
Title I Comprehensive Schoolwide Plan
TRADEWINDS MIDDLE SCHOOL (2781)

ELA

1. List prioritized needs statements.

Overall proficiency rate for grade 6 -8 scored PM 1 – 26% compared to PM 2 – 34% with an 8% increase. Increase student achievement in ELA in grades 6 – 8 . Increase subgroups' achievement and gains in ELA in grades 6 – 8 . Increase proficiency to 60% in all subgroups Lowest 25% will make 1 year's growth

2. List the root causes for the needs assessment statements you prioritized.

Progress monitoring not implemented with fidelity. Lack support in implementing data-driven and standards-based lesson planning. Teachers need guidance in providing differentiated and small group instruction to meet the needs of all learners. Classroom engagement strategies are underutilized across various content areas. Class size prevent teachers implementing differentiated instruction. Parents and guardians are unsure of how to best support their children at home to improve and enrich their literacy skills.

3. Share possible solutions that address the root causes.

Provide opportunities for teachers to participate in district training focused on best practices for differentiated instruction in various content areas. Differentiate instruction for all learners. Implementation of programs for small group instructional with programs for target instruction. Offering Extended learning opportunities. Extra Instructional Periods for reinforcement of skills. Professional Development and Professional Learning Communities focused on intentional instructional best practices. Collaboration of optimal teaching strategies within each grade level.

4. How will school strengthen the PFEP to support ELA?

• Communication

Provide parents and guardians with F.A.S.T. academic assessment by cycle via parent conference and ParentLink.

• Parent Training

Trainings on literacy strategies, IXL, Khan Academy, Reading Plus and other academic tools that may be offered to support parents/families as they work with their students at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

• School

Employ highly-qualified teachers that are equipped to provide high-quality curriculum and instruction in a supportive and effective learning environment. Collaborate with parents and the community to promote and develop each student's needs. Encourage parents to participate in the planning and review, and improvement of the school Parent and Family Engagement Plan. Provide parents with frequent reports about their student's academic achievement during parent-teacher conferences, progress/report cards will be sent home each grading cycle, parents can view their student's progress online via SIS portal. Provide parents access to staff (call school guidance counselor to set up an appointment). Ensure that information related to school and parent programs, meetings and other activities is sent home in an understandable format in a timely manner and in the language of the parents/guardians. To encourage teachers to implement Social Emotional Learning in the classroom. Create a welcoming environment for all students in all classrooms and school locations.

• Students

To attend school in-person regularly and comply with all school-wide policies To complete all assignments on time to the best of their ability, ask for assistance, and attend tutoring if needed. To comply with school rules, follow to the "BUCs HOUSE RULES", and show respect for their peers To be on time for all classes, prepared, and appropriately dressed according to the school's dress code policy. Give my parent/guardian all notices and information received by me from the school.

• Parents

To ensure the student attends school in-person regularly and complies with all school-wide policies. To monitor SIS and communicate with the teacher if problems arise. To frequently visit and interact with the school and arrange virtual parent-teacher conferences, as needed. Create a positive learning environment in the home. Seek opportunities to be involved in decisions and participate in parent trainings.

• Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students beyond the school day.

- Accessibility

Provide CLF assistance during meetings and translation as needed for parents.

Math

1. List prioritized needs statements.

Overall proficiency rate for grade 6 -8 scored PM 1 – 19% compared to PM 2 – 35% with an 16% increase. Increase student achievement in ELA in grades 6 – 8 . Increase subgroups' achievement and gains in ELA in grades 6 – 8 . Increase proficiency to 60% in all subgroups Lowest 25% will make 1 year's growth

2. List the root causes for the needs assessment statements you prioritized.

Lack of Adaptive Technology resources for enrichment (level 3 – 5) Progress monitoring not implemented with fidelity. Lack support in implementing data-driven and standards-based lesson planning. Teachers need guidance in providing differentiated and small group instruction to meet the needs of all learners. Classroom engagement strategies are underutilized across various content areas. Class size prevent teachers implementing differentiated instruction. Parents and guardians are unsure of how to best support their children at home to improve and enrich their literacy skills. Student lack of exposure to effective Test strategies for students

3. Share possible solutions that address the root causes.

Provide opportunities for teachers to participate in district training focused on best practices for differentiated instruction in various content areas. Differentiate instruction for all learners. Implementation of programs for small group instructional with programs for target instruction. Offering Extended learning opportunities. Extra Instructional Periods for reinforcement of skills. Professional Development and Professional Learning Communities focused on intentional instructional best practices.

4. How will school strengthen the PFEP to support Math?

- Communication

Provide parents and guardians with F.A.S.T. academic assessment by cycle via parent conference and ParentLink.

- Parent Training

Trainings on literacy strategies, IXL, Khan Academy and other academic tools that may be offered to support parents/families as they work with their students at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- School

Employ highly-qualified teachers that are equipped to provide high-quality curriculum and instruction in a supportive and effective learning environment. Collaborate with parents and the community to promote and develop each student's needs. Encourage parents to participate in the planning and review, and improvement of the school Parent and Family Engagement Plan. Provide parents with frequent reports about their student's academic achievement during parent-teacher conferences, progress/report cards will be sent home each grading cycle, parents can view their student's progress online via SIS portal. Provide parents access to staff (call school guidance counselor to set up an appointment). Ensure that information related to school and parent programs, meetings and other activities is sent home in an understandable format in a timely manner and in the language of the parents/guardians. To encourage teachers to implement Social Emotional Learning in the classroom. Create a welcoming environment for all students in all classrooms and school locations.

- Students

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- **Parents**

To ensure the student attends school in-person regularly and complies with all school-wide policies. To monitor SIS and communicate with the teacher if problems arise. To frequently visit and interact with the school and arrange virtual parent-teacher conferences, as needed. Create a positive learning environment in the home. Seek opportunities to be involved in decisions and participate in parent trainings.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students beyond the school day.

- **Accessibility**

Provide CLF assistance during meetings and translation as needed for parents.

Science

1. List prioritized needs statements.

Overall proficiency rate for grade 8 scored 36% on FY25 Winter Diagnostic compared to 36% on the FY24 F.A.S.T assessment with a 0% increase.

2. List the root causes for the needs assessment statements you prioritized.

Students require additional opportunity with more practice with tested benchmark. Progress monitoring not implemented with fidelity. Lack support in implementing data-driven and standards-based lesson planning. Teachers need guidance in providing differentiated and small group instruction to meet the needs of all learners. Classroom engagement strategies are underutilized across various content areas. Class size prevents teachers implementing differentiated instruction. Parents and guardians are unsure of how to best support their children at home to improve and enrich their literacy skills. Increasing teacher pedagogy. Students are reading below their grade level and are experiencing challenges in comprehending the text. Science teacher must implement customized, standards-driven planning in their instructional practices.

3. Share possible solutions that address the root causes.

Provide opportunities for teachers to participate in district training focused on best practices for differentiated instruction in various content areas. Differentiate instruction for all learners. Implementation of programs for small group instructional with programs for target instruction. Offering Extended learning opportunities. Extra Instructional Periods for reinforcement of skills. Professional Development and Professional Learning Communities focused on intentional instructional best practices.

4. How will school strengthen the PFEP to support Science?

- Communication

Provide parents and guardians with academic assessment by cycle via parent conference and ParentLink.

- Parent Training

Trainings on Science strategies Khan Academy and other academic tools that may be offered to support parents/families as they work with their students at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- School

Employ highly-qualified teachers that are equipped to provide high-quality curriculum and instruction in a supportive and effective learning environment. Collaborate with parents and the community to promote and develop each student's needs. Encourage parents to participate in the planning and review, and improvement of the school Parent and Family Engagement Plan. Provide parents with frequent reports about their student's academic achievement during parent-teacher conferences, progress/report cards will be sent home each grading cycle, parents can view their student's progress online via SIS portal. Provide parents access to staff (call school guidance counselor to set up an appointment). Ensure that information related to school and parent programs, meetings and other activities is sent home in an understandable format in a timely manner and in the language of the parents/guardians. To encourage teachers to implement Social Emotional Learning in the classroom. Create a welcoming environment for all students in all classrooms and school locations.

- **Students**

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- **Parents**

To ensure the student attends school in-person regularly and complies with all school-wide policies. To monitor SIS and communicate with the teacher if problems arise. To frequently visit and interact with the school and arrange virtual parent-teacher conferences, as needed. Create a positive learning environment in the home. Seek opportunities to be involved in decisions and participate in parent trainings.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students beyond the school day.

- **Accessibility**

Provide CLF assistance during meetings and translation as needed for parents.

Social Studies

1. List prioritized needs statements.

Overall proficiency rate for grade 7 scored 65% on FY25 Winter Diagnostic compared to 44% on the FY24 F.A.S.T assessment with a 21% increase.

2. List the root causes for the needs assessment statements you prioritized.

Progress monitoring not implemented with fidelity. Lack support in implementing data-driven and standards-based lesson planning. Teachers need guidance in providing differentiated and small group instruction to meet the needs of all learners. Classroom engagement strategies are underutilized across various content areas. Class size prevent teachers implementing differentiated instruction. Parents and guardians are unsure of how to best support their children at home to improve and enrich their literacy skills. Students are reading below their grade level and are experiencing challenges in comprehending the text. Civics teacher must implement customized, standards-driven planning in their instructional practices.

3. Share possible solutions that address the root causes.

Provide opportunities for teachers to participate in district training focused on best practices for differentiated instruction in various content areas. Differentiate instruction for all learners. Implementation of programs for small group instructional with programs for target instruction. Offering Extended learning opportunities. Extra Instructional Periods for reinforcement of skills. Professional Development and Professional Learning Communities focused on intentional instructional best practices. Collaboration of optimal teaching strategies within each grade level.

4. How will school strengthen the PFEP to support Social Studies?

- Communication

Provide parents and guardians with academic assessment by cycle via parent conference and ParentLink.

- Parent Training

Trainings on literacy strategies Khan Academy and other academic tools that may be offered to support parents/families as they work with their students at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- **School**

Employ highly-qualified teachers that are equipped to provide high-quality curriculum and instruction in a supportive and effective learning environment. Collaborate with parents and the community to promote and develop each student's needs. Encourage parents to participate in the planning and review, and improvement of the school Parent and Family Engagement Plan. Provide parents with frequent reports about their student's academic achievement during parent-teacher conferences, progress/report cards will be sent home each grading cycle, parents can view their student's progress online via SIS portal. Provide parents access to staff (call school guidance counselor to set up an appointment). Ensure that information related to school and parent programs, meetings and other activities is sent home in an understandable format in a timely manner and in the language of the parents/guardians. To encourage teachers to implement Social Emotional Learning in the classroom. Create a welcoming environment for all students in all classrooms and school locations.

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- **Parents**

To ensure the student attends school in-person regularly and complies with all school-wide policies. To monitor SIS and communicate with the teacher if problems arise. To frequently visit and interact with the school and arrange virtual parent-teacher conferences, as needed. Create a positive learning environment in the home. Seek opportunities to be involved in decisions and participate in parent trainings.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students beyond the school day.

- **Accessibility**

Provide CLF assistance during meetings and translation as needed for parents.

Acceleration Success

1. List prioritized needs statements.

Overall proficiency rate for Algebra I scored PM 3 – 54% compared to PM 3 – 75% with an 21% increase. Overall proficiency rate for Geometry scored PM 3 – 70% compared to PM 3 – 72% with an 2% increase. Increase student achievement in Algebra I and Geometry Increase subgroups' achievement and gains Increase proficiency by 10% in all subgroups. Lowest 25% will make a 1 year's growth

2. List the root causes for the needs assessment statements you prioritized.

Utilize efficient practice techniques within the teaching process. Teacher-focused instruction versus learner-focused. Incorporate effective practice strategies in instruction. Teacher-centered versus student-centered. Progress monitoring not implemented with fidelity. Lack support in implementing data-driven and standards-based lesson planning. Teachers need guidance in providing differentiated and small group instruction to meet the needs of all learners. Classroom engagement strategies are underutilized across various content areas. Class size prevent teachers implementing differentiated instruction. Parents and guardians are unsure of how to best support their children at home to improve and enrich their literacy skills.

3. Share possible solutions that address the root causes.

Provide opportunities for teachers to participate in district training focused on best practices for differentiated instruction in various content areas. Differentiate instruction for all learners. Implementation of programs for small group instructional with programs for target instruction. Offering Extended learning opportunities. Extra Instructional Periods for reinforcement of skills. Professional Development and Professional Learning Communities focused on intentional instructional best practices. Collaboration of optimal teaching strategies within each grade level.

4. How will school strengthen the PFEP to support Acceleration Success?

• Communication

Provide parents and guardians with academic assessment by cycle via parent conference and ParentLink.

• Parent Training

Trainings on literacy strategies Khan Academy and other academic tools that may be offered to support parents/families as they work with their students at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

- **School**

Employ highly-qualified teachers that are equipped to provide high-quality curriculum and instruction in a supportive and effective learning environment. Collaborate with parents and the community to promote and develop each student's needs. Encourage parents to participate in the planning and review, and improvement of the school Parent and Family Engagement Plan. Provide parents with frequent reports about their student's academic achievement during parent-teacher conferences, progress/report cards will be sent home each grading cycle, parents can view their student's progress online via SIS portal. Provide parents access to staff (call school guidance counselor to set up an appointment). Ensure that information related to school and parent programs, meetings and other activities is sent home in an understandable format in a timely manner and in the language of the parents/guardians. To encourage teachers to implement Social Emotional Learning in the classroom. Create a welcoming environment for all students in all classrooms and school locations.

- **Students**

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- **Parents**

To ensure the student attends school in-person regularly and complies with all school-wide policies. To monitor SIS and communicate with the teacher if problems arise. To frequently visit and interact with the school and arrange virtual parent-teacher conferences, as needed. Create a positive learning environment in the home. Seek opportunities to be involved in decisions and participate in parent trainings.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students beyond the school day.

- Accessibility

Provide CLF assistance during meetings and translation as needed for parents.

Action Step: Classroom Instruction

Engage all students in rigorous differentiated, standards-based, and meaningful instruction.

Budget Total: \$209,735.00

Acct Description	Description							
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	7 days of subs for Title I funded classroom position	1	\$21.00	7	6.5	1	Original	\$933.00
Classroom Teacher	Math Classroom Teacher will provide classroom instruction for 6th-grade students who need additional math support and remediation.							
Online subscription	Item	Quantity	Rate	Type	Total			
	IXL - Interactive platform that provides supplemental instructional support in ELA, Math & Science for 8th Grade students.	275	\$22.75	Original	\$6,256.25			
	IXL - Interactive platform that provides supplemental instructional support in ELA & Math for 6th Grade students.	275	\$18.75	Original	\$5,156.25			
	IXL - Interactive platform that provides supplemental instructional support in ELA, Math & Civics for 7th Grade students.	275	\$22.75	Original	\$6,256.25			

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will provide tutorial to 4 ELA Groups & 4 Math Groups for students in Grades 6th-8th for remediation based on PM # 2 data. This program will be implemented 4 days during spring break.	8	\$37.00	4	4	1	Certified	Original	\$4,736.00
	Certified teachers will provide tutorial to 6 ELA Groups & 6 Math Groups targeting the Lowest 25% & Level 2 (for remediation) students in grades 6th-8th. Program to be implemented with a tentative start date of October 2026.	14	\$37.00	2	1	12	Certified	Original	\$12,432.00
	Certified teachers will provide tutorial via a Summer Prep/Summer Slide Program for students in Grade 7 (ELA /Algebra 1) to reinforce and remediate learning skills.	2	\$37.00	4	6	4	Certified	Original	\$7,104.00
	Certified Teachers will provide tutorial to 6 ELA, 6 Math, and 3 Science groups starting in January 2026 targeting Low 25% and Level 2/Bump Students in Grades 6th-8th for remediation.	15	\$37.00	2	1	16	Certified	Original	\$17,760.00
(Reduced) JER submitted to cover FY25 ERA excess tutorial expenses	-1	\$648.00	1	1	1	Certified	Original	-\$648.00	

Acct Description	Description																																																											
Extra Periods	3 Everyday Extra Periods: 1 Additional ELA Support Class Period - Lower class size for 7th Grade ELA ... This will also help with small group instruction with the goal for remediation. 1 Additional Science Support Class Period Additional support in 8th grade science (tested)... This will reduce class size and be used as remediation. 1 Additional Algebra Class Period - Reduce class size across all Algebra classes to help with the instruction for this high school credit class. This will allow the teachers to work in small groups and remediate as needed.																																																											
Supplies	<table border="1"> <thead> <tr> <th data-bbox="430 483 1165 560">Item</th> <th data-bbox="1165 483 1312 560">Quantity</th> <th data-bbox="1312 483 1480 560">Rate</th> <th data-bbox="1480 483 1722 560">Supply Type</th> <th data-bbox="1722 483 1900 560">Type</th> <th data-bbox="1900 483 2026 560">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 560 1165 673">Florida Performance Coach 7th Grade Set ELA</td> <td data-bbox="1165 560 1312 673">6</td> <td data-bbox="1312 560 1480 673">\$399.99</td> <td data-bbox="1480 560 1722 673">Instructional Materials</td> <td data-bbox="1722 560 1900 673">Original</td> <td data-bbox="1900 560 2026 673">\$2,399.94</td> </tr> <tr> <td data-bbox="430 673 1165 787">Perfection Learning Level G ELA (7th Grade)</td> <td data-bbox="1165 673 1312 787">150</td> <td data-bbox="1312 673 1480 787">\$14.95</td> <td data-bbox="1480 673 1722 787">Instructional Materials</td> <td data-bbox="1722 673 1900 787">Original</td> <td data-bbox="1900 673 2026 787">\$2,242.50</td> </tr> <tr> <td data-bbox="430 787 1165 901">J & J Bootcamp - Testing Workbook 8th Science</td> <td data-bbox="1165 787 1312 901">275</td> <td data-bbox="1312 787 1480 901">\$14.50</td> <td data-bbox="1480 787 1722 901">Instructional Materials</td> <td data-bbox="1722 787 1900 901">Original</td> <td data-bbox="1900 787 2026 901">\$3,987.50</td> </tr> <tr> <td data-bbox="430 901 1165 1015">J & J Bootcamp - Speedbag Workbook 8th Science</td> <td data-bbox="1165 901 1312 1015">275</td> <td data-bbox="1312 901 1480 1015">\$14.50</td> <td data-bbox="1480 901 1722 1015">Instructional Materials</td> <td data-bbox="1722 901 1900 1015">Original</td> <td data-bbox="1900 901 2026 1015">\$3,987.50</td> </tr> <tr> <td data-bbox="430 1015 1165 1128">Florida Performance Coach 6th Grade Set ELA</td> <td data-bbox="1165 1015 1312 1128">6</td> <td data-bbox="1312 1015 1480 1128">\$399.99</td> <td data-bbox="1480 1015 1722 1128">Instructional Materials</td> <td data-bbox="1722 1015 1900 1128">Original</td> <td data-bbox="1900 1015 2026 1128">\$2,399.94</td> </tr> <tr> <td data-bbox="430 1128 1165 1242">Florida Performance Coach 8th Grade Set ELA</td> <td data-bbox="1165 1128 1312 1242">6</td> <td data-bbox="1312 1128 1480 1242">\$399.99</td> <td data-bbox="1480 1128 1722 1242">Instructional Materials</td> <td data-bbox="1722 1128 1900 1242">Original</td> <td data-bbox="1900 1128 2026 1242">\$2,399.94</td> </tr> <tr> <td data-bbox="430 1242 1165 1356">Perfection Learning Level H ELA(8th Grade)</td> <td data-bbox="1165 1242 1312 1356">150</td> <td data-bbox="1312 1242 1480 1356">\$14.95</td> <td data-bbox="1480 1242 1722 1356">Instructional Materials</td> <td data-bbox="1722 1242 1900 1356">Original</td> <td data-bbox="1900 1242 2026 1356">\$2,242.50</td> </tr> <tr> <td data-bbox="430 1356 1165 1469">Perfection Learning Level F ELA (6th Grade)</td> <td data-bbox="1165 1356 1312 1469">150</td> <td data-bbox="1312 1356 1480 1469">\$14.95</td> <td data-bbox="1480 1356 1722 1469">Instructional Materials</td> <td data-bbox="1722 1356 1900 1469">Original</td> <td data-bbox="1900 1356 2026 1469">\$2,242.50</td> </tr> </tbody> </table>						Item	Quantity	Rate	Supply Type	Type	Total	Florida Performance Coach 7th Grade Set ELA	6	\$399.99	Instructional Materials	Original	\$2,399.94	Perfection Learning Level G ELA (7th Grade)	150	\$14.95	Instructional Materials	Original	\$2,242.50	J & J Bootcamp - Testing Workbook 8th Science	275	\$14.50	Instructional Materials	Original	\$3,987.50	J & J Bootcamp - Speedbag Workbook 8th Science	275	\$14.50	Instructional Materials	Original	\$3,987.50	Florida Performance Coach 6th Grade Set ELA	6	\$399.99	Instructional Materials	Original	\$2,399.94	Florida Performance Coach 8th Grade Set ELA	6	\$399.99	Instructional Materials	Original	\$2,399.94	Perfection Learning Level H ELA(8th Grade)	150	\$14.95	Instructional Materials	Original	\$2,242.50	Perfection Learning Level F ELA (6th Grade)	150	\$14.95	Instructional Materials	Original	\$2,242.50
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	Item	Quantity	Rate	Supply Type	Type	Total
	Paper (Copy/Colored)	5	\$40.00	General Supplies	Original	\$200.00
	Shipping	1	\$28.68	General Supplies	Original	\$28.68
	Adjustment - benefits credit and final allocation.	1	\$5,234.25	General Supplies	Other	\$5,234.25
	BT 514897- Removed FL Performance Coach 6th/7th/8th sets to add an additional extra period supplement	-1	\$7,177.00	General Supplies	Budget Transfer	-\$7,177.00

Action Step: Parent and Family Engagement

Empower parents and families to support their children's intellectual and resiliency development through parent trainings and communication as well as develop community partnerships.

Budget Total: \$5,742.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
Supplies	Copy Paper	40	\$33.00	General Supplies	Original	\$1,320.00

Acct Description	Description									
	Item	Quantity	Rate	Supply Type			Type	Total		
	Refreshments for Parent Trainings	40	\$3.00	General Supplies			Original	\$120.00		
	Adjustment - benefits credit and final allocation.	1	\$23.00	General Supplies			Other	\$23.00		
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Temp parent liaison to assist with parent phone calls (truancy, suspensions, classroom information).	1	\$17.00	5	1	37	Non-Certified	Original	\$3,202.00	

Action Step: Professional Learning

Conduct ongoing professional learning opportunities that will build capacity for teachers in curriculum, support the implementation of best practices, utilize data to drive instruction, and plan and implement professional learning activities.

Budget Total: \$202,105.00

Acct Description	Description
Tch Res Staff Development	Staff Development Resource Teacher will provide schoolwide support to all content area teachers grades 6th-8th to improve instructional practices during PLC meetings and on professional learning days. The Staff Development Resource Teacher will also support new teachers as an extension of the ESP program.
Single School Culture Coordinator	260 Day Single School Culture Coordinator. Facilitates the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each student. The SSCC will work with side-by-side support at Learning Team Meetings (LTM) or Professional Learning

Acct Description	Description
	<p>Communities (PLC). In addition they will review existing data appropriately to diagnose and assess student needs; guide teachers in tailoring instruction to meet individual needs. Applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (Rtl) process. The SSCC will also provide coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators. Provides modeling and coaching support for small group instruction. Provides curricular support for Summer bridge / Summer slide programs. The SSCC will coordinate and run the summer tutorial program.</p>

Mission Statement

1. Mission Statement

The staff at Tradewinds Middle School is committed to providing a safe, positive, and inclusive learning environment that fosters students' academic, emotional, and social success. Through effective teamwork, high expectations, and character development, administration, teachers, parents, and community members will provide ALL students access to rigorous and equitable learning opportunities while preparing middle school students for the transition to high school and beyond.

Involvement of Stakeholders

Name	Title
Chris Schroeder	Principal
Allison deGregory	Assistant Principal/Title I Contact
Jeanice Brown	Learning Team Facilitator
Carol Mercado	ESOL Coordinator
Kevin Richer	Dean/SAC Chairperson
Kelly Miranda	Parent
Chianti Cartwright	Assistant Principal
Eleni Spanos	Assistant Principal
Gardy Armand	Parent
Ajuero Yislenis	Parent
Iris Vallecillo	Parent
Ruthann Bruce	School Counselor

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Members were selected based on their position within the school and contact with community. Faculty was asked to provide input and parents and families were invited to attend input meeting through ParentLink call-outs and emails, social media, and school website posting.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholders attended CNA meeting in March 2025, discussing the three components of a school-wide program that are essential to effective implementation: a) Conduct and prepare a comprehensive needs assessment of the entire school, b) Annually reviewing the school-wide plan. Stakeholders will also review and make suggestions to the Parent-School compact.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders discussed the needs based on information shared during the input meeting. It was decided to use funds to hire a part-time parent liaison, postage to mail newsletter and supplies to support parent trainings.

Name	Title
Chris Schroeder	Principal
Allison deGregory	Assistant Principal/Title I Contact
Jeanice Brown	Learning Team Facilitator
Chianti Cartwright	Assistant Principal
Eleni Spanos	Assistant Principal
Carol Mercado	ESOL Coordinator
Kevin Richer	Dean/SAC Chairperson

Annual Parent Meeting

1. What is the actual date, time and location of the Annual Meeting?

September 12, 2025 at 5pm, school Media Center.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Parents will be notified via Parent link call-out and emails and flyer. Meeting information will also be posted on the School's website.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Title I Annual Meeting PowerPoint, Copy of FY26 School-Parent Compact, FY26 Parent and Family Engagement Plan (PFEP) Sign-in, meeting minutes, SAC meeting calendar, parent trainings schedule, evaluation.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

1. Using Data to drive instruction in the classroom

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will provide strategies to parents regarding how to understand student data to support their students beyond the school day.

- What is the expected impact of this training on family engagement?

The training will provide teachers with a better understanding with communicating to parents on how they use data to support your child's learning in the classroom.

- What will teachers submit as evidence of implementation?

Activity on Disaggregating student data to drive instructional strategies in the classroom. During parent conferences, teachers will share student data with parents and how instructional groups created that support their student academics needs.

- **Month of Training**

August 2025

- **Responsible Person(s)**

Administration

3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

How to identify McKinney Vento/Homelessness Students

- **What specific strategy, skill or program will staff learn to implement with families?**

Teachers will provide strategies to parents on how they create a Welcoming and Inclusive Classroom

- **What is the expected impact of this training on family engagement?**

The training will provide teachers with a better understanding of student homelessness and how they support your child's learning in the classroom.

- **What will teachers submit as evidence of implementation?**

The "What If" activity that promotes empathy and understanding of the unique obstacles faced by students experiencing housing insecurity. Provide copies of McKinney Vento questionnaires.

- **Month of Training**

November 2025

- Responsible Person(s)

Adminstration

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Understanding Data Analysis - Learn how teachers use data to support your child's learning in the classroom.

- What specific strategy, skill or program will parents learn to implement with their children at home?

To educate parents about student assessment data analysis to support your child's learning with assignments at home.

- Describe the interactive hands-on component of the training.

Parents will participate in data assessment analysis activity that focused on various strategies that support students beyond the school day.

- What is the expected impact of this training on student achievement?

Students can learn how to monitor their assessment data.

- Date of Training

October 2025

- Responsible Person(s)

Administration

- Resources and Materials

Agenda, sign-in, presentation documents.

- Amount (e.g. \$10.00)

N/A

3. Parent and Family Capacity Building Training #2

- Name of Training

How to support their student with IXL online program beyond the school day

- What specific strategy, skill or program will parents learn to implement with their children at home?

To educate parents on how to track their child's progress, identify trouble spots, and see their child's overall learning journey.

- Describe the interactive hands-on component of the training.

Parents will participate in a mock IXL session activity that focused on various monitoring strategies that support students beyond the school day.

- What is the expected impact of this training on student achievement?

Students can learn how to monitor and track their progress on IXL online program.

- Date of Training

January 2026

- Responsible Person(s)

Administration

- Resources and Materials

Agenda, sign-in, presentation documents.

- Amount (e.g. \$10.00)

N/A

5. Parent and Family Capacity Building Training #3

- Name of Training

N/A

- What specific strategy, skill or program will parents learn to implement with their children at home?

N/A

- Describe the interactive hands-on component of the training.

N/A

- What is the expected impact of this training on student achievement?

N/A

- Date of Training

N/A

- Responsible Person(s)

N/A

- Resources and Materials

N/A

- Amount (e.g. \$10.00)

N/A

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

Provides translation services, as well as social services for new immigrant and bilingual families. Provides native language counseling and evaluations.

- Based on the description list the documentation you will provide to showcase this partnership.

Translated documents, social services logs, CLF schedules

- Frequency

Ongoing

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

T-Mobile/Sprint

- Describe how agency/organization supports families.

Providing families with Hotspot devices to assist in increasing internet access for distance learning.

- Based on the description list the documentation you will provide to showcase this partnership.

Screen shot of parent information; list of families with hotspot devices.

- Frequency

Ongoing

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Comcast

- Describe how agency/organization supports families.

Providing families with free internet access for distance learning.

- Based on the description list the documentation you will provide to showcase this partnership.

Screen shots of parent information to sign up for access.

- Frequency

Ongoing

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Parents and families will be provided information about tutoring, parent/family meetings and training, SAC meetings, and Parents' Right to Know in various languages through Call-outs and emails, ParentLink, the school's website, emails, Twitter, and flyers.

- List evidence that you will upload based on your description.

Transcripts from ParentLink emails, School-Parent Compact and PFEP Summary.

- Description

Parents will be informed during Open House, parent/teacher conferences, parent meetings, SAC meetings, parent trainings.

- List evidence that you will upload based on your description.

Open house presentation, progress reports, parent/teacher conference notes.

- Description

Parents will be informed during Open House, SAC meeting, parent trainings and Parent Link call-outs.

- List evidence that you will upload based on your description.

Title I Annual Meeting, parent-teacher conferences and progress reports.

- Description

Parents will be informed about these opportunities during all SAC meetings, parent trainings, parent/teacher conferences, stakeholder meetings and Title I Annual Meeting.

- List evidence that you will upload based on your description.

Title I Annual meeting invitation and sign-in sheets, SAC meeting invitations and sign-in sheets and parent-teacher conference notes..

- Description

Parent Meetings and training will be available in-person and virtually to accommodate parent schedules. The times for in-person meetings can be scheduled based on parent availability. IEP/LEP meetings at times convenient to families.

- List evidence that you will upload based on your description.

Parent-teacher conferences, IEP meetings and ParentLink emails.

Accessibility

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

Translation of all communication, interpreters during parent teacher conferences, SAC meetings, parent trainings, IEP/LEP meetings.

- List evidence that you will upload based on your description.

Translated compacts, PFEP summaries and flyers.

- Description

ADA compliant building, availability of disabled parking, special seating during meetings, hearing or vision interpreters for meetings.

- List evidence that you will upload based on your description.

Photos of handicapped parking, ramps and elevator.

- Description

Welcome packet of information for new families, home visits as needed, share information about available services through Migrant Education Program.

- List evidence that you will upload based on your description.

School staff referrals to Migrant Department, flyers of services offered and translated letters.

- Description

Welcome packet for new families, donation of uniforms, school supplies, food, sharing information about available services, home visits, Student Housing Questionnaire and McKinney-Vento program flyer.

- List evidence that you will upload based on your description.

Notes on services, Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program flyer of services offered

Other Activities

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- **Activity #2**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- **Activity #3**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Check & Connect is an intervention used with K-12 students who show warning signs of disengagement with school and are at risk of dropping out. At the core of Check & Connect is a trusting relationship between the student and a caring, trained mentor who advocates for and challenges the student to keep education salient. Mental Health Programs: Guidance counselors provide individual support for students in need and refer students to Chrysalis, Youth Service Bureau, and Listen to Children. Anti-bullying program from District is implemented, and counselors provide mediation either individually or as a group. Counseling Support: Our grade level counselors and Behavior Health Professional (BHP) conduct classroom visits to inform students of available support groups. Our Behavior Health Professional (BHP) conducts a Group Counseling Program on campus that meets with students weekly and tracks their behavioral and mental health. Students participated in the Suite 360 program, which covered various topics, including mental and emotional health. School-wide Positive Behavior: Our SPB team leader is our Dean of Students and several faculty and staff members. Systems are in place to encourage, track, and reward positive behavior. We have begun cultivating business partnerships with local businesses (e.g., Subway) to provide students with rewards for demonstrating positive, expected behaviors.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

Tier 2 instruction entails more focused, targeted instruction, interventions, extensions, and supplemental supports provided to a small group of students who share common academic and/or behavioral needs, i.e., behavioral contract with incentives. Tier 2 - Small group push-in/pull-out instruction, morning and afternoon tutorial, Reading Plus, Khan Academy, and Reading Coach materials are used for students in Tier 2. Tier 3 is the most intensive instruction and intervention, based on the individual students' needs. Interventions consist of one-on-one research-based interventions. A dedicated reading teacher works closely with Tier 3 students to provide intense instruction and intervention. The School Based Team (SBT) maintains records of progress monitoring and moves students along Multi-tiered System of Supports (MTSS) as needed throughout the process. Students can be referred to Child Study Team based on the results of interventions.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Tradewinds Middle School offers various core instructional courses, including accelerated coursework and support remediation classes. Course offerings, as well as student placement, are data-based and individualized to fit students' needs. It is a part of the single school culture that we maximize instructional time for all students, including bell-to-bell instruction. Our academic expectations ensure that students are high school ready by offering high school credit courses such as Algebra 1 Honors, Geometry Honors, and Spanish 1 and Computer Fundamentals. Extended learning opportunities are available in the morning and after school—tutorials focusing on Language Arts, Math, Science, and Social Studies. Students also can enroll in various elective courses such as Physical Education, Band, Chorus, Digital Design, Journalism, Critical Thinking, Spanish, and Health Education. * Our performing arts programs consist of band and chorus. The courses provide a well-rounded experience with instructional and vocal opportunities. Students' performances include Veterans Day, Winterfest, and District competitions for band and chorus. * Pre-Culinary and Pre-Teacher Education are two choice programs offered at Tradewinds Middle. Pre-Culinary courses provide students with hands-on food preparation and food safety. Pre-Teacher Education provides students with in-depth knowledge of pre-adolescents and pre-teens. *Student Council is a student-based civic organization designed to help promote school spirit and leadership among students. Students participating in all levels of the Council will maintain a high standard of personal conduct. Students can participate in extra-curricular activities such as clubs and sports. Clubs include Junior National Honor Society, Yearbook, Young Women/Men of Excellence, book club, and Student Government Association (SGA). Intramural sports, i.e., girls/boys basketball, flag football, softball/baseball, and soccer.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

At Tradewinds we offer elective courses focused on college readiness that teach organizational and study skills. Students are also encouraged to enroll in accelerated coursework such as high school courses and CTE courses in preparation for high school and post-secondary learning. * Pre-Culinary and Pre-Teacher Education are two choice programs offered at Tradewinds Middle School. The Pre-Culinary course provides students with hands-on food preparation and food safety. Pre-Teacher Education provides students with in-depth knowledge of pre-adolescents and pre-teens. Students in both Choice programs have opportunities to engage in project-based learning and engage in real-life, job-based scenarios in the service industry and education fields. * Students will learn the dynamics of the Web environment while pursuing an in-depth study of both Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Web-based protocols such as FTP, TCP/IP, and HTTP will be addressed. Students will create a website with tag text elements, special characters, lines, graphics, hypertext links, and graphical tables. Students will learn the dynamics of the Web environment while pursuing an in-depth study of both Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Web-based protocols such as FTP, TCP/IP, and HTTP will be addressed. Students will create a website with tag text elements, special characters, lines, graphics, hypertext links, and graphical tables. * CTE - Computer Technology Education: Students will learn the dynamics of the Web environment while pursuing an in-depth study of both Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Web-based protocols such as FTP, TCP/IP, and HTTP will be addressed. Students will create a website with tag text elements, special characters, lines, graphics, hypertext links, and graphical tables. Students can earn a certificate of completion when all requirements are completed.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Learning

1. Professional Learning

* Content area Professional Learning Communities (PLCs), * Peer Shadowing,* Co-Teaching occurs daily. Regional and district curriculum support includes professional development for Principal and teachers in science subject areas, Exceptional Student Education (ESE) co-teaching module, and English Language Learner (ELL) multi-cultural training. * Our Employee Support Program (ESP) program provides mentoring and peer observation programs using the Palm Beach model of Instruction. Online workshops are available through the Model of Instruction. Teachers engage in data chats and professional development opportunities after hours and on the weekends.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

* Recruitment * School administration attends district-wide job fairs in collaboration with HR and Region office. The school administration maintains open communication with other schools and regional offices to recruit suitable candidates. * Staff members with previous positions such as substitutes, student teachers, interim teachers, and other staff who have completed educational requirements are given the opportunity for permanent teaching positions. *Word of mouth and Social Media promotion of Tradewinds Middle. Retention * Grow our own - many teachers have the opportunity to participate in leadership activities such as team leaders, department leaders, and club sponsors. This initiative promotes on-site leadership growth and advancement. * Our sunshine committee allows teachers to build camaraderie and teamwork. Committee events consist of mini breakfast, pot lunches, and holiday events. This provides teachers with a sense of family connection with staff members. *Through collaborative planning and support from the academic coach and team leaders, teachers have a strong support system to ensure their success. Professional development is also available to all teachers through eLearning and school-offered opportunities. *Several opportunities are available to teachers to earn an extra salary, including tutoring, club/sports supplements, training attendance, and participating in parent engagement events.