

Broward County Public Schools

Tradewinds Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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)	59%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (61%) 2018-19: B (61%) 2017-18: B (60%)
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	N/A
* 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.

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

Tradewinds Elementary School

5400 JOHNSON RD, Coconut Creek, FL 33073

[no web address on file]

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)
Elementary School PK-5	Yes	59%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

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

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
Breslaw, Michael	Principal	School Instructional and Operational Leader.
Crowther, Sara	Instructional Coach	Provide support to teacher in implementing best practices in literacy.
McLean-Cross, Laferne	Assistant Principal	School Instructional & Operational Leader
PolICASTRO, Peter Anthony	Assistant Principal	School Instructional & Operational
Kendrick, Latasha	School Counselor	Supports students & 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 students with autism

Demographic Information

Principal start date

Friday 7/1/2011, Michael Breslaw

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.*

2

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.*

22

Total number of teacher positions allocated to the school

77

Total number of students enrolled at the school

975

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

9

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

6

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	149	155	176	170	170	201	0	0	0	0	0	0	0	1021
Attendance below 90 percent	43	48	47	36	37	51	0	0	0	0	0	0	0	262
One or more suspensions	0	2	1	11	3	7	0	0	0	0	0	0	0	24
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 2022 statewide FSA ELA assessment	0	0	0	51	33	41	0	0	0	0	0	0	0	125
Level 1 on 2022 statewide FSA Math assessment	0	0	0	43	34	47	0	0	0	0	0	0	0	124
Number of students with a substantial reading deficiency	0	21	31	41	20	31	0	0	0	0	0	0	0	144

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	11	11	54	36	51	0	0	0	0	0	0	0	163

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	1	37	0	0	0	0	0	0	0	0	0	38
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/2/2022

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	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

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	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

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	53%	58%	56%				64%	59%	57%
ELA Learning Gains	67%						63%	60%	58%
ELA Lowest 25th Percentile	63%						54%	54%	53%
Math Achievement	61%	54%	50%				71%	65%	63%
Math Learning Gains	78%						72%	66%	62%
Math Lowest 25th Percentile	64%						48%	53%	51%
Science Achievement	40%	59%	59%				54%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	62%	60%	2%	58%	4%
Cohort Comparison		0%				
04	2022					
	2019	62%	62%	0%	58%	4%
Cohort Comparison		-62%				
05	2022					
	2019	57%	59%	-2%	56%	1%
Cohort Comparison		-62%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	68%	65%	3%	62%	6%
Cohort Comparison		0%				
04	2022					
	2019	71%	67%	4%	64%	7%
Cohort Comparison		-68%				
05	2022					
	2019	63%	64%	-1%	60%	3%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	49%	49%	0%	53%	-4%
Cohort Comparison						

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	23	45	42	39	63	58	26				
ELL	41	61	58	46	73	72	18				
ASN	62	60		92	90						
BLK	44	63	60	45	81	57	35				
HSP	56	69	67	59	76	66	35				
MUL	40	69		55	69						
WHT	55	66	65	71	80	65	47				
FRL	47	64	62	54	74	56	36				
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				

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)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	495

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	76
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	55
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	62
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

Multiracial Students	
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	66
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	58
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?

For the past three years (2019-22), ELA Achievement levels have declined from 64%-53%. Student learning gains in ELA and Mathematics improved from 2019 to 2022 with all subgroups, including the lowest quartile.

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

The data component that demonstrates the greatest need for improvement is the ELA achievement level. Although learning gains in ELA have improved, only 53% of students made achievement level in grades 3-5.

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

The contributing factors to this need for improvement are teachers lacked formal ELA Strategies training on how identify students and provide effective differentiated instruction to the almost on level, on level and high achievers students.

A year long(22-23) ELA professional development is provided to teachers on how to effectively plan and implement the core and small group instruction through the Benchmark Advanced Systems Reading

Program. Also, teachers will develop their understanding how to read and utilize the ELA data reports to drive instruction in a timely manner.

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

The 2022 state assessments results reflected that all subgroups increased in ELA learning gains from 2019-2022.

Also, grades 3-5 ELA learning gains increased from 63%-67%.

Grades 3-5 lowest quartile learning gains increased from 54%-63%.

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. Also, providing extended learning opportunities to 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.

Provide teachers with professional development and support in utilizing new literacy curriculum materials. Benchmark Advanced Systems.. Teachers will also receive professional development on how to analyze their class data and use this data to identify appropriate instructional materials to inform instruction (for example, (FASTPM1&2, Unit Assessments). Teachers will also receive training on how to effectively plan and deliver the differentiated instruction to meet the needs of all students.

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.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

For the past three years (2019-2022), grades 3-5 ELA achievement levels have been declining from 64%-53%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, all FTE eligible students in grades 3-5 will increase ELA Proficiency from 53%-56% as demonstrated on the FAST PM 3.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored through Progress Monitoring assessments (PM) 1 & 2 in the Florida Assessment of Student Thinking, Benchmark Advanced Unit Assessments and Benchmark Assessment System for select students

Person responsible for monitoring outcome:

Michael Breslaw (michael.breslaw@browardschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Focus on targeted and consistent small and whole group curriculum instruction.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

To provide robust core enrichment instruction to maintain and increase academic achievement levels

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.

Analyze data to determine students who need enrichment from academic support teacher.

Provide yearlong ELA professional development to address effective curriculum instruction delivery, appropriate differentiated instruction and analyzing data to drive instruction.

Administrative classroom walkthrough to monitor instruction and instructional pacing.

Monthly data chats to monitor progress of students and place additional plan in place for additional support for students.

Identifying and monitoring students in a timely manner through the Response to Intervention process

Person Responsible

Michael Breslaw (michael.breslaw@browardschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

56% of students in kindergarten through grade 2, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

47% of students in grade three through 5, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By June 2023, grades K-2, using the FAST PM 3 where 56% of the students are not on track to pass the statewide ELA assessment will decrease to 53%.

.

Grades 3-5: Measureable Outcome(s)

By June 2023, grades 3-5, using the FAST PM 3 where 47% of the students are not on track to pass the statewide ELA assessment will decrease to 44%.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Areas of Focus will be monitored via the FAST assessment data from Progress Monitoring One & Progress Monitoring Two. Additionally, Unit Assessment data between PM 1 & 2.

Daily administrative walkthroughs will be conducted to determine effective implementation of curriculum instruction and to monitor the delivery of differentiated instruction to meet the diverse needs of all students During collaborative weekly grade level planning meetings
Quarterly Data Chat.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Breslaw, Michael, michael.breslaw@browardschools.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

100% implementation of Benchmark Advanced Systems Curriculum with fidelity and consistency. This is the core SBBC approved ELA curriculum instruction resource. This curriculum is a research based that meets the needs of all diverse learners. This curriculum is aligned with the ELA BEST standards .and the district's K-12 Comprehensive Evidence -based Reading Plan.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

This evidenced - based program addresses differentiation of instruction of all learners. When utilized with fidelity and consistency, teacher will be able to support students to increase proficiency. Students will be able to meet achievement level with effective instruction,

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

Teachers will be provided professional development on how to effectively deliver instruction utilizing the Benchmark Advance Systems. They will learn how to analyze the data reports in order to drive instruction.

Breslaw, Michael,
michael.breslaw@browardschools.com

Progress monitoring will be ongoing throughout the year to ensure yearly growth of each student

Progress monitoring will be provided 3 times per year (FAST)

At the end of every unit an assessment will be provided to monitor progress of students in a timely manner in between the PM1 & 2

McLean-Cross, Laferne,
laferne.mclean-
cross@browardschools.com

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.

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 school culture and environment.

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