

Broward County Public Schools

# Tradewinds Elementary School



2021-22 Schoolwide Improvement Plan

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# Tradewinds Elementary School

5400 JOHNSON RD, Coconut Creek, FL 33073

[ no web address on file ]

## Demographics

Principal: Michael Breslaw

Start Date for this Principal: 7/1/2011

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	59%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (61%) 2017-18: B (60%) 2016-17: A (64%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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 Broward 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](http://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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# Tradewinds Elementary School

5400 JOHNSON RD, Coconut Creek, FL 33073

[ no web address on file ]

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2020-21 Title I School</b></p> <p>Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>52%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>70%</p>

## School Grades History

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

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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.

Tradewinds Elementary is committed to developing a learning community of caring individuals and life-long learners. Self-worth is cultivated in a nurturing environment and decisions are based on what is best for students.

#### Provide the school's vision statement.

Tradewinds Elementary School will promote and encourage activities to develop collegiality, provide information via state-of-the-arts formats and technologies that best meet the needs of all, provide an environment that identifies and promotes understanding of diverse populations, pursue and use best practices or quality learning experiences for students, and promote excellence in student performance by developing the philosophy of teacher as facilitator and student as information seeker.

### 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
Breslaw, Michael	Principal	School instructional and operational leader.
Dorman, Kristen	Instructional Coach	Provide support to teachers in implementing best practices in literacy.
Policastro, Peter Anthony	Assistant Principal	School instructional and operational leader.
McLean-Cross, Laferne	Assistant Principal	School instructional and operational leader.
Kendrick, Latasha	School Counselor	Support students and teachers in social-emotional learning.
Widelitz, Lisa	Other	Support teachers in providing IEP services to students.
Quezada, Indria	ELL Compliance Specialist	Provide support to teachers in supporting ESOL students.
Valbuena, Erika	Other	Provide support to teachers in meeting the needs of the Students with Autism.

### Demographic Information

#### Principal start date

Friday 7/1/2011, Michael Breslaw

**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.*

12

**Total number of teacher positions allocated to the school**

73

**Total number of students enrolled at the school**

1,012

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

1

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

3

**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	142	173	172	192	198	187	0	0	0	0	0	0	0	1064
Attendance below 90 percent	41	36	41	27	35	30	0	0	0	0	0	0	0	210
One or more suspensions	1	1	0	1	2	3	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	12	17	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	23	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	8	10	26	30	34	23	0	0	0	0	0	0	0	131

**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	4	7	2	14	20	25	0	0	0	0	0	0	0	72

**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	1	0	7	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**Date this data was collected or last updated**

Friday 9/10/2021

**2020-21 - As Reported**

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**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	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

**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	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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				64%	59%	57%	63%	56%	56%
ELA Learning Gains				63%	60%	58%	58%	57%	55%
ELA Lowest 25th Percentile				54%	54%	53%	53%	51%	48%
Math Achievement				71%	65%	63%	69%	62%	62%
Math Learning Gains				72%	66%	62%	67%	60%	59%
Math Lowest 25th Percentile				48%	53%	51%	52%	47%	47%
Science Achievement				54%	46%	53%	57%	49%	55%

**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
03	2021					
	2019	62%	60%	2%	58%	4%
Cohort Comparison						
04	2021					
	2019	62%	62%	0%	58%	4%
Cohort Comparison						
05	2021					
	2019	57%	59%	-2%	56%	1%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	68%	65%	3%	62%	6%
Cohort Comparison						
04	2021					
	2019	71%	67%	4%	64%	7%
Cohort Comparison		-68%				
05	2021					
	2019	63%	64%	-1%	60%	3%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	49%	49%	0%	53%	-4%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

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

i-Ready Diagnostic Assessment Data for Reading and Math & NGSSS SSA for Science

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	42	60
	Economically Disadvantaged Students With Disabilities	59	31	46
	English Language Learners	19	18	43
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34	33	58
	Economically Disadvantaged Students With Disabilities	33	27	43
	English Language Learners	25	20	43

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	43	58
	Economically Disadvantaged			
	Students With Disabilities	7	11	29
	English Language Learners	12	23	41
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23	27	46
	Economically Disadvantaged			
	Students With Disabilities	12	7	26
	English Language Learners	18	12	28

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51	57	67
	Economically Disadvantaged			
	Students With Disabilities	20	25	37
	English Language Learners	21	29	41
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	34	53
	Economically Disadvantaged			
	Students With Disabilities	9	17	20
	English Language Learners	11	13	24

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38	47	52
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	12	22	29
	English Language Learners	4	14	24
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22	38	57
	Economically Disadvantaged			
	Students With Disabilities	12	25	34
	English Language Learners	6	13	31
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29	51	55
	Economically Disadvantaged			
	Students With Disabilities	6	6	15
	English Language Learners	17	34	32
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35	50	66
	Economically Disadvantaged			
	Students With Disabilities	12	13	17
	English Language Learners	14	31	45
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			38
	Economically Disadvantaged			
	Students With Disabilities			6
	English Language Learners			8

## 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	25	29	30	33	32	16					
ELL	44	46	44	41	30	13					
ASN	85			79							
BLK	57	63		31	17						
HSP	55	47	58	50	31	19					
MUL	61			53							
WHT	54	48	27	53	37						
FRL	48	44	41	38	20	13					
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	25	45	46	40	52	38	23				
ELL	54	61	53	60	74	62	39				
ASN	89	78		96	95						
BLK	61	66	50	67	66	33	39				
HSP	58	60	54	66	71	55	48				
MUL	70	74		65	74						
WHT	69	64	59	78	73	35	66				
FRL	55	59	51	63	68	45	50				
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	24	38	36	25	46	46	19				
ELL	48	58	56	52	59	56	45				
ASN	96	81		100	75						
BLK	53	47	44	63	61	50	44				
HSP	58	61	62	62	62	50	52				
MUL	61	50		70	80						
WHT	69	57	33	77	76	57	65				
FRL	54	56	51	60	61	51	52				

## 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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3

<b>ESSA Federal Index</b>	
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	307
Total Components for the Federal Index	7
Percent Tested	84%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	44
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	36
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?**

Student learning gains and achievement in ELA decreases from grade 3 to grade4 due to the text-based writing component of the FSA. Student learning gains in ELA improved from 2018 to 2019 with all subgroups, including the lowest quartile.

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

Although learning gains in ELA have improved, only 54% of students in the lowest quartile demonstrated a learning gain in 2019, showing that the lowest quartile needs further support through tiered instruction.

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

Teachers lacked formal training in how to deliver writing instruction to students. Writing training was delivered to teachers during the 2019-2020 school year through a year-long professional development plan. A consultant agreement with Core Connections was implemented.



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

ELA learning gains from 2018-2019 improved by 5% overall.

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

The school created an intervention block to allow teachers to maximize instructional time. Our literacy block included 120 minutes of tiered instruction, which included a double-dose of instruction for our fragile students.

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

Optimize student schedules by designing master schedule around ESE services. Continue implementation of intervention block. Increased opportunities for small group instruction in reading using programs and strategies that include a multisensory approach. Provide teachers with coaching opportunities to maximize and optimize the instruction during the literacy block.

**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.**

Teachers will receive professional development on how to analyze their class data and use this data to identify appropriate instructional materials to inform instruction (for example, i-Ready assessments and instructional materials). Provide teachers with professional development and support in utilizing new literacy curriculum materials.

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

Students will receive additional instruction from academic support teachers to close the gap in reading. Academic support teachers will provide additional small group instruction to these students and will receive guidance and support through coaching and mentoring with the school curriculum coach. Academic support teachers will also provide support to classroom teachers by modeling best practices in whole group and small group reading instruction.

## Part III: Planning for Improvement

### Areas of Focus:

## #1. Instructional Practice specifically relating to ELA

**Area of Focus Description and Rationale:** Student progress in reading and writing is a critical need because their performance decreased from 2019-2021. Students eligible for a learning gain have shown inconsistent growth.

**Measurable Outcome:** By June 2022, all FTE eligible students in grades 3-5 will increase ELA learning gains from 52% to 57% as demonstrated on FSA ELA.

**Monitoring:** This will be monitored through progress monitoring assessments through the i-Ready program.

**Person responsible for monitoring outcome:** Michael Breslaw (michael.breslaw@browardschools.com)

**Evidence-based Strategy:** Focused, targeted, and consistent small group instruction with academic support teacher that focuses on student weaknesses in reading. A school-wide schedule was created to allow for grade levels to have the same literacy block. This allows the academic support teachers the opportunity to pull students from multiple classrooms at one time. This support will serve as a double dose of instruction for students not in the RTI process, and a triple dose for those who are in the RTI process.

**Rationale for Evidence-based Strategy:** Students need multiple opportunities to receive double and triple doses of ELA instruction.

### Action Steps to Implement

Analyze data to determine students who need additional support from academic support teachers.

**Person Responsible:** Michael Breslaw (michael.breslaw@browardschools.com)

Develop curriculum plans for academic support teachers. Provide appropriate support through coaching and modeling as necessary.

**Person Responsible:** Kristen Dorman (kristen.dorman@browardschools.com)

Collect and analyze progress monitoring data. Make appropriate adjustments to selected students and instructional plans as necessary.

**Person Responsible:** Michael Breslaw (michael.breslaw@browardschools.com)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://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.

**At Tradewinds Elementary, according to the safeschoolsforalex.org, we have 0.1 incidents per 100 students. This rate is less than the statewide elementary school rate of 1.0 incidents per 100 students. This makes our school incident ranking #113 out of 1,395 schools statewide. Within this category our school is considered, "very low." All behavior and discipline data are reviewed quarterly at our school through our School-Wide Positive Behavior Plan. Our School-Wide Positive Behavior Plan team presents discipline data and behavior concerns through staff development. The team also elicits specific feedback and makes modifications as needed.**

#### **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.**

Tradewinds Elementary embeds the philosophy of the Responsive Classroom in the way students and teachers interact with one another. Each morning, all classrooms start their day with a Morning Meeting. During this time, students build relationships with one another and develop social skills. Parents are encouraged to participate in their children's academics and teachers provide daily communication through the student planners and/or internet-based communication applications.

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

School leaders - model expectations of a positive school culture with a priority on positive learning conditions

Teachers - facilitating daily morning meetings and encouraging students to always do their best

School counselor - facilitates monthly Kids of Character program

Equity liaison - supports teachers in incorporating culturally relevant resources in the classroom and highlighting culture in the school

Parents - actively involved in their child's education as they receive weekly updates from the principal in a variety of languages

#### **Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	520-Textbooks	3481 - Tradewinds Elementary School	General Fund	530.0	\$7,500.00
			<i>Notes: Standards-based instructional materials in English Language Arts.</i>			
	5100	529-Technology-Related Textbooks	3481 - Tradewinds Elementary School	General Fund	1012.0	\$4,000.00
			<i>Notes: Digital subscription to online standards-based instructional materials for English Language Arts.</i>			
	5100	520-Textbooks	3481 - Tradewinds Elementary School	General Fund	450.0	\$3,500.00
			<i>Notes: Leveled readers for differentiated guided reading instruction.</i>			
					<b>Total:</b>	<b>\$15,500.00</b>