

Tradewinds Middle School

5090 HAVERHILL RD S, Greenacres, FL 33463

www.edline.net/pages/tradewinds_middle_school

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

82%

Alternative/ESE Center

No

Charter School

No

Minority

84%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	B	A

School Board Approval

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

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

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

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

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

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

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 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.

- 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.
- 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.

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 as administering consequences. Behavioral expectations are addressed at the beginning and mid-year to remind students of the intended goal while at school. Corrective Behavioral Intervention Forms are used schoolwide 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.

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

Mentoring: Young Men of Excellence, Young Ladies of Excellence, Small group counseling, individual counseling and mediation are used to ensure the social-emotional needs of all students are being met.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Truancy alert letter after 5 days, contact should 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 student's academic or behavioral issues.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	6	6	12	24
One or more suspensions	64	84	68	216
Course failure in ELA or Math	0	0	6	6
Level 1 on statewide assessment	146	124	122	392

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	42	44	41	127

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

Teachers need to contact parents when they're earning D's or F's during progress reports. School encourage parents to monitor progress trough edline. After school tutorial for level 1 students for standardized assessment is offered. ESOL PLC, MSCR, Homework club and Aspira also offer assistance.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/196583>.

Description

A PIP has been uploaded for this school or district - see the link above.

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 iwth the community by:

- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
- Offering fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;
- Communicating classroom and school news to parents;
- 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;

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Subin, Rebecca	Principal
Couey Brisson, Rhonda	Assistant Principal
Keevey, Aaron	Assistant Principal
Kirkwood, Gregory	Assistant Principal
Ramirez, Raysa	Guidance Counselor
Haynes, Lawrence	Dean
McGill, Deloris	Guidance Counselor
Sanon, Magalie	Guidance Counselor
Cruz, Teresa	Attendance/Social Work
Mercado, Carol	Teacher, K-12
Serkez, Linda	Teacher, ESE

Duties

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

The school-based Leadership Team is comprised of the following members: principal, assistant principals, ESE contact, ELL contact, school psychologist, reading coach, LTF, guidance counselors and grade level/subject leaders. The team uses Baseline Data such as state standardized assessments, Curriculum Based Measurement Florida Assessment for Instruction in Reading (FAIR), Palm Beach County Fall and Winter Diagnostics, Palm Beach Writes, Comprehensive English Language Learning Assessment (CELLA) and teacher input to determine the instructional strategies and resources used at Tradewinds. This information and Office Discipline Referrals, Retentions, Absences are also used at SBT to identify students at risk for behavioral and academic concerns. The interventions are selected from the variety of interventions shown on the MTSS Train U website. 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.

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. Our faculty members meet weekly with members of our administrative staff or our Learning Team Facilitator (LTF) to revise instruction as needed using the Florida Continuous Improvement Model. Copies of assessments, minutes and sign in sheets are maintained by the chair and administrator in charge of each department as well as the LTF.

SwPBS meets monthly to review and address concerns related to the programs and behavioral matrixes and expectations (STARs, I ACHIEVE, 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 "I will A.C.H.I.E.V.E." 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 Learning Team Meetings (LTM), we update our action plans and focus calendars. Our LTMs 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.

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Rebecca Subin	Principal
Tonya Dorsett	Parent
Lawrence Haynes	Teacher
Brianna Greene	Student
Shawn Cartwright	Education Support Employee
Jennifer Humphrey	Parent
Adam Letang	Parent
Laura Boykin	Parent
Yohaira Castillo	Business/Community
Gwen Kelly	Parent
Mirlene Augustin	Parent
Yanique Jean Baptiste	Parent
Charita Gonzalez	Parent
Brandy Eaton	Parent
Nanci Herrera	Parent
Maria Lopez	Parent

Duties

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

Evaluation of last year's school improvement plan

SAC reviewed the FY14 plan and made suggestions to improve student achievement as related to the new proficiency levels.

Development of this school improvement plan

SAC reviewed the school's data for FY 14 and approved/disapproved of budgetary items for the SIP. Members also met to discuss and provide input into the FY15 plan to ensure it met the school's mission.

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 FY15 TMS budget

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.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Brown, Jeanice	Instructional Coach
Armada, Sarah	Teacher, K-12
Collins, Lynn	Instructional Coach
Evans, Caroline	Teacher, K-12
Couey Brisson, Rhonda	Assistant Principal
Keevey, Aaron	Assistant Principal
Kirkwood, Gregory	Assistant Principal
Subin, Rebecca	Principal
Murat, Shatonia	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Reading Initiative program through 3rd period classes - teachers will receive training on presentation techniques for each component of reading including but not limited to main idea, text features, vocabulary. LLT will provide the materials, support and training.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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 subject/grade level. LTMs are scheduled weekly with the LTF, Ms. Collins. Teachers of the same department have lunch together to allow for discussion of department concerns.

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. They are assigned a buddy teacher/peer to help

acclimate them to the school's operating procedures. To retain teachers, TMS administration allows them input into the creation of the master schedule, class assignments and curriculum to the extent allowed.

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's 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 Learning Team Meetings and additional professional development opportunities offered on campus e.g. Reading Plus training, LA training, Writing training, etc.

Instructional Strategies

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

At Tradewinds, teachers use small group 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 Language Arts Florida Standards (LAFS)
- 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 Language Arts 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

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, 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, truancies 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

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: 1,440

Teachers work collaboratively to create appropriate lessons and focus calendars.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Pre/post assessments are given to determine gain or maintenance of skills

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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 collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and 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.

College and Career Readiness

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

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

N/A

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

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

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.** By utilizing a school wide writing initiative, Tradewinds Middle will place in the 75th percentile district-wide for growth in writing proficiency when compared to like schools

- G2.** By utilizing a school wide reading initiative, Tradewinds Middle will place in the 70th percentile in all Florida Standards Assessments when compared to like schools.

Strategic Goals Detail

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

G1. By utilizing a school wide writing initiative, Tradewinds Middle will place in the 75th percentile district-wide for growth in writing proficiency when compared to like schools **1a**

G040064

Targets Supported **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	75.0

Resources Available to Support the Goal **2**

- posters and other information related specifically to writing
- personnel
-

Targeted Barriers to Achieving the Goal **3**

- Writing practice is not supported across the curriculum.

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

Progress toward goal is monitored through a review of all data sources - teacher assessments, assessments, district assessments. Improved scores will allow teachers to continue on course.

Person Responsible

Lynn Collins

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Evidence of Completion

scores from multiple writing assessments, agendas from LTM where this was discussed

G2. By utilizing a school wide reading initiative, Tradewinds Middle will place in the 70th percentile in all Florida Standards Assessments when compared to like schools. **1a**

G040068

Targets Supported **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	67.0
FSA - Mathematics - Proficiency Rate	69.0
Attendance Below 90%	5.0
FCAT 2.0 Science Proficiency	47.0
Discipline incidents	9.0
2+ Course Failures - Middle Grades	2.0
Course Failures ELA	2.0
Level 1 - All Grades	15.0

Resources Available to Support the Goal **2**

- supplies that include but are not limited to: paper, ink, toner, writing utensils, note pads, sticky notes, white boards, books related to reading
- personnel - coach, ltf, liaison, dil

Targeted Barriers to Achieving the Goal **3**

- Teachers need training in various reading strategies, understanding state standards in their content area and training in leading effective meetings.
- Students need additional and varied instruction to assist them in understanding and applying concepts of their core subjects
- Parents need training to assist their students with academic success

Plan to Monitor Progress Toward G2. **8**

FCIMS assessments, diagnostic assessments will be reviewed weekly (FCIM), and bi annually (diagnostics) to determine progress toward our reading goal for FSA

Person Responsible

Lynn Collins

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Assessments (in all subject areas) will show increased scores throughout the school year.

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. By utilizing a school wide writing initiative, Tradewinds Middle will place in the 75th percentile district-wide for growth in writing proficiency when compared to like schools **1**

 G040064

G1.B1 Writing practice is not supported across the curriculum. **2**

 B096785

G1.B1.S1 Students will participate in writing assignments in each class. Teachers will provide exit slips and check these for grammar (capitalization and punctuation) daily. Teachers will provide writing assignments on scheduled days to students. These will be checked for grammar, punctuation and subject verb agreement. All assignments will be checked for content of subject area. **4**

 S107995

Strategy Rationale

Writing is the primary basis upon which your work, your learning, and your intellect will be judged—in college, in the workplace, and in the community. "Marquette University" 2011

Action Step 1 **5**

Teachers received training on proofreading marks and were asked to review all exit slips and specific writing assignment for grammar.

Person Responsible

Shatonia Murat

Schedule

Weekly, from 8/28/2014 to 6/5/2015

Evidence of Completion

sign in sheets, handouts and agendas

Action Step 2 5

Providing a schedule for "writing across the curriculum" days

Person Responsible

Jeanice Brown

Schedule

Weekly, from 8/28/2014 to 6/5/2015

Evidence of Completion

schedule

Action Step 3 5

Teachers will review writing data at LTMs as well as other curricular data

Person Responsible

Lynn Collins

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

LTM sign in sheets, notes, agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will visit classes to ensure exit slips and writing assignments are being completed on appropriate days with appropriate feedback. Teachers in need of assistance will be provided with additional training on utilizing exit slips.

Person Responsible

Rebecca Subin

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

sample exit slips and writings from various classes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Scores on district writing assessments will be used to determine effectiveness of initiative. Walk throughs will be done to monitor implementation.

Person Responsible

Lynn Collins

Schedule

Weekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

district scores on writing assessments seen through EDW or other platform; walk through information

G2. By utilizing a school wide reading initiative, Tradewinds Middle will place in the 70th percentile in all Florida Standards Assessments when compared to like schools. 1

G040068

G2.B1 Teachers need training in various reading strategies, understanding state standards in their content area and training in leading effective meetings. 2

B096800

G2.B1.S1 Hire a coach and LTF to facilitate training and teacher development utilizing multiple strategies including improving student achievement through the use of exit slips, rigorous instruction, vocabulary attainment, running effective LTM and common planning meetings, etc 4

S108010

Strategy Rationale

Ambitious learning goals for students and educators require significant changes in curriculum, instruction, assessment, and leadership practices NSDC Standards for Staff Development 2001.

Action Step 1 5

LTF and Coach will conduct a training in "Leading Effective Common Planning Meetings" for teacher leaders. They will also work with the teachers on unpacking standards and curriculum mapping for FY 15. Teachers will plan together for Science, Social Studies, Language Arts, Reading and Math. They will produce a curriculum map and calendar for teaching the standards and benchmarks. LTF and coach will provide the strategies used for the Reading Initiative Program. LTF will conduct LTMs with specific grade level/departments throughout the year. Coach will provide modeling and feedback to teachers for reading strategies.

Person Responsible

Lynn Collins

Schedule

Weekly, from 7/18/2014 to 6/5/2015

Evidence of Completion

Sign in sheets, agendas, hand outs, FCIMs, LTM agendas and notes, coach/LTF log

Action Step 2 5

Survey teacher leaders about their training on conducting effective common planning meetings.
Survey teachers about the training on various strategies.

Person Responsible

Gregory Kirkwood

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

survey responses

Action Step 3 5

Review responses to determine next steps needed and develop additional trainings

Person Responsible

Gregory Kirkwood

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

After initial training, DIL will conduct meetings 1x/week. Information from these meetings will be collected and reviewed.

Person Responsible

Rebecca Subin

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

agendas, sign in sheets, minutes, lesson plans turned into the principal

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administration will conduct observations and classroom visits to ensure that strategies on which teachers were trained are being implemented effectively.

Person Responsible

Gregory Kirkwood


Schedule

Weekly, from 9/8/2014 to 6/5/2015


Evidence of Completion

Observation information from the iObservation tool will be collected. There should be an increase in rating of teachers. Logs of our coach/LTF should show increased modeling of strategies in classes where implementation is not effective.

G2.B2 Students need additional and varied instruction to assist them in understanding and applying concepts of their core subjects 2

 B104558

G2.B2.S1 Provide tutoring and differentiated instruction to targeted students (those not demonstrating proficiency according to FY14 FCAT or FY 15 FSA diagnostic assessments) using multiple resources including Reading Plus and Discovery Education 4

 S115755

Strategy Rationale

Tutoring provides students with the essential learning skills that their peers with more resources acquire at a young age. "Poverty Insights" 2010
The rationale behind differentiated instruction varies for each person, but it is centered on the idea that each student is different and has very different needs. "Aldeen Foundation.org" 2011

Action Step 1 5

Hire teachers certified in Reading, Math, Civics, Science and Language Arts to provide tutoring to our students before/after school

Person Responsible

Sarah Armada

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

lesson plans, student attendance sheets, assessments

Action Step 2 5

Utilize Discovery Education to assist our science and math students in reaching learning goals

Person Responsible

William Rizzo

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Reports from Discovery Education will be collected and reviewed to ensure students are getting appropriate targeted instruction.

Action Step 3 5

Provide modeling, resources and feedback to teachers regarding differentiated instruction strategies.

Person Responsible

Jeanice Brown

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

coach's log

Action Step 4 5

Purchase sets of books to provide students with additional high interest materials to read in class during RIP or after completion of work

Person Responsible

Jeanice Brown

Schedule

On 6/5/2015

Evidence of Completion

list of books in classroom libraries will be created

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Tutors will provide the students with a pre-test to determine learning needs. Based on those results, teachers will provide targeted instruction. Walk-throughs will be conducted by administration to assess fidelity of use of resources (Reading Plus/Discovery Education) and strategies for differentiated instruction during the school day and in tutoring sessions.

Person Responsible

Rebecca Subin

Schedule

On 5/29/2015

Evidence of Completion

formative assessments, walk through results

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Teachers will be provided with modeling by coaches and other staff if their implementation of strategies or resources is not effective. Effectiveness will be determined by formative assessment results used throughout the content area and in tutoring sessions.

Person Responsible

Rebecca Subin


Schedule

Weekly, from 9/8/2014 to 6/5/2015


Evidence of Completion

The evidence includes assessment results and observation data collected throughout the year

G2.B3 Parents need training to assist their students with academic success **2**

 B104659

G2.B3.S1 Provide parents with appropriate training to increase their capacity to help their children achieve academic success. **4**

 S115875

Strategy Rationale

When parents are involved, children achieve more regardless of ethnic or racial background, socioeconomic status, or parents' education level. "Education.com" 2010

Action Step 1 **5**

Hire a parent liaison

Person Responsible

Rebecca Subin

Schedule

On 9/2/2014

Evidence of Completion

A line will show on the school budget indicating person's name and hours allotted.

Action Step 2 **5**

Liaison will provide parents with additional resources

Person Responsible

Teresa Cruz

Schedule

Quarterly, from 9/8/2014 to 5/29/2015

Evidence of Completion

copies of parent check out of resources, log of computer use

Action Step 3 5

Liaison will facilitate trainings that increase parental capacity to assist child with school success

Person Responsible

Teresa Cruz

Schedule

Every 2 Months, from 9/8/2014 to 6/5/2015

Evidence of Completion

agendas, sign in sheets, evaluations of trainings.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

An administrator will attend each training as well as assist the liaison in preparing for the training and guiding the agenda for the training.

Person Responsible

Rhonda Couey Brisson

Schedule

Quarterly, from 9/8/2014 to 5/22/2015

Evidence of Completion

sign in sheets, notes from administrator/liaison meeting for conference.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

A check of grades and behavior information will be done for the students whose parents attend the training.

Person Responsible

Magalie Sanon

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Grades and behavior should show improvement after parents receive training. This will be shown on report cards and specific student information screens.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers received training on proofreading marks and were asked to review all exit slips and specific writing assignment for grammar.	Murat, Shatonia	8/28/2014	sign in sheets, handouts and agendas	6/5/2015 weekly
G2.B1.S1.A1	LTF and Coach will conduct a training in "Leading Effective Common Planning Meetings" for teacher leaders. They will also work with the teachers on unpacking standards and curriculum mapping for FY 15. Teachers will plan together for Science, Social Studies, Language Arts, Reading and Math. They will produce a curriculum map and calendar for teaching the standards and benchmarks. LTF and coach will provide the strategies used for the Reading Initiative Program. LTF will conduct LTMs with specific grade level/departments throughout the year. Coach will provide modeling and feedback to teachers for reading strategies.	Collins, Lynn	7/18/2014	Sign in sheets, agendas, hand outs, FCIMs, LTM agendas and notes, coach/LTF log	6/5/2015 weekly
G2.B2.S1.A1	Hire teachers certified in Reading, Math, Civics, Science and Language Arts to provide tutoring to our students before/after school	Armada, Sarah	9/22/2014	lesson plans, student attendance sheets, assessments	5/29/2015 weekly
G2.B3.S1.A1	Hire a parent liaison	Subin, Rebecca	8/18/2014	A line will show on the school budget indicating person's name and hours allotted.	9/2/2014 one-time
G1.B1.S1.A2	Providing a schedule for "writing across the curriculum" days	Brown, Jeanice	8/28/2014	schedule	6/5/2015 weekly
G2.B1.S1.A2	Survey teacher leaders about their training on conducting effective common planning meetings. Survey teachers about the training on various strategies.	Kirkwood, Gregory	9/15/2014	survey responses	6/5/2015 monthly
G2.B2.S1.A2	Utilize Discovery Education to assist our science and math students in reaching learning goals	Rizzo, William	9/15/2014	Reports from Discovery Education will be collected and reviewed to ensure students are getting appropriate targeted instruction.	6/5/2015 weekly
G2.B3.S1.A2	Liaison will provide parents with additional resources	Cruz, Teresa	9/8/2014	copies of parent check out of resources, log of computer use	5/29/2015 quarterly
G2.B1.S1.A3	Review responses to determine next steps needed and develop additional trainings	Kirkwood, Gregory	9/15/2014		6/5/2015 monthly
G2.B3.S1.A3	Liaison will facilitate trainings that increase parental capacity to assist child with school success	Cruz, Teresa	9/8/2014	agendas, sign in sheets, evaluations of trainings.	6/5/2015 every-2-months
G1.B1.S1.A3	Teachers will review writing data at LTMs as well as other curricular data	Collins, Lynn	9/8/2014	LTM sign in sheets, notes, agendas	6/5/2015 weekly
G2.B2.S1.A3	Provide modeling, resources and feedback to teachers regarding differentiated instruction strategies.	Brown, Jeanice	9/8/2014	coach's log	6/5/2015 weekly
G2.B2.S1.A4	Purchase sets of books to provide students with additional high interest materials to read in class during RIP or after completion of work	Brown, Jeanice	9/1/2014	list of books in classroom libraries will be created	6/5/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Progress toward goal is monitored through a review of all data sources - teacher assessments, assessments, district assessments. Improved scores will allow teachers to continue on course.	Collins, Lynn	10/1/2014	scores from multiple writing assessments, agendas from LTM where this was discussed	5/29/2015 quarterly
G1.B1.S1.MA1	Scores on district writing assessments will be used to determine effectiveness of initiative. Walk throughs will be done to monitor implementation.	Collins, Lynn	10/1/2014	district scores on writing assessments seen through EDW or other platform; walk through information	5/29/2015 weekly
G1.B1.S1.MA1	Administration will visit classes to ensure exit slips and writing assignments are being completed on appropriate days with appropriate feedback. Teachers in need of assistance will be provided with additional training on utilizing exit slips.	Subin, Rebecca	9/2/2014	sample exit slips and writings from various classes	6/5/2015 weekly
G2.MA1	FCIMS assessments, diagnostic assessments will be reviewed weekly (FCIM), and bi annually (diagnostics) to determine progress toward our reading goal for FSA	Collins, Lynn	9/8/2014	Assessments (in all subject areas) will show increased scores throughout the school year.	6/5/2015 weekly
G2.B1.S1.MA1	Administration will conduct observations and classroom visits to ensure that strategies on which teachers were trained are being implemented effectively.	Kirkwood, Gregory	9/8/2014	Observation information from the iObservation tool will be collected. There should be an increase in rating of teachers. Logs of our coach/LTF should show increased modeling of strategies in classes where implementation is not effective.	6/5/2015 weekly
G2.B1.S1.MA1	After initial training, DIL will conduct meetings 1x/week. Information from these meetings will be collected and reviewed.	Subin, Rebecca	9/15/2014	agendas, sign in sheets, minutes, lesson plans turned into the principal	6/5/2015 weekly
G2.B2.S1.MA1	Teachers will be provided with modeling by coaches and other staff if their implementation of strategies or resources is not effective. Effectiveness will be determined by formative assessment results used throughout the content area and in tutoring sessions.	Subin, Rebecca	9/8/2014	The evidence includes assessment results and observation data collected throughout the year	6/5/2015 weekly
G2.B2.S1.MA1	Tutors will provide the students with a pre-test to determine learning needs. Based on those results, teachers will provide targeted instruction. Walk-throughs will be conducted by administration to assess fidelity of use of resources (Reading Plus/Discovery Education) and strategies for differentiated instruction during the school day and in tutoring sessions.	Subin, Rebecca	9/5/2014	formative assessments, walk through results	5/29/2015 one-time
G2.B3.S1.MA1	A check of grades and behavior information will be done for the students whose parents attend the training.	Sanon, Magalie	9/15/2014	Grades and behavior should show improvement after parents receive training. This will be shown on report cards and specific student information screens.	5/29/2015 quarterly
G2.B3.S1.MA1	An administrator will attend each training as well as assist the liaison in preparing for the training and guiding the agenda for the training.	Couey Brisson, Rhonda	9/8/2014	sign in sheets, notes from administrator/liaison meeting for conference.	5/22/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. By utilizing a school wide writing initiative, Tradewinds Middle will place in the 75th percentile district-wide for growth in writing proficiency when compared to like schools

G1.B1 Writing practice is not supported across the curriculum.

G1.B1.S1 Students will participate in writing assignments in each class. Teachers will provide exit slips and check these for grammar (capitalization and punctuation) daily. Teachers will provide writing assignments on scheduled days to students. These will be checked for grammar, punctuation and subject verb agreement. All assignments will be checked for content of subject area.

PD Opportunity 1

Teachers received training on proofreading marks and were asked to review all exit slips and specific writing assignment for grammar.

Facilitator

Shatonia Murat and PDD team;LTFand Reading coach

Participants

all teachers

Schedule

Weekly, from 8/28/2014 to 6/5/2015

G2. By utilizing a school wide reading initiative, Tradewinds Middle will place in the 70th percentile in all Florida Standards Assessments when compared to like schools.

G2.B1 Teachers need training in various reading strategies, understanding state standards in their content area and training in leading effective meetings.

G2.B1.S1 Hire a coach and LTF to facilitate training and teacher development utilizing multiple strategies including improving student achievement through the use of exit slips, rigorous instruction, vocabulary attainment , running effective LTM and common planning meetings, etc

PD Opportunity 1

LTF and Coach will conduct a training in "Leading Effective Common Planning Meetings" for teacher leaders. They will also work with the teachers on unpacking standards and curriculum mapping for FY 15. Teachers will plan together for Science, Social Studies, Language Arts, Reading and Math. They will produce a curriculum map and calendar for teaching the standards and benchmarks. LTF and coach will provide the strategies used for the Reading Initiative Program. LTF will conduct LTMs with specific grade level/departments throughout the year. Coach will provide modeling and feedback to teachers for reading strategies.

Facilitator

LTF, coach

Participants

Teachers leaders

Schedule

Weekly, from 7/18/2014 to 6/5/2015

G2.B2 Students need additional and varied instruction to assist them in understanding and applying concepts of their core subjects

G2.B2.S1 Provide tutoring and differentiated instruction to targeted students (those not demonstrating proficiency according to FY14 FCAT or FY 15 FSA diagnostic assessments) using multiple resources including Reading Plus and Discovery Education

PD Opportunity 1

Provide modeling, resources and feedback to teachers regarding differentiated instruction strategies.

Facilitator

Jeanice Brown/Lynn Collins

Participants

teachers

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Technical Assistance Items

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

G1. By utilizing a school wide writing initiative, Tradewinds Middle will place in the 75th percentile district-wide for growth in writing proficiency when compared to like schools

G1.B1 Writing practice is not supported across the curriculum.

G1.B1.S1 Students will participate in writing assignments in each class. Teachers will provide exit slips and check these for grammar (capitalization and punctuation) daily. Teachers will provide writing assignments on scheduled days to students. These will be checked for grammar, punctuation and subject verb agreement. All assignments will be checked for content of subject area.

PD Opportunity 1

Providing a schedule for "writing across the curriculum" days

Facilitator

Becky Subin

Participants

all teachers

Schedule

Weekly, from 8/28/2014 to 6/5/2015

PD Opportunity 2

Teachers will review writing data at LTMs as well as other curricular data

Facilitator

Lynn Collins

Participants

all teachers

Schedule

Weekly, from 9/8/2014 to 6/5/2015

G2. By utilizing a school wide reading initiative, Tradewinds Middle will place in the 70th percentile in all Florida Standards Assessments when compared to like schools.

G2.B2 Students need additional and varied instruction to assist them in understanding and applying concepts of their core subjects

G2.B2.S1 Provide tutoring and differentiated instruction to targeted students (those not demonstrating proficiency according to FY14 FCAT or FY 15 FSA diagnostic assessments) using multiple resources including Reading Plus and Discovery Education

PD Opportunity 1

Utilize Discovery Education to assist our science and math students in reaching learning goals

Facilitator

William Rizzo/Donna Hedman

Participants

Science Teachers and math tutoring teachers

Schedule

Weekly, from 9/15/2014 to 6/5/2015

G2.B3 Parents need training to assist their students with academic success

G2.B3.S1 Provide parents with appropriate training to increase their capacity to help their children achieve academic success.

PD Opportunity 1

Liaison will facilitate trainings that increase parental capacity to assist child with school success

Facilitator

Parent Liaison/Teachers

Participants

parents

Schedule

Every 2 Months, from 9/8/2014 to 6/5/2015

Budget Rollup

Summary

Description	Total
Goal 2: By utilizing a school wide reading initiative, Tradewinds Middle will place in the 70th percentile in all Florida Standards Assessments when compared to like schools.	287,926
Grand Total	287,926

Goal 2: By utilizing a school wide reading initiative, Tradewinds Middle will place in the 70th percentile in all Florida Standards Assessments when compared to like schools.

Description	Source	Total
B1.S1.A1 - coach	Title I Part A	65,879
B1.S1.A1 - LTF	Title I Part A	73,058
B1.S1.A1 - FUNDING for part time in system teachers to attend reading trainings over the summer	Title I Part A	2,000
B1.S1.A1 - substitutes for teachers attending training	Title I Part A	533
B1.S1.A1 - 60 boxes paper, writing utensils - pens and pencils 100 , 20 cases of toner, 150 sets of sticky notes, 150 binders with dividers	Title I Part A	9,000
B1.S1.A1 - Reading/Science/Math 5,000.00 Conference Florida Reading Association Conference in Orlando 10/16 19,2014 National Science Teacher Conference Orlando 11/6-8,2014 Florida Council of Teachers of Math Palm Harbor 10/23-25	Title I Part A	5,000
B1.S1.A1 - Curriculum mapping for LA/Science/Civics/Math through collegial planning and "unpacking the standards" training by LTF and Reading Coach		27,141
B2.S1.A1 - tutors including benefits	Title I Part A	50,046
B2.S1.A1 - discovery education licenses for use in tutoring and in 8th grade Science and math classes	Title I Part A	2,000
B2.S1.A1 - supplies for classrooms 300 boxes paper, writing utensils I -pens and pencils 100 , 15 cases of toner, 50 sets of sticky notes, 75 binders with dividers	Title I Part A	9,000
B2.S1.A2 - Discovery Education program for diagnostic tool to assist in targeted lesson planning in Science benchmarks. This program is also used in math tutorial to provide diagnostic data and help teachers determine appropriate tutorial lessons for math tutoring students.	Title I Part A	10,000
B2.S1.A3 - supplies 100 boxes of paper, 2400 pencils, 75 sets of 25 mini white boards, 280 sets of dry erase markers; 200 sets of sticky notes; 5 rolls of poster maker paper; 5 rolls of laminating film; 75 binders, 20 cases of toner	Title I Part A	10,524
B2.S1.A4 - high interest books for classroom libraries	Title I Part A	16,178
B2.S1.A4		0
B3.S1.A1 - P/T parent liaison	Title I Part A	1,267

Goal 2: By utilizing a school wide reading initiative, Tradewinds Middle will place in the 70th percentile in all Florida Standards Assessments when compared to like schools.

Description	Source	Total
B3.S1.A2 - supplies - paper, ink, toner, books for parents to check out to use with students, computer for parent resource area, printer, postage for quarterly newsletters	Title I Part A	3,200
B3.S1.A2 - travel to homes to assist parents	Title I Part A	500
B3.S1.A3 - CLF/teachers for trainings	Title I Part A	2,600
B3.S1.A3	Title I Part A	0
Total Goal 2		287,926