

The School District of Palm Beach County

Tradewinds Middle School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	18
Positive Culture & Environment	20
Budget to Support Goals	22

Tradewinds Middle School

5090 HAVERHILL RD S, Greenacres, FL 33463

<https://trdw.palmbeachschools.org>

Demographics

Principal: Shakeica Robinson

Start Date for this Principal: 7/29/2020

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

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	22

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<https://trdw.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	B	B

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SIP Authority

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Subin, Rebecca	Principal	Oversees daily operation of school, serves as Instructional leader, supervises and evaluates all school based personnel, oversees school budget, data analysis administrator, school advisory council, professional development leadership team, pupil progression.
Kirkwood, Gregory	Assistant Principal	8th Grade AP: Discipline, data, facilities/leasing, evaluation of staff, SAC member, drills CRP, supervise - custodians, cafeteria, office staff, athletic coordinator., transportation coordinator., mentor program.
Ramirez, Raysa	School Counselor	8th Grade Guidance: scheduling classes/conferences, small group counseling, school ambassadors, elementary/high school transition, assist with testing, 504/SBT, teacher/parent conferences, provide community resource information.
McGill, Deloris	School Counselor	7th Grade Guidance: scheduling classes/conferences, small group counseling, school ambassadors, elementary/high school transition, assist with testing, 504/SBT, teacher/parent conferences, provide community resource information.
Sanon, Magalie	School Counselor	6th Grade Guidance: scheduling classes/conferences, small group counseling, school ambassadors, elementary/high school transition, assist with testing, 504/SBT, teacher/parent conferences, provide community resource information.
Mercado, Carol	Teacher, K-12	ELL Coordinator: ELL head of dept, LEP folders, LEP entrance/exit, scheduling classes, parent conferences, monitoring ELL student grade/discipline/attendance, PLC meetings, oversees CLF's.
Brown, Jeanice	Instructional Coach	Reading Coach: Reading coach, RIP, instructional coach, performance matters liaison, oversees SRI testing, oversees Reading plus/Read 180, professional development/Marzano liaison, teacher orientation
Degregory, Allison	Assistant Principal	6th Grade AP: Discipline, data, master scheduling, Title I coordinator, evaluation of staff, SAC member, textbooks, educator support program, school improvement plan, ESE contact.
Reed, Linda	Administrative Support	Confidential Secretary: daily substitutes, payroll, oversees office staff, supplemental payments, monitors parent concerns.
Caplin, Daniel	Instructional Coach	Learning Team Facilitator, choice coordinator., accreditation assistant, instructional coach, performance matters liaison, team leader, parent link.
Richer, Kevin	Dean	Dean of Students: School-wide fundraiser, link between teachers and students, discipline, SAC chairperson, Title I assist, textbooks assist,

Name	Title	Job Duties and Responsibilities
		detention coordinator., positive behavior support admin., leadership team, mentor program.
Higley, Sabrina	Assistant Principal	7th Grade AP: Accreditation internal facilitator, discipline, data, evaluation of staff, scheduling, testing coor., member of SAC, open house/schedule pick-up ELL contact.
Milligan, Sandra	School Counselor	BHP Counselor: Testing assist, attendance/truancy, monitor SIS grades/pupil progression, home visit, mental help.

Demographic Information

Principal start date

Wednesday 7/29/2020, Shakeica Robinson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

35

Total number of teacher positions allocated to the school

69

Demographic Data

2020-21 Status (per MSID File)	Active
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Primary Service Type (per MSID File)	K-12 General Education
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2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Native American Students Asian Students Black/African American Students

	Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: B (54%) 2016-17: B (55%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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Year	
Support Tier	
ESSA Status	TS&I
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Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	360	346	382	0	0	0	0	1088
Attendance below 90 percent	0	0	0	0	0	0	30	15	28	0	0	0	0	73
One or more suspensions	0	0	0	0	0	0	79	57	49	0	0	0	0	185
Course failure in ELA	0	0	0	0	0	0	108	98	124	0	0	0	0	330
Course failure in Math	0	0	0	0	0	0	58	82	103	0	0	0	0	243
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	173	235	169	0	0	0	0	577
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	239	343	96	0	0	0	0	678
ELA Midyear Diagnostic Level 1 & 2	0	0	0	0	0	0	156	232	176	0	0	0	0	564
Math Midyear Diagnostic Level 1 & 2	0	0	0	0	0	0	175	235	169	0	0	0	0	579

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	70	70	92	0	0	0	0	232	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	2	3	3	0	0	0	0	8	
Students retained two or more times	0	0	0	0	0	0	3	4	2	0	0	0	0	9	

Date this data was collected or last updated

Wednesday 7/29/2020

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

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

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

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

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	2	3	0	0	0	0	0	5	
Students retained two or more times	0	0	0	0	0	0	2	2	1	0	0	0	0	5	

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

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

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

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

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	2	3	0	0	0	0	0	5	
Students retained two or more times	0	0	0	0	0	0	2	2	1	0	0	0	0	5	

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	43%	58%	54%	44%	56%	52%
ELA Learning Gains	50%	56%	54%	47%	57%	54%
ELA Lowest 25th Percentile	45%	49%	47%	34%	48%	44%
Math Achievement	49%	62%	58%	58%	61%	56%
Math Learning Gains	53%	60%	57%	63%	61%	57%
Math Lowest 25th Percentile	45%	53%	51%	49%	52%	50%
Science Achievement	39%	52%	51%	44%	53%	50%
Social Studies Achievement	58%	75%	72%	73%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

Grade Level Data

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

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

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	55%	72%	-17%	71%	-16%
2018	58%	72%	-14%	71%	-13%
Compare		-3%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	91%	64%	27%	61%	30%
2018	97%	62%	35%	62%	35%
Compare		-6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	95%	60%	35%	57%	38%
2018	100%	57%	43%	56%	44%
Compare		-5%			

Subgroup Data

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

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	31	26	21	42	40	10	28			
ELL	19	48	44	24	48	55		40			
ASN	92	82		96	86		80	100	100		
BLK	40	52	46	48	60	56	39	61	77		
HSP	39	53	42	49	54	46	37	57	67		
MUL	42	48		42	55		40		60		
WHT	54	57	38	61	68	68	67	65	89		
FRL	41	53	43	50	58	52	42	59	63		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	34	26	23	38	26	17	37			
ELL	17	32	26	32	56	41	11	65			
ASN	74	44		88	82		67	100	93		
BLK	40	44	30	52	63	52	39	69	75		
HSP	40	47	38	58	62	43	40	73	82		
MUL	48	44		70	52		70				
WHT	56	59	35	66	68	62	60	79	80		
FRL	41	46	34	56	62	47	41	72	81		

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	515
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

After reviewing the FY20 Diagnostic data and comparing these results to our goal to improve Math proficiency by 8%, we have some concerns. During FY19 FSA, our 6th grade Math was at 30%. The subgroup population has the lowest achievement in ELA and Math. Grade-6 results of 4% student proficiency with a -26% non-proficiency difference. The outcome is not achieved or desired progress being made. The contributing factors were having multiple vacancies and not having enough instructional time to meet student needs.

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

After reviewing the FY20 Diagnostic data and comparing these results to our goal to improve Math proficiency by 8%, we have some concerns. During FY19 FSA, our 8th grade Math FSA was at 57% proficiency. FY 20 Diagnostic results of 7% student proficiency with a -50% non-proficiency difference. FY19 FSA Grade-7 Math was at 9%. The outcome is not achieved or desired progress being made. This was due to a lack of rigor in classrooms and inconsistency with assessments begin across the content areas.

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

When compared to the state we see a negative gap in 8th grade Math FSA was at 57% proficiency. FY20 Diagnostic data, we have results of 7% student proficiency with a -50% non-proficiency difference. We can attribute this gap to not enough instructional time to meet student needs, multiple vacancies and fidelity to differentiation. During FY21 we plan to strategically collaborate during PLCs to close the gap.

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

Our ELA achievement in grades 6 - 8 showed the most improvement. ELA proficiency +10% are making continuous progress. Grade -6, at 56% with +11% increase. Grade-7, at 53% with +20 increase. Grade -8, at 41% with a -2% decrease. All teachers utilized close Reading strategies and followed the gradual release instructional model during whole group and small group. During collaborative planning, data drove the instructional cycle for the school.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

When looking at EWS, our concerns are course failure and level 1 on state assessments. In ELA, we have 330 students failing, and in Math, we have 243 students failing. FY19 Math FSA level -1 student count: grade- 8, 96, grade-7, 343 and grade-6, 239. FY19 ELA FSA level-1 student count: grade-8, 169, grade-7, 235 and grade-6, 173. FY19/20 Math diagnostic student count: grade-8, 220, grade-7, 270 and grade-6, 175. FY19/20 ELA diagnostic student count: grade-8, 176, grade-7, 232 and grade-6, 156.

After reviewing the FY20 Diagnostic data and comparing these results to our goal to improve Math proficiency by 8%, we have some concerns. FY19 FSA, grade-8 Math FSA, was at 57% proficiency. FY20 Diagnostic results of 7% student proficiency with a -50% non-proficiency difference. FY19, FSA Grade-7 Math was at 9% proficiency. FY20 Diagnostic results of 1% student proficiency with an 8% non-proficiency difference. Grade-6 FY20 Diagnostic results of 4% student proficiency with a-26% non-proficiency difference.

During FY21, we will continue to support student achievement during the morning and after school, tutoring utilizing IXL Math program. During PLCs, teachers will collaborate to identify struggling students and developed academic lesson plans to focus on needs.

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

Standards-Based instruction continues to be a primary focus during instruction planning sessions, professional learning communities, and data chats with teachers and students. The Reading and Math coaches will provide instructional resources and strategies aligned to the grade-level standards. Additional support will be available to support students who are not performing at grade level. Morning and after school tutorial program will ensure student participation and success. All tutorial teachers will collaborate to ensure program success.

1. Improving our students learning gains in ELA and Math will allow our students to develop the skills necessary for future success. Our priority is to prepare our students to become lifelong learners. When students lack essential reading and writing skills, this creates tremendous obstacles. Education improves an individual's life and creates opportunities for them to develop skills to provide for themselves and a better future.

2. Ensuring learning gains and progress for ESSA classified subgroups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA subgroups will be closely monitored for progress and receive additional support based on their specific needs.

3. Our focus is to increase student engagement to ensure all students become active learners. Teachers will receive ongoing Professional Development during common planning and scheduled professional development days throughout the school year.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

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

Action Steps to Implement

- 1 & 2. Adaptive technology will be offered within all ELA/SWD and Math classrooms with the use of Chromebooks and Carts on Wheels (COWS). All students will be expected to utilize the programs a minimum of 60 minutes per week for ELA and 45 minutes per week for Math.
3. Teachers will meet in a consistent rotation during professional learning communities to review

standards, analyze data demonstrating standards mastery, determine next steps with the instruction of standards and revise as necessary.

4. Teachers will be provided professional development and/or mentoring to ensure small group instruction is taking place within the classroom. Academic Tutors and Resource teachers will push into the ELA and Math classrooms to facilitate the execution of successful differentiated small groups. Teachers will collaboratively practice differentiation in the classroom by:

Designing lessons based on students' learning styles.

Grouping students by shared interest, topic, or their ability for assignments.

Assessing students' learning using formative assessments.

Managing the classroom to create a safe and supportive environment.

Continually assessing, reflecting and adjusting lesson content to meet students' needs.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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

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

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

At TMS, we have many clubs such as student government, national junior honor society, and new to our campus is peers and partners. These clubs support and provide a place where our students can share and learn from each other and learn about cultural differences that encourage them to be themselves.

At TMS, we support student achievement with support from the Reading Coach providing support to students having difficulty with content benchmarks. We also have collaborative co-teaching in our ELLs and SWDs classes. The lead teachers and strategists work together to support and implement differentiated small group instruction. The strategist collaborates with the teachers reviewing data analysis that identifies student needs and appropriate support. This teaching model is an on-going flexible groupings/co-teaching. All strategists participate in content area PLCs to ensure understanding and comprehension of standards-based instruction.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Parent and Family Engagement Mission Statement

Tradewinds Middle School strives to empower parents and families to support their children's cognitive and social-emotional development by strengthening school-family-community partnership through effective communication, resource support, training, decision-making, and encouraging families to become active participants in their child's educational process.

Annual Title I Meeting

Each year, families are invited to attend this meeting at the beginning of the school year to learn more about our school-wide Title I Program and the requirements of Title I. Our meeting will be September 5, 2019 at 5:00 pm.

Parent and Family Engagement Training.

Based on family survey input, we will provide the following activities to assist families in understanding the state curriculum and assessments to help families support their children's academic achievement:

- Home Visit Unit for families to learn specific strategies to help their children at home.
- Social and Emotional learning for families to support social and emotional skills and strategies with student beyond the school day.
- Check and Connect for families to learn strategies that will support student engagement and school involvement through relationship building and problem solving.

Shared Decision-Making

Families will be invited to many meetings throughout the year to receive academic information, reports, and provide input on ways the school, families and students can share responsibility for student success. We invite parents and guardians to join us for SAC meetings, parent conferences, Title I meetings, and parent trainings.

Communication

Based on your input, we will provide flexible meeting dates and times to accommodate work schedules. We will also communicate in an on-going and timely manner using a variety of methods including our school website, social media, and emails, phone calls from teachers, school administration and the parent liaison; by flyers sent home with your student; through notes in your student's agenda, school newsletter/calendar, and academic reports. If you find that communication does not seem to be getting home, please let us know.

Accessibility for all Families

We encourage all families to attend meetings and events. School staff will provide supports needed for all families to be able to participate and be engaged in their child's education. We provide translated documents and interpreters (academic reports, flyers), childcare, accessible meeting space, and multiple meeting days and times. Please notify the school if other assistance is needed. We want all families to be a

part of their child's education!

Volunteers

Families are encouraged to volunteer at our school to help students and teachers be successful. To find out more about volunteer opportunities, please call our school's volunteer coordinator. We would love to have your help.

Our Plan

This plan is written in partnership with families, staff, and members of our school community. We welcome suggestions to improve our family engagement practices. Parents and guardians are encouraged to attend our annual Stakeholder Input Meeting in the spring and complete training evaluations, and Parent and Family Engagement Survey sent home each year.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
Total:			\$1,070.74