

The School District of Palm Beach County

Tradewinds Middle School



2019-20 Schoolwide Improvement Plan

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Tradewinds Middle School

5090 HAVERHILL RD S, Greenacres, FL 33463

<https://trdw.palmbeachschools.org>

Demographics

Principal: Shakeica Robinson

Start Date for this Principal: 8/14/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Native American Students Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: B (54%) 2016-17: B (55%) 2015-16: C (51%) 2014-15: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	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	2018-19	2017-18	2016-17	2015-16
Grade	C	B	B	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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	Job Duties and Responsibilities
Subin, Rebecca	Principal	Kirkwood - 8th Grade AP: Discipline, data, facilities/leasing, evaluation of staff, SAC member, drills CRP, supervise - custodians, cafeteria, office staff, athletic coor., transportation coor., mentor program.
		Ramirez- 8th Grade Guidance: scheduling classes/conferences, small group counseling, school ambassadors, elementary/high school transition, assist with testing, 504/SBT, teacher/parent conferences, provide community resource information.
		McGill - 7th Grade Guidance:scheduling classes/conferences, small group counseling, school ambassadors, elementary/high school transition, assist with testing, 504/SBT, teacher/parent conferences, provide community resource information.
		Sanon - 6th Grade Guidance: scheduling classes/conferences, small group counseling, school ambassadors, elementary/high school transition, assist with testing, 504/SBT, teacher/parent conferences, provide community resource information.
		Mercado - ELL Coordinator: ELL head of dept, LEP folders, LEP entrance/exit, scheduling classes, parent conferences, monitoring ELL student grade/discipline/attendance, PLC meetings, oversees CLF's.
		Brown - Reading Coach: Reading coach, RIP, instructional coach, performance matters liaison, oversees SRI testing, oversees Reading plus/Read 180, professional development/marzano liaison, teacher orientation
		deGregory - 6th Grade AP: Discipline, data, master scheduling, Title I coor., evaluation of staff, SAC member, textbooks, educator support program, school improvement plan, ESE contact
		Reed - Confidential Secretary: daily substitutes, payroll, oversees office staff, supplemental payments, monitors parent concerns
		Caplin - Learning Team Facilitator:LTF, choice coor., accreditation assistant, instructional coach, performance matters liaison, team leader, parent link
		Richer - Dean of Students: School-wide fundraiser, link between teachers and students, discipline, SAC chairperson, Title I assist, textbooks assist, detention coor., positive behavior support adm., leadership team, mentor program
Higley - 7th Grade AP: Accreditation internal facilitator, discipline, data, evaluation of staff, scheduling, testing coor., member of SAC, open house/schedule pick-up ELL contact		
Milligan - BHP Counselor: Testing assist, attendance/truancy, monitor SIS grades/pupil progression, home visit, mental help		
Kirkwood, Gregory	Assistant Principal	
Ramirez, Raysa	School Counselor	
McGill, Deloris	School Counselor	
Sanon, Magalie	School Counselor	

Name	Title	Job Duties and Responsibilities
Mercado, Carol	Teacher, K-12	
Brown, Jeanice	Instructional Coach	
Degregory, Allison	Assistant Principal	
Reed, Linda	Administrative Support	
Caplin, Daniel	Instructional Coach	
Richer, Kevin	Dean	Dean of Students
Higley, Sabrina	Assistant Principal	
Milligan, Sandra	School Counselor	

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	354	350	386	0	0	0	0	1090	
Attendance below 90 percent	0	0	0	0	0	0	23	41	20	0	0	0	0	84	
One or more suspensions	0	0	0	0	0	0	82	57	38	0	0	0	0	177	
Course failure in ELA or Math	0	0	0	0	0	0	31	117	115	0	0	0	0	263	
Level 1 on statewide assessment	0	0	0	0	0	0	139	203	158	0	0	0	0	500	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	66	123	93	0	0	0	0	282

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	2	3	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	2	2	1	0	0	0	0	5

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

64

Date this data was collected or last updated

Monday 7/22/2019

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	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 with two or more early warning indicators:

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	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 with two or more early warning indicators:

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

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

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	43%	58%	54%	44%	56%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Learning Gains	50%	56%	54%	47%	57%	54%
ELA Lowest 25th Percentile	45%	49%	47%	34%	48%	44%
Math Achievement	49%	62%	58%	58%	61%	56%
Math Learning Gains	53%	60%	57%	63%	61%	57%
Math Lowest 25th Percentile	45%	53%	51%	49%	52%	50%
Science Achievement	39%	52%	51%	44%	53%	50%
Social Studies Achievement	58%	75%	72%	73%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	354 (0)	350 (0)	386 (0)	1090 (0)
Attendance below 90 percent	23 (3)	41 (6)	20 (5)	84 (14)
One or more suspensions	82 (41)	57 (53)	38 (43)	177 (137)
Course failure in ELA or Math	31 (25)	117 (53)	115 (83)	263 (161)
Level 1 on statewide assessment	139 (117)	203 (165)	158 (146)	500 (428)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	44%	58%	-14%	54%	-10%
	2018	33%	53%	-20%	52%	-19%
Same Grade Comparison		11%				
Cohort Comparison						
07	2019	33%	53%	-20%	52%	-19%
	2018	41%	54%	-13%	51%	-10%
Same Grade Comparison		-8%				
Cohort Comparison		0%				
08	2019	43%	58%	-15%	56%	-13%
	2018	47%	60%	-13%	58%	-11%
Same Grade Comparison		-4%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	30%	60%	-30%	55%	-25%
	2018	35%	56%	-21%	52%	-17%
Same Grade Comparison		-5%				
Cohort Comparison						
07	2019	9%	35%	-26%	54%	-45%
	2018	26%	39%	-13%	54%	-28%
Same Grade Comparison		-17%				
Cohort Comparison		-26%				
08	2019	57%	64%	-7%	46%	11%
	2018	60%	65%	-5%	45%	15%
Same Grade Comparison		-3%				
Cohort Comparison		31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	36%	51%	-15%	48%	-12%
	2018	41%	54%	-13%	50%	-9%
Same Grade Comparison		-5%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	55%	72%	-17%	71%	-16%
2018	58%	72%	-14%	71%	-13%
Compare		-3%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	91%	64%	27%	61%	30%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	97%	62%	35%	62%	35%
Compare		-6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	95%	60%	35%	57%	38%
2018	100%	57%	43%	56%	44%
Compare		-5%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	42	47	22	41	35	8	37	58		
ELL	26	43	43	35	43	32	15	47	78		
ASN	90	71		86	81				94		
BLK	37	49	45	44	53	47	34	63	78		
HSP	41	48	45	49	49	39	37	52	87		
MUL	43	48		59	68						
WHT	62	66	61	65	68	56	56	54	90		
FRL	41	50	46	48	52	45	35	58	85		
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		
MUL	48	44		70	52		70				
WHT	56	59	35	66	68	62	60	79	80		

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
FRL	41	46	34	56	62	47	41	72	81		

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	515
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

When looking at the subgroup data across the board our SWD population has the lowest achievement in Math and ELA with 34% total points earned. The contributing factors were having multiple vacancies and not having enough instructional time to meet student needs.

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

When looking at our grade level data in Science, our school had a 5% decline from 44% - 39% 2018. Additionally, our school demonstrated a -8% gap in comparison to the district 54% and state 48%. This was due to a lack of rigor in classrooms an inconsistency with assessments begin given across the content area.

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

Our Math proficiency had the greatest gap where we needed to be on target for meeting our Strategic plan. This was attributed to having multiple vacancies and not having enough instructional time to meet student needs.

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

ELA achievement stayed the same at 43% and this was attributed to an increase in satisfactory scores in all grade levels. All teachers utilized close reading strategies and followed the gradual release instructional model during whole group and small group models. During collaborative planning data drove the instructional cycle for the school.

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

When looking at the Early Warning Systems, one potential area of concern are the number of level 1 SWD students on the ELA statewide assessment.

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

1. ELA/Math Achievement on statewide assessment
2. Integrate ELA standards across all content areas
3. High School Readiness
4. Increase attendance
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure progress towards student achievement in ELA and Math to align with the District's Strategic Plan; LTO #2; Ensure HS Readiness and LTO #3; Increase HS graduation rate.
Rationale	Our SWD population has the lowest achievement in Math and ELA with 34% points earned, historically this subgroup has the lowest performance in achievement throughout several years. Our ELA proficiency was at 13% and Mat at 22% points. When looking at our grade level data within Math, our school had a 9% decline from 2018. We went from 58% to 49% in 2019. Additionally, our school demonstrated a gap in comparison to the district at 63% and the state at 59%.
State the measurable outcome the school plans to achieve	Our measurable goals for FY20 will be to have a 5% increase in our SWD subgroup in both ELA and Math. This would be an increase from 18% in ELA and an increase of 27% in Math.
Person responsible for monitoring outcome	Rebecca Subin (becky.subin@palmbeachschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Students will be re-mediated and enriched digital and blended learning opportunities using adaptive technology; Reading Plus to build content knowledge across the content areas and Just Words for our At Risk students. (Mrs. Brown - Reading Coach). 2. Math teachers will implement a focused curriculum (1) PBC Go Math curriculum and IX Math curriculum. 3. ELA, SWD, and Math teachers will engage in standards-based instruction cycle during the collaborative planning (1) What do students need to know and understand? (Plan) (2) How do we teach effectively to ensure all students are learning? (Do) (3) How do we know students are learning? (Reflect) (4) What do we do when students are not learning or reaching mastery before expected? (Revise) (5) Teachers will analyze standards and Test Item Specifications during the planning process (Check) (Mrs. Brown - Reading Coach). 4. Differentiated small group instruction within all ELA and Math classrooms. (Mrs. Brown - Reading Coach).
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Reading Plus offers a success rate of evidence growth. Lessons are uniquely designed to meet the needs of classrooms with a diverse mix of student abilities and needs: with engaging nonfiction content scaffolds, and linguistic supports for struggling readers and Students with Disability learners. Pro accelerates learning gains and empowers all students to build critical college and career literacy skills. 2. IX Math will provide additional instruction prescribed for individual student learning needs. Small group intervention provides small group structure and differentiated instruction to address the needs of student. 3. Standards-Based Teaching/Learning Cycle ensures better accountability - holding teachers and school responsible for what goes on in the classrooms. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and helps keep them on track. 4. Differentiated small group instruction is effective because teaching is focused precisely on what the students need to learn next to move forward. Evidence had demonstrated that ongoing observation of students, combined with systematic assessment enables teachers

to support and enhance student learning by an increase in the number of students with successful outcomes.

Action Step	
Description	1 & 2. Adaptive technology will be offered within all ELA/SWD and Math classrooms with the use of Chromebooks and Carts on Wheels (COWS). All students will be expected to utilize the programs a minimum of 60 minutes per week for ELA and 45 minutes per week for Math.
	3. Teachers will meet in a consistent rotation during professional learning communities to review standards, analyze data demonstrating standards mastery, determine next steps with the instruction of standards and revise as necessary.
Description	4. Teachers will be provided professional development and/or mentoring to ensure small group instruction is taking place within the classroom. Academic Tutors and Resource teachers will push into the ELA and Math classrooms to facilitate the execution of successful differentiated small groups. Teachers will collaboratively practice differentiation in the classroom by:
	Designing lessons based on students' learning styles.
	Grouping students by shared interest, topic, or their ability for assignments.
	Assessing students' learning using formative assessments.
	Managing the classroom to create a safe and supportive environment.
Person Responsible	Continually assessing, reflecting and adjusting lesson content to meet students' needs.
	Rebecca Subin (becky.subin@palmbeachschools.org)

#2	
Title	
Rationale	
Our SWD population has the lowest achievement in Math and ELA with a combined score 35% points. The contributing factors were having multiple vacancies and not having enough instructional time to meet student needs.	
State the measurable outcome the school plans to achieve	
Person responsible for monitoring outcome	
[no one identified]	
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	1.
	2.
	3.
	4.
	5.
Person Responsible	
[no one identified]	

Additional Schoolwide Improvement Priorities (optional)

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

In alignment with the District's Strategic Plan and with the goal to increase the academic instruction of all students - Students are immersed in rigorous task encompassing the full intent of the Florida State Standards including the content required by Florida State Statue 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on the instruction of the:

- * History of the Holocaust,
- * History of African Americans,
- * Study of the contributions of Hispanics and Women to the US, and
- * Sacrifices of Veterans in serving our country.

Within our school, teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the schools SwPBS universal guidelines of students practicing being responsible, respectful and ready to learn. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures for a single school culture of excellence.

Part IV: Title I Requirements

Additional Title I Requirements

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

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

School will provide various parent training's to build positive relationships with all stakeholders. Training's include: Home Visit Unit is a program that is design to bridge the gap between stakeholders (parents/ school) beyond school day. Handouts include: ELA, Math, Science and testing taking strategies. Social and Emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge. There are five components: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. Check & Connect is an intervention used with K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. Training components include: decreasing truancy, tardies, behavior referrals, and dropout rates.

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.

SwPBS meets monthly to review and address behavioral matrixes and expectations (STARs and BUC HOUSE RULES). Minutes completed for each meeting. We instill appreciation for multicultural diversity through our anti-bullying campaign, structured lessons and the implementation of programs such as STARs - Students Taking Academic Responsibility.

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 various forms such

as phone calls, and parent training workshops and parent conferences.

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

Tradewinds Middle School has multiple levels of instruction including core classes, intensive classes and supplemental support. We provide tutoring/in class or pull out instruction.

Tradewinds receives services for Pre-K to grade 12 Homeless Education Assistance Resource Team (HEART). This informs parents, guardians, of youth of educational rights, links homeless students with educational and other services, that 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.

Open House provides an overview of middle school expectations to incoming 6th graders transitioning from elementary to middle school.

School guidance provides an overview of high school and expectation to 8th grade students transitioning from middle school to high school

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.

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.

Administration and content area/grade level teachers meet weekly during professional learning communities to share best practices, review and discuss student data. Reading Coach provides co-teaching, modeling targeted elements that will equip teachers with standard based lesson implementation. Learning Team Facilitator will provide support during PLCs and implementation during Professional Development. In addition, our Leadership conducts "Talking Data" with teachers will provide an in-depth understanding on how to use data to guide their instructional decisions and meet students' learning needs. This data is use to drive instruction, plan for parent and family teacher conferences and meet the needs of students.

(SBT) meets bi-weekly to address the needs of students experiencing academic or behavioral issues. Our liaisons provide monitoring services to ensure students receive appropriate interventions. Our staff utilizes the Multi - Tiered Support System, receives supports from UF STEM partnership and curriculum support.

Our highly recommended weekly PLCs conducted with administrators/ earning Team Facilitator. Reading coach works with all faculty members on high yield strategies to improve reading comprehension across the curriculum. We provide before/after school tutoring and enrichment. 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.

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

Our partnership with Boys Town provide in-home family services, common sense parenting, behavioral health clinical services and care coordination. Subway provide information regarding benefits of parental involvement at Tradewinds. They also attend Open House, curriculum night and other events that encourage parent involvement at school site.

Part V: Budget

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

1	III.A.	Areas of Focus: To ensure progress towards student achievement in ELA and Math to align with the District's Strategic Plan; LTO #2; Ensure HS Readiness and LTO #3; Increase HS graduation rate.	\$0.00
2	III.A.	Areas of Focus:	\$0.00
Total:			\$3,958.50