

The School District of Palm Beach County

Tradewinds Middle School



2021-22 Schoolwide Improvement Plan

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Tradewinds Middle School

5090 HAVERHILL RD S, Greenacres, FL 33463

<https://trdw.palmbeachschools.org>

Demographics

Principal: Shakeica Robinson

Start Date for this Principal: 7/1/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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<https://trdw.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

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	Position 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
Degregory, Allison	Assistant Principal	6th Grade AP: Discipline, Data, Title I coordinator, School improvement plan, Evaluations-assigned staff, SAC member, Textbooks/Chromebooks, Educator Support Program, Choice Coordinator.
Higley, Sabrina	Assistant Principal	7th Grade AP: Accreditation Internal Facilitator, Discipline, Data, Evaluations-assigned staff, Master schedule, Testing Coordinator, Member of SAC, Open house/schedule pick-up, ELL contact, Social Media/Community Outreach Liaison.
Harryton, James	Assistant Principal	8th Grade AP: Discipline, Data, Facilities/Leasing, Evaluations-assigned staff, SAC member, Fire Drills/CRP, Custodians/Cafeteria/Office Staff Liaison, Athletic Department Coordinator, Transportation coordinator, Admin over non-instructional, ESE Contact.
Richer, Kevin	Dean	Dean of Students: School-wide Fundraising, Link between teachers and students, Discipline, CDC Guideline (as needed), SAC Chairperson, Textbooks Assistant, Detention Coordinator, Positive Behavior Support Admin, Social Media/Community Outreach Liaison
Sanon, Magalie	School Counselor	6th Grade Guidance: Scheduling classes/conferences, Counseling small group /individuals, School Ambassadors, Elementary/High school transition, Assist with testing, 504's/School Based, Teacher/Parent Conferences, Provide community resource information, Attendance/Truancy, Monitor SIS Grades/Pupil Progression, Home Visits/Mental Help
	School Counselor	7th Grade Guidance: Scheduling classes/conferences, Counseling small group /individuals, School Ambassadors, Elementary/High school transition, Assist with testing, 504's/School Based, Teacher/Parent Conferences, Provide community resource information, Attendance/Truancy, Monitor SIS Grades/Pupil Progression, Home Visits/Mental Help
Ramirez, Raysa	School Counselor	8th Grade Guidance: Scheduling classes/conferences, Counseling small group /individuals, School Ambassadors, Elementary/High school transition, Assist with testing, 504's/School Based, Teacher/Parent Conferences, Provide community resource information, Attendance/Truancy, Monitor SIS Grades/Pupil Progression, Home Visits/Mental Help
Milligan, Sandra	School Counselor	6-8 Grade Guidance: Scheduling classes/conferences, Counseling small group /individuals, School Ambassadors, Elementary/High school transition,

Name	Position Title	Job Duties and Responsibilities
		Assist with testing, 504's/School Based, Teacher/Parent Conferences, Provide community resource information, Attendance/Truancy, Monitor SIS Grades/Pupil Progression, Home Visits/Mental Help
Murat, Shatoria	Instructional Coach	Learning Team Facilitator, Accreditation assistant, Instructional coach, Performance Matters Liaison, Academic Team leader, e-Learning Contact
Brown, Jeanice	Instructional Coach	Instructional Coach: Reading Coach, RIP coordinator, Performance Matters Liaison, Oversees SRI Testing, Oversees Reading Plus/I-Ready, Professional Development/Marzano Liaison, Teacher Orientation, Mentor Program
Mercado, Carol	ELL Compliance Specialist	ELL Head of the Department: LEP folders, LEP Entrance/Exit, ELL Testing, Scheduling Classes, Parent Conferences, Monitoring ELL Student (grade/discipline/attendance) PLC Meetings, Oversees CLF's, Volunteer/Business Coordinator
Rigoni, Teresa	Behavior Specialist	Counseling: Therapy, Family Link - Silene Hernandez, Crisis Management
Diedrick, Lisa	Teacher, ESE	ESE: Head of Department, IEP/Re-evaluation, ESE Eligibility, ESE/Gifted Screenings, Scheduling Classes, Parent Conferences, Monitoring ESE Students (grades, discipline, attendance), ESE Transportation
Fields, Daunte	Instructional Coach	Math Coach: CDC Guidelines (as needed), Coaching/Mentoring

Demographic Information

Principal start date

Thursday 7/1/2021, 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.*

3

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.*

28

Total number of teacher positions allocated to the school

68

Total number of students enrolled at the school

929

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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	269	301	345	0	0	0	0	915
Attendance below 90 percent	0	0	0	0	0	0	56	27	14	0	0	0	0	97
One or more suspensions	0	0	0	0	0	0	8	29	26	0	0	0	0	63
Course failure in ELA	0	0	0	0	0	0	105	0	0	0	0	0	0	105
Course failure in Math	0	0	0	0	0	0	72	0	0	0	0	0	0	72
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	95	142	120	0	0	0	0	357
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	112	156	89	0	0	0	0	357
Number of students with a substantial reading deficiency	0	0	0	0	0	0	132	154	154	0	0	0	0	440
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	215	249	217	0	0	0	0	681
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	233	228	165	0	0	0	0	626

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	102	120	158	0	0	0	0	380

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	10	15	18	0	0	0	0	43
Students retained two or more times	0	0	0	0	0	0	6	9	2	0	0	0	0	17

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				43%	58%	54%	43%	56%	53%
ELA Learning Gains				50%	56%	54%	54%	57%	54%
ELA Lowest 25th Percentile				45%	49%	47%	43%	49%	47%
Math Achievement				49%	62%	58%	51%	61%	58%
Math Learning Gains				53%	60%	57%	58%	61%	57%
Math Lowest 25th Percentile				45%	53%	51%	54%	54%	51%
Science Achievement				39%	52%	51%	44%	55%	52%
Social Studies Achievement				58%	75%	72%	61%	75%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	44%	58%	-14%	54%	-10%
Cohort Comparison						
07	2021					
	2019	33%	53%	-20%	52%	-19%
Cohort Comparison		-44%				
08	2021					
	2019	43%	58%	-15%	56%	-13%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	30%	60%	-30%	55%	-25%
Cohort Comparison						
07	2021					
	2019	9%	35%	-26%	54%	-45%
Cohort Comparison		-30%				
08	2021					
	2019	57%	64%	-7%	46%	11%
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	36%	51%	-15%	48%	-12%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	55%	72%	-17%	71%	-16%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	91%	64%	27%	61%	30%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	60%	35%	57%	38%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:

In grades 6 - 8 we will use the USAs data in the Fall, Winter Diagnostic data in the Winter and FSA data in the Spring.

Unit Standardized Assessments (USAs) will give teachers data on how well students have mastered specific standards. Support the monitoring of student learning and provide on-going feedback that teachers can use to make adjustments to instruction to improve student learning.

		Grade 6			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		41.7	37.2	46.3
	Economically Disadvantaged		40.4	36.0	45.0
	Students With Disabilities		10.9	8.5	23.2
	English Language Learners		21.2	11.6	18.9
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		25.9	23.9	25.0
	Economically Disadvantaged		24.0	22.3	23.5
	Students With Disabilities		23.8	23.3	23.3
	English Language Learners		13.4	14.5	14.5

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35.7	32.6	30.4
	Economically Disadvantaged	34.4	29.3	28.1
	Students With Disabilities	9.3	9.5	8.8
	English Language Learners	13.0	9.6	11.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21.3	21.4	22.1
	Economically Disadvantaged	19.9	21.1	21.5
	Students With Disabilities	13.2	8.5	8.5
	English Language Learners	9.7	10.1	10.1
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	52.6	48.0	44.6
	Economically Disadvantaged	50.6	46.2	42.0
	Students With Disabilities	39.2	21.3	17.2
	English Language Learners	35.5	26.4	21.4

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53.4	54.2	54.3
	Economically Disadvantaged	50.2	51.2	51.8
	Students With Disabilities	24.2	25.0	25.0
	English Language Learners	19.0	19.5	22.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19.7	28.1	29.0
	Economically Disadvantaged	17.3	25.2	25.5
	Students With Disabilities	10.8	8.3	8.2
	English Language Learners	11.5	10.4	12.2
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	50.8	52.1	56.7
	Economically Disadvantaged	46.8	50.4	54.5
	Students With Disabilities	27.8	22.2	26.7
	English Language Learners	14.3	22.4	22.4
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	10	24	27	3	13	21	7	21			
ELL	20	33	26	12	16	20	6	40	55		
ASN	80	79		80	57				82		
BLK	33	42	33	23	20	22	20	53	62		
HSP	35	36	24	23	19	21	32	44	64		
MUL	27	38		29	15						
WHT	57	51	18	35	26	18	41	65	56		
FRL	34	39	28	22	19	21	24	46	61		
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		

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	353
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	27
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	27
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	41
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

FY21 Winter Diagnostic vs. FSA FY21 results shows:

ELA: +5 pts in Gr 6, +7 pts in Gr 7, +4 pts in Gr 8.

Math: Gr 6 -4pts, Gr 7 -8 pts, Gr 8 -8 pts.

Science: -11pts

Civics: +8 pts

ELA proficiency gains of 40% with a deficiency of -10%.

Math proficiency gain 21% with a deficiency of -32%.

L25 ELA gains of 28% and Math gain of 22%.

Based on this data trend, our focus will be to decrease course failures and increase learning gain and achievement. Our data trends focus on literacy that includes remediation of standards and foundational skills while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA-identified subgroups; ELL and SWD students will receive strategic, targeted support through various modes of instruction, including technology, small group, tutorials, data chats, and student monitoring. If we are unsuccessful in addressing skill deficits and standard acquisition, students will not pass their required core subject and not be promoted. Our resource teachers will collaborate with core teachers during the school day to identify struggling students to provide additional support.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on this data trend, our focus will be to increase learning gains and achievement for L25 and focus on the needs of our students with disabilities. If we do not support these concerns, we are increasing the learning gaps and students' improvement journey. When we focus on literacy, math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners, especially our ESSA identified subgroups L25 ELA gains of 28% and Math gain of 22%.

Standards-Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies aligned to grade-level standards and scaffolding to support students who are not yet performing at their grade level.

Our focus is to increase student engagement so students become active learners in their academic journey as they learn by doing and putting strategies into practice. We hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD provided during staff meetings and on professional development days. Assign

key members of Leadership to support the students and build relationships with them to motivate and ensure their attendance.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

During FY20 and FY21, more than two-thirds of our students were virtual learners. Contact information was not accurate, which caused communication breakdowns. Many teachers and administrators were severely affected by the pandemic. Virtual PLCs were established and introduced our new instructional platforms, Peardeck, Smart Suite, engagement platforms Google Classroom, Google Meets, to ensure all students have equal opportunity to learn and be supported.

Addressing Improvements in Grades 6 - 8 in Reading, Math, Science and Civics:

Reading Improvements: Effective literacy instruction develops students' abilities by integrating reading, writing, and content instruction to support and enrich each other. Teachers actively discuss texts that encourage learners to make connections and ideas contained in texts.

Math Improvements: Mathematics introduces students to concepts, skills, and thinking strategies essential in everyday life and supports learning across the curriculum. Students can make sense of the numbers, patterns, and shapes they see in the world around them.

Science Improvements: Science education equips students with fundamental skills to navigate the subject throughout school and beyond. Skills in measurement and comparison contribute to science literacy and build capacity across the curriculum. Project-based learning gives students opportunities to solve problems, work cooperatively, experiment and explore.

Civics Improvements: Civic education empowers students to be well-informed, active citizens and teaches them how to change the world around them. It is a vital part of any democracy and equips ordinary people with knowledge about our democracy and the Constitution.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

During FY21, our Civics scores demonstrate our students have made gains; +8%.

We have also seen gains in:

ELA achievement comparison of FSA19 to Winter Diagnostic FY21, we see an increase in from 30% to 38%; + 8%. Civics achievement comparison of FSA19 to Winter Diagnostic FY21, we see an increase in from 40% to 49%; + 9%.

When looking at our subgroups, we see:

ELA:

ELL females declined 21% and males declined 13%.

SWDs females declined 15% and males 14%.

Math:

ELL females declined 16% and males declined 2%.

SWDs females declined 10% and males 7%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Within the Core, we focused on the use of formative assessments. Teachers can consistently monitor student mastery of standards and adjust to remediate and conduct small groups based on student needs. The teachers kept parents abreast of student achievement and underperformance through parent phone calls and conferences. In addition, they sent home progress reports that parents had to

sign. All teachers held all students to high expectations. Strategic PLCs are implemented to analyze data, monitor student progress, and develop lessons plans to support all student learning. In Civics, an emphasis on research projects where students investigate and address issues on relevant topics supported engagement and learning.

We focused on student achievement, student-learning gains, and overall social/emotional growth at Tradewinds school. We dedicated time to the following priorities to ensure an equitable and equal opportunity for all our students by positively influencing:

- A clear and focused path to success
- Development of time management & preparedness
- Increased intrinsic motivation
- Self-Measurement progress
- Increased self-confidence and independence
- Development of Grit and Resilience in facing challenges
- Enhanced Social-Emotional Learning opportunities

What strategies will need to be implemented in order to accelerate learning?

1. Science - There is a need to re-focus in science, emphasizing the implementation of content and deeper understanding. We will provide additional support with achievement, including mentoring, tutorials, focused teacher planning/collaboration & professional development to ensure we meet the needs of all of our students in an equitable and accessible manner.

2. ELA/Math - During PLCs, we will focus on developing effective and relevant instruction through unpacking standards, analyzing data, developing standards-based lessons using vetted resources and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research-based strategies, balanced literacy, small group instruction, differentiated learning to increase student achievement to close the achievement gap.

3. L25% Student Learning Gains - Focusing on a positive impact on learning gains by ensuring standards-based instruction, effective research-based strategies and resources to ensure student learning and improved student achievement towards grade level success and continuous improvement. Afterschool/Saturday tutoring will continue in math, ELA, and Civics.

4. Reduction of Suspensions and Discipline Referrals - To ensure students are learning is to keep them in class. Parent communication and expectations aligned with our School-wide Positive Behavior. Social-Emotional Learning (SEL) during period -3. Students are taught values regarding community, caring, courage, creative innovation, commitment, as well as SEL practices and school procedures. Practices include respectfully communicating with peers and adults. Setting aside time to meet the social and emotional needs of all students, we are able to put measures in place to prevent incidents from escalating to a level of suspension.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development and Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD.

During the summer of FY21, the teachers will receive PD to focus on Marzano's taxonomy of instruction. Teachers will receive PD on the mental process students experience when learning. Education on the understanding of the various levels of learning and the application of learning. Teachers will focus on various high-yield strategies to support student learning through: Identifying similarities and differences. Summarizing and note-taking, Reinforcing effort and providing recognition, Homework and practice, Nonlinguistic representations, Cooperative learning, Setting objectives and providing feedback.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our primary focus will continue to implement standards-based instruction and differentiating that instruction by providing small group support. Resources/strategies aligned to grade-level standards and scaffolds to support students who are not performing at grade level. Funding is set aside to provide extended learning opportunities. Afterschool/Saturday tutorials will begin in January 2021. Teachers, including resource teachers (ESE, ELL), collaborate weekly to ensure the academic success of our students. As instruction is implemented, it is key that the teacher ensures maximum student engagement. Our goal is to provide the following:

Small-Group Differentiated Instruction: Targeted small group instruction using rigorous texts designed to increase learning gains in ELA/Math. Data-driven differentiated instruction is planned to meet the needs of all students. Ongoing progress monitoring for all students. However, students who fall within our ESSA Subgroups will be specifically monitored for progress and receive additional support by teachers ensuring instruction to support the specific needs of students.

Literacy Across All Content Areas: Effective literacy skills enable the student to analyze and think about content leading to a better understanding of concepts. During common planning and PLCs, teachers will plan implementation of ELA standards as they plan instruction in all content areas.

Increase in Student Engagement: Student engagement is another area of focus. To facilitate active participation in the learning process, teachers must plan and execute engagement strategies. Professional development is planned to assist teachers in the implementation of engagement strategies. Ongoing implementation of engagement strategies modeled and explained during PLC meetings to demonstrate their effectiveness.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme 1-Goal 3, College & Career Readiness.

Our goal is to be strategic and focus on standard-based instruction to ensure best practices are utilized throughout all content areas. We want to allow all our students to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard. In FY19, we were only at 49%. Math had the lowest achievement level for FY19.

Measurable Outcome:

By FY 22, we will increase the overall percentage of students making learning gains on the ELA FSA by 5% bringing us to 45%. We will increase the low 25% learning gains by 5%, an increase to 34%.

Additionally, Tradewinds will attempt to make up the decline of ten points in ELA overall learning gains and the seventeen-point decline in the ELA low 25% learning gains.

SWDs 5%, White 10%, increase in our ELA gains. This would be an increase from 37% 43%.

We will increase the percentage of students making learning gains in Math by 5%.

During the midyear, we saw a decline with our ESSA identified subgroup SWDs; there was a decrease 20% in ELA and 18% in math. Our white students showed an increase in ELA 2%. During FY21 state assessment, results did not show an increase for our subgroups SWDs and ELLs an FRL.

Monitoring:

Monitoring is a critical detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a significant step towards student achievement and school improvement. It provides teachers and administration the data they need to make decisions about instruction and differentiated support for the students.

At Tradewinds Middle, we strategically plan for a variety of monitoring techniques:

Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/ binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments, and Technology

Key members of the leadership team will support the monitoring:

Assistant Principals support content and grade levels

Single School Culture Coordinator

Reading Coach

Math Coach

Person responsible for monitoring outcome:

Rebecca Subin (becky.subin@palmbeachschools.org)

Evidence-based Strategy:

1. Incorporate Small group instruction to support students learning at their ability with various tasks, processes, and products.
2. FSA tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Math teachers will incorporate the use of technology-based programs, including Math Nation and IXL. Language Arts teachers will use Study Island, Reading Plus, novel study, and writing strategies to enhance students' integration of knowledge.
4. Professional Learning Community (PLC)/Professional Development will ensure teachers

collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

**Rationale
for
Evidence-
based
Strategy:**

1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards-based practice and identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA.
2. Students who participate in the FSA tutoring program have demonstrated increased student achievement based on the most recent data from standardized assessments.
3. Both IXL and Math Nation have significantly increased student achievement when the programs are used with fidelity. The Reading Plus program, Study Island, and the incorporation of writing strategies such as CLS are effective tools that enable teachers to differentiate instruction based on a student's specific area of need.
4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, analyze data, and make decisions to improve student achievement and progress.

Action Steps to Implement

Incorporate small group instruction

- a. Students participate in FSQ's and USAs.
- b. Teachers review data to identify areas of weakness for targeted remediation/enrichment.
- c. Teachers develop schedules and lesson plans focused on student needs.
- d. Teachers conduct data chats to ensure student understanding of learning.

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

2. Tutorials

- a. Analyze student data to determine students for tutorial groups and the support necessary.
- b. Chose research-based supplemental materials and resources during tutorials.
- c. Students will be selected and grouped for tutorials, before and after school based on the results from FY21 FSA/EOCs, USAs and Winter Diagnostics; and ESSA identified subgroups: Black, ELL and SWD.

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

3. Technology: 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. IXL 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.
 - a. Teachers will receive on-going professional development to ensure appropriate use of adaptive technology.
 - b. Teachers will engage students in small groups instruction based on adaptive technology results.
 - c. Teachers will develop a rotational schedule to ensure students have access to technology.

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

4. PLCs The PLCs/PD sessions will focus on data analysis and effective instruction. Instructional coaches and resource teachers will implement the coaching cycle to build teachers' capacity with the gradual release model, small group instruction and differentiated instruction. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.

- a. Development of a PLC schedule to include content area teachers, resource teachers and electives.
- b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs of students.
- c. Instructional coaches and resource teachers will assist with standards-based planning to build teacher capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at SafeSchoolsforAlex.org we see our school ranks 406 out of 553, Moderate when compared to all middle/junior schools statewide. We reported 5.4 incidents per 100 students. This rating was for a total enrollment of 1069, with 58 incidents for 2019-2020 school year. When looking at the ranking details, the incidents rated high are violent incidents. Our issues fall under Fighting, Physical Attack, Bullying, and Harassment, 40 incidents. We had 3 property incidents and ranked Low for Drug/Public Order incidents 344/553 for the State, and 23/36 for the County. The incidents we ranked for are Weapons, Disruption on Campus, Other Major Offenses, and Tobacco. Our total reported suspension ranked very high. We had 144 in-school suspensions and 115 out-of-school suspensions in 2019-2020.

To support our students and make an impact on incidents, we will integrate a Single School Culture by sharing our Universal Guidelines for Success, communicating these expectations to parents via the student handbook, and monitoring SwPBS through data and AVID strategies, lessons, and resources. Tradewinds will provide mentoring of our male students to support and foster positive relationships with all. We have initiated a new School-Wide Comprehensive Discipline intervention Plan to decrease out-of-school suspensions and provide an alternative solution to address student behavior needs.

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.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols and monitoring SwPBS through data. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school and kid-friendly videos. In alignment, with school board 2.09 and Florida State statute 1003.42, our school highlights multicultural diversity within the curriculum and the arts.

Our PBIS universal school guidelines and matrix are evident through specific practices. Students will be

responsible for abiding by the guides to be Safe, Optimistic, Achieving, and Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year. Tradewinds Middle continues to maintain a Single School Culture of excellence and strives to improve the climate in a variety of ways. We continue to maintain a single school culture through PBIS quarterly celebrations and advisory sessions that discuss relevant topics based on school culture/climate and mental health. We are also implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons delivered to the students from their content-area teachers.

Suite 360 is the school district's curriculum to implement the five-hour state-mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have an SBHP.

Advancement Via Individual Determination's (AVID) mission is to close the achievement gap by preparing all students for college readiness and success in a global society. It is designed to ensure all students, especially the least served students who are in the academic middle to succeed in a rigorous curriculum, complete a rigorous college preparatory path, enter mainstream activities of the school, enroll in four-year colleges, and become educated and responsible participants and leaders in their communities and our society.

Tradewinds Middle School adopts and promotes a Single School Culture for Academics and Behavior by implementing our Universal Guidelines for Success, Single School Culture Student Expectation Scripts, Grade Level Assemblies, SwPBS, Family Curriculum, and Education Nights, Family Workshops, and SAC meetings. The effectiveness of these efforts on student achievement and student discipline are monitored using data from Performance Matters and the Educational Data Warehouse.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

Safe and Drug-Free Schools initiatives such as Red Ribbon Week and other programs that support the prevention of violence in and around the school are implemented on an ongoing basis. A-DATA Counselor (Drug/Alcohol) is located full-time on campus, along with a co-located therapist, behavioral health specialist, and case manager. These staff and programs work in concert to prevent the use of alcohol, tobacco, drugs and foster a safe, drug-free learning environment supporting student wellness, student achievement, and appreciation for diversity.

Monitoring attendance, including late drop-offs and early pick-ups by our teachers, the councilors, and the SBT, is key to building a positive culture. To address the issue, the school-based team currently meets to discuss truancy with students and families. When appropriate, attendance contracts are signed, and/or a home visit is made. On a daily basis, One Voice is used to call the homes of absent students. In addition, the school will be using postcards to reach out to families to inform them of their student(s)' total absences and the instruction that they missed as a result of the absence(s).

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment where teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration.
 School Counselor: Supports a positive culture and environment through lessons. The lessons are unique and different from academic instruction. Through the small group interactions and experience, our

counselor ensures students feel safe, welcome and included.

Teachers: Incorporate SwPBS, a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools in improving social, emotional, behavioral, and academic outcomes for children and young people. To ensure all students have equitable and equal opportunities to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few).

1003.42 Mandatory Curriculum & Content

In addition, as stipulated within Florida Statute & Policy 2.09, our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to be taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients. In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics were addressed in greater depth through the school counselor during instruction and special events held throughout the school year.

Students will also learn character development, and the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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:			\$918.00