018 monthly
G1.B4.S1.A2  A390387	Before and After School Tutorials will held for targeted students for Civics, Math, ELA, Science...	Armada, Sarah	9/19/2017	Tutorial schedule, invitations/flyers, tutorial budget planner, tutorial packets (teacher time sheets, student sign-ins/ rosters, lesson plans), before and after scores from targeted assessments	5/31/2018 weekly
G1.B4.S1.A1  A390386	Teachers will administer NGSQs, FSQs, USAs as scheduled in the district's blender (curriculum...	Subin, Rebecca	8/10/2017	PLC Agendas, Scales/Lesson Plans, Performance Matters Data	6/1/2018 monthly
G1.B4.S1.A3  A390388	Resource teacher will provide push in/ pull out instruction for targeted students in reading....	Brown, Jeanice	9/18/2017	Schedule of support, lesson plans, student progress monitoring data - pre/ post assessment scores	6/1/2018 daily
G1.B4.S1.A4  A390389	All students will participate in Writing Across the Curriculum in each subject area at least once a...	Kirkwood, Gregory	8/14/2017	Student samples of writing	6/1/2018 weekly
G1.B4.S1.A5  A390390	Resource teacher will provide push in/ pull out instruction for targeted students in math, civics...	Armada, Sarah	9/18/2017	Schedule of support, lesson plans, student progress monitoring data - pre/ post assessment scores	6/1/2018 daily
G1.B4.S1.A9  A390394	Sixth and Eighth grade Social Studies Teachers along with Seventh grade Science teachers will have...	Brown, Jeanice	8/14/2017	Reading Plus Reports, lab rotation schedule, lesson plans indicating lab days	6/1/2018 weekly
G1.B4.S2.A1  A390396	Coach and LTF will plan and implement training activities which include, but are not limited to,...	Subin, Rebecca	6/2/2017	training agendas, work samples, sign in sheets of training activities, schedule	6/29/2018 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

G1.B4 We have a challenge at meeting the various needs of our students in literacy rich content courses.

G1.B4.S1 Ensure students receive additional, differentiated instruction to address the unique needs of identified students.

PD Opportunity 1

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 will from these assessments will then be analyzed and instruction adjusted to help meet the needs of the students.

Facilitator

Grade Level/Subject Area Team Leader/Coach/LTF

Participants

Team Teachers

Schedule

Monthly, from 8/10/2017 to 6/1/2018

G1.B4.S2 Provide a comprehensive professional development program to include job-embedded training and support to teachers, as well as off site professional development aligned to teachers' professional growth plans.

PD Opportunity 1

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

Facilitator

Coach/LTF/Lead Teachers

Participants

Teachers

Schedule

Monthly, from 6/2/2017 to 6/29/2018

PD Opportunity 2

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.

Facilitator

Coach

Participants

Teachers

Schedule

Daily, from 8/8/2016 to 6/30/2017

PD Opportunity 3

LTF 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 facilitation of PLCs, data analysis and interpretation, and lesson planning.

Facilitator

LTF

Participants

Teachers

Schedule

Daily, from 8/8/2016 to 6/2/2017

PD Opportunity 4

Instructional leaders will attend Soluciones Conference to learn and then share practical strategies to increase student achievement for Hispanic/Latino students.

Facilitator

Solution Tree

Participants

Administration, LTF, Coach, Lead Teachers

Schedule

On 7/27/2016

PD Opportunity 5

Teachers with expertise in math will provide coaching to other new math teachers during the "coach" plan time

Facilitator

Math Coach Teachers

Participants

teachers

Schedule

Weekly, from 1/30/2017 to 4/7/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B4.S1.A1	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 will from these assessments will then be analyzed and instruction adjusted to help meet the needs of the students.			\$0.00	
2	G1.B4.S1.A10	Remove barriers to student engagement/participation by providing the resources necessary to support student learning.			\$0.00	
3	G1.B4.S1.A2	Before and After School Tutorials will held for targeted students for Civics, Math, ELA, Science and Writing			\$0.00	
4	G1.B4.S1.A3	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.			\$0.00	
5	G1.B4.S1.A4	All students will participate in Writing Across the Curriculum in each subject area at least once a week.			\$0.00	
6	G1.B4.S1.A5	Resource teacher will provide push in/pull out instruction for targeted students in math, civics and science.			\$0.00	
7	G1.B4.S1.A6	Additional math teacher will provide remediation for math students through intensive math classes.			\$0.00	
8	G1.B4.S1.A7	Intensive math teacher will utilize Khan adaptive technology to engage students in scaffolded skills practice.			\$0.00	
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	2781 - Tradewinds Middle School	Title I, Part A		\$0.00
			<i>Notes: iXL adaptive technology</i>			
9	G1.B4.S1.A8	Educational technology tools will be used in classrooms to enhance student engagement. Posters depicting other strategies will be utilized.			\$0.00	
10	G1.B4.S1.A9	Sixth and Eighth grade Social Studies Teachers along with Seventh grade Science teachers will have scheduled days to take their students to computer lab to complete Reading Plus assignments.			\$0.00	
11	G1.B4.S2.A1	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			\$0.00	
12	G1.B4.S2.A2	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.			\$0.00	
13	G1.B4.S2.A3	LTF will provide support to selected teachers starting with those new to their positions at TMS. All teachers will have the opportunity to receive support			\$0.00	

		which could include but is not limited to facilitation of PLCs, data analysis and interpretation, and lesson planning.	
14	G1.B4.S2.A4	Instructional leaders will attend Soluciones Conference to learn and then share practical strategies to increase student achievement for Hispanic/Latino students.	\$0.00
15	G1.B4.S2.A5	Teachers with expertise in math will provide coaching to other new math teachers during the "coach" plan time	\$0.00
16	G1.B4.S2.A6	Provide "Top Score" writing curriculum and quarterly consultation.	\$0.00
17	G1.B4.S2.A7	All core teachers will effectively utilize authentic Literacy to increase students Reading proficiency in selected content areas.	\$0.00
Total:			\$0.00