Tradewinds Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

Tradewinds Middle School

5090 HAVERHILL RD S, Greenacres, FL 33463

https://trdw.palmbeachschools.org

Demographics

Principal: Shakeica Robinson

Start Date for this Principal: 1/17/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (46%) 2018-19: C (52%) 2017-18: B (54%)
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	ATSI

> * 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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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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.

Our vision is to create a positive culture that provides access to rigorous instruction and celebrates student success.

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Robinson, Shakeica	Principal	Instructional Leader of the school Oversees the daily operation of the school Supervises all school based personnel Liaison to Instructional leaders Oversees Internal/Title I budget Ensure implementation of the District Strategic Plan Monitor instruction, student achievement, systems, and culture Oversees testing SAC member
Degregory, Allison	Assistant Principal	ELA & Reading Departments Title I Contact ESP Program Choice Program EDW/Performance Matters Contact Marzano/Observation Contact PGP Compliance Textbooks/Chromebooks FTE Compliance Extended Learning Opportunities Five Star School VIPS Student Services
Harryton, James	Assistant Principal	Principal's Designee Science Department Social Studies Department ESE Department Masterboard Lead Threat Assessment Athletics Campus Supervision Technology Support Leasing/Facilities Custodians/Cafeteria Staff
Richer, Kevin	Dean	Student Services SAC Liaison VITAL/PCM Coordinator PBS Internal Coach Truancy Crisis Response Coordinator Safety Drills Discipline Coordinator Transportation Bullying Contact

Name	Position Title	Job Duties and Responsibilities
Spanos, Eleni	Assistant Principal	Math Department School Improvement Plan Electives/CTE Departments ESOL Department AVID AICE Coordinator Professional Development Coordinator Student Clubs/Organizations/Activities MSCR Business Partners Substitute teachers Social Media
Milligan, Sandra	School Counselor	6-8 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	6th-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
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, SBT Team Member
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, Five Star Contact
Fields, Daunte	Instructional Coach	Math Coach: Instructional Coach for Math, Coaching/Mentoring, Before/ Aftercare Coordinator, Supervision Team Member
Brown, Jeanice	Instructional Coach	Instructional Coach: PLC Facilitator/Literacy Lead, AVID Site Team Member, Reading Coach, RIP coordinator, Performance Matters Liaison, Oversees SRI Testing, Oversees Reading Plus/I-Ready, Professional Development/ Marzano Liaison, ESP Voluntary Lead, Mentor Program, Cambridge Coordinator

Name	Position Title	Job Duties and Responsibilities
Murat, Shatonia	Instructional Coach	Testing Coordinator, Teacher on Special Assignment, Manager of School Calendar, Field Trips, Social Committee, Student Events, Discipline
Rigoni, Teresa	Behavior Specialist	Counseling: Therapy, Family Link, Crisis Management
Sanon, Magalie	School Counselor	6th-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

Demographic Information

Principal start date
Monday 1/17/2022, Shakeica Robinson

Number of teachers with a 2022 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.*
0

Number of teachers with a 2022 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.*
23

Total number of teacher positions allocated to the school
75

Total number of students enrolled at the school
946

Identify the number of instructional staff who left the school during the 2021-22 school year.
10

Identify the number of instructional staff who joined the school during the 2022-23 school year.
8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	331	280	300	0	0	0	0	911
Attendance below 90 percent	0	0	0	0	0	0	85	55	55	0	0	0	0	195
One or more suspensions	0	0	0	0	0	0	34	59	64	0	0	0	0	157
Course failure in ELA	0	0	0	0	0	0	147	0	0	0	0	0	0	147
Course failure in Math	0	0	0	0	0	0	88	0	0	0	0	0	0	88
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	139	85	128	0	0	0	0	352
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	166	108	143	0	0	0	0	417
Number of students with a substantial reading deficiency	0	0	0	0	0	0	139	85	128	0	0	0	0	352

Using the table above, complete the table below with the number of students by current grade level who have 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	188	96	123	0	0	0	0	407

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	3	10	2	0	0	0	0	15

Date this data was collected or last updated

Wednesday 9/14/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	35%	53%	50%				43%	58%	54%
ELA Learning Gains	40%						50%	56%	54%
ELA Lowest 25th Percentile	32%						45%	49%	47%
Math Achievement	36%	35%	36%				49%	62%	58%
Math Learning Gains	55%						53%	60%	57%
Math Lowest 25th Percentile	57%						45%	53%	51%
Science Achievement	27%	56%	53%				39%	52%	51%
Social Studies Achievement	57%	64%	58%				58%	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	2022					
	2019	44%	58%	-14%	54%	-10%
Cohort Comparison						
07	2022					
	2019	33%	53%	-20%	52%	-19%
Cohort Comparison		-44%				
08	2022					
	2019	43%	58%	-15%	56%	-13%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	30%	60%	-30%	55%	-25%
Cohort Comparison						
07	2022					
	2019	9%	35%	-26%	54%	-45%
Cohort Comparison		-30%				
08	2022					
	2019	57%	64%	-7%	46%	11%
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	36%	51%	-15%	48%	-12%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	72%	-17%	71%	-16%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	91%	64%	27%	61%	30%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	60%	35%	57%	38%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	10	29	31	13	42	51		34			
ELL	20	37	32	22	47	51	11	44	56		
AMI				50	40						
ASN	83	67		83	75				100		
BLK	29	38	34	30	51	51	25	60	77		
HSP	32	39	31	35	55	62	27	50	71		
MUL	54	46		53	79						
WHT	54	42		53	65	54	47	72	82		
FRL	31	39	31	33	54	57	24	56	73		
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			

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
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		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	462
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	45
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	82
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	44
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	45
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	58
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	59
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

FSA FY22 vs. FSA FY19 results show
ELA:
6th Grade: 40% 45% -5%
7th Grade: 27% 33% -8%
8th Grade: 33% 44% -11%

ELLs 12% 12% 0
SWD 9% 11% -2%

ELA Learning Gains: FY22 40% FY21 40%
ELA L25: FY22 32% FY21 28% +4%

MATH:
6th Grade: 16% 30% -14%
7th Grade: 12% 9% +3%
8th Grade: 41% 57% -16%
Algebra: 70% 91% -21%
Geometry: 97% 96% +1%

ELLs 14% 20% -6%
SWD 13% 21% -8%

MATH Learning Gains: FY22 36% FY21 25% +11%
MATH L25: FY22 57% FY21 22% +35%

SCIENCE:
Achievement 26% 36% -10%
ELLs 5% 2% +3%
SWD 2% 7% -5%

SOCIAL STUDIES:
Achievement 55% 55% 0
ELLs 30% 37% -7%
SWD 36% 35% +1%

Based on this trend, our focus will be to increase learning gains and achievement by instructing using rigor to drive instruction and comprehension in all content areas. Remediating of foundational skills and

standards in all subgroups, specifically focusing on our ESSA-identified subgroups; ELL and SWD by strategic targeted supported through various modes of instruction, including small group, data chats, tutoring, student monitoring, and use of technology. Resource teachers and coaches will provide additional support to our striving students.
By teaching to the standard we can further close the achievement gaps in all of our students.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement based on our data focuses on our Low 25, SWD, and ELL students. Standards-Based Instruction ensuring rigor of standards in all content areas will support all learners, especially ESSA identified subgroups (Low 25, SDW, ELL learners.) Resources and strategies will be aligned to grade-level standards and scaffolding to support students who are not yet performing at their grade level. Remediation of standards, foundational skills, and scaffolding instruction will allow us to close the learning gap for all. Content teachers, coaches, and resource teachers will work together to ensure that students become active learners in their academic journey as they learn by doing and putting strategies into practice.

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 FY22, students, teachers, and staff were adjusting to full-time brick and mortar instruction and SEL issues caused students to struggle in the classroom. Through continued support opportunities at school (Suite 360, School BHP, counselors, and teachers) students learned to balance SEL with school expectations.

This year we are continuing to provide all of the above mentioned supports to build confidence in our students so that academic achievement is the goal of each of our students. To do this, focus in the following content areas will be:
Reading Improvements: Effective literacy instruction developing the ability of our students by integrating reading, writing, and content instruction to support and enrich each other. Our ELL, SWD, and Low 25 will be provided supplemental support through Reading Plus, Achieve 3000, and Imagine Learning for our second language learners.

Math Improvements: Mathematics will focus on the new B.E.S.T. benchmarks to ensure that rigor drives instruction. To differentiate practice IXL, Khan Academy, and Freckle resources will support the intent of each benchmark taught.

Science: Project-based learning gives students opportunities to solve problems, work cooperatively, experiment and explore. These fundamental skills can be used to navigate through school years and beyond.

Social Studies: When students are well-informed and active citizens they become empowered to make a difference in the world around them. Learning about our democracy and the Constitution provides students with the knowledge that can produce effective change around them.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components from our 2022 state assessments that showed the most improvement were in the following areas:
SWD: 5% growth ELA Learning Gains. 4% improvement in our Low 25 ELA Learning Gains
10% growth in Math achievement from the previous year, +29% Learning Gains, and +30% Lowest 25
Social Studies achievement improved by 13%

ELL: 4% growth in ELA Learning Gains. +6% seen in our Low 25 ELA Learning Gains
10% growth in Math Achievement, +31% Learning Gains and Math Learning Gains in our Lowest 25
Science achievement improved by 5%, Social Studies by 4%, Acceleration by 1%

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

Additional support was provided by our Math coach and resource teachers through small group instruction. This ensured students were comprehending and practicing the standards to increase fluency in foundational skills in math that led to better understanding of the standards being taught in the classroom.
Targeted instruction focused on individual students' needs and a more intense and consistent method of monitoring student progress.
Remediation of standards based instruction by utilizing the bell ringer as a way to remediate and review material on a daily basis.

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 Faculty & Department meetings. During the Fall of FY22, teachers will receive PD focusing on Small Group Instruction focusing on specific strategies to use in the various content courses. Continued support will be provided throughout the year.

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 tutorials will begin in October 2022.
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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	FSA FY22 vs. FSA FY19 results show ELA: 6th Grade: 40% 45% -5% 7th Grade: 27% 33% -8% 8th Grade: 33% 44% -11% ELLs 12% 12% 0 SWD 9% 11% -2% ELA Learning Gains: FY22 40% FY21 40% ELA L25: FY22 32% FY21 28% +4% MATH: 6th Grade: 16% 30% -14% 7th Grade: 12% 9% +3% 8th Grade: 41% 57% -16% Algebra: 70% 91% -21% Geometry: 97% 96% +1% ELLs 14% 20% -6% SWD 13% 21% -8% MATH Learning Gains: FY22 36% FY21 25% +11% MATH L25: FY22 57% FY21 22% +35% SCIENCE: Achievement 26% 36% -10% ELLs 5% 2% +3% SWD 2% 7% -5% SOCIAL STUDIES: Achievement 55% 55% 0 ELLs 30% 37% -7% SWD 36% 35% +1% Based on this trend, our focus will be to increase learning gains and achievement by instructing using rigor to drive instruction and comprehension in all content areas. Remediating of foundational skills and standards in all subgroups, specifically focusing on our ESSA-identified subgroups; ELL and SWD by strategic targeted supported through various modes of instruction, including small group, data chats, tutoring, student monitoring, and use of technology. Resource teachers and coaches will provide additional support to our striving students. By teaching to the standard we can further close the achievement gaps in all of our students. In alignment to the District's Strategic Plan, we will ensure all students have equal and equitable access to engage in learning and activities that develop academic

	excellence and growth. Our instructional priority is to use trends in student data and work samples to identify learning needs in order to adjust instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Student Outcomes by February 2023 for all content areas including our ELLs and SWDs, will be an increase of 2%. Student Outcomes by May 2023 for all content areas including our ELLs and SWDs, will be an increase of 3%. Teacher Practice Outcomes By February of 2023, 50% of our teachers will be effectively small group differentiated instruction. To ensure students can independently work on tasks to demonstrate understanding of the standard. By May of 2023, 85% of our teachers will be effectively small group differentiated instruction. To ensure students can independently work on tasks to demonstrate understanding of the standard.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adaptation of instruction and an integral part of the continuous improvement model. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. We strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Walkthroughs, Student attendance, Data Chats, Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments, and Technology.
Person responsible for monitoring outcome:	Shakeica Robinson (shakeica.robinson@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Incorporate Small group instruction to support students learning at their ability with various tasks, processes, and products. 2. Tutoring programs to ensure learning supplemented with additional resources and teacher support. 3. Math teachers will incorporate the use of technology-based programs, including and IXL and Khan Academy. Language Arts teachers will use Common Lit, Achieve 3000, 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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	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 assessments. 2. Students who participate in the tutoring program have demonstrated increased student achievement based on the most recent data from standardized assessments. 3. IXL has significantly increased student achievement when the program is 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.

selecting this strategy.	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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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.
e. Monitoring will occur through data analysis, classroom walkthroughs, and data chats.

Person Responsible	Shakeica Robinson (shakeica.robinson@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 FY22 FSA/EOCs, USAs and Winter Diagnostics; and ESSA identified subgroups: ELL and SWD.
d. Monitoring will occur through data analysis, tutorial observations, and data chats.

Person Responsible	Shakeica Robinson (shakeica.robinson@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.
d. Monitoring will occur through data analysis, usage and progress reports, and data chats.

Person Responsible	Shakeica Robinson (shakeica.robinson@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.
d. Monitoring of observation of best practices, administration participation during PLCs.

Person Responsible	Shakeica Robinson (shakeica.robinson@palmbeachschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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. Here at Tradewinds, we are Building Up Character and Scholars. 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 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 team, 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, Parent Link 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 school culture and environment.

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.