The School District of Palm Beach County

Tradewinds Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Tradewinds Middle School

5090 HAVERHILL RD S, Greenacres, FL 33463

https://trdw.palmbeachschools.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

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 for PLC Lead, Academic Coaches, and Coordinators Liaison to Professional Development Team Oversees Internal/Title I Budget Ensure implementation of the District Strategic Plan Monitor Instruction, Student Achievement, Systems, and Culture Liaison to ELA Department Liaison to School Counseling Oversee Master Schedule Process Responsible for School Safety AVID Site Team Member Monitor At-Risk (retained) 8th Grade Employee Building Council (EBC) Faculty Meetings Discipline Appeals Liaison to Testing SAC Member
Harryton, James	Assistant Principal	Principal's Designee Liaison to Science ESE Department Master Schedule CRT- Crisis Response Team Lead Threat Assessment Athletics Campus Supervision School Operations/Duty Post Activities Coordinator/Leasing/Facilities Technology Support Leasing/Facilities Custodians/Cafeteria Staff
Degregory, Allison	Assistant Principal	Liaison to Reading Title I contact Liaison to Choice Program EDW/Performance Matters Liaison Marzano/Observation Contact PGP Compliance Textbooks/Chromebooks FTE Compliance Liaison for Extended Learning Opportunities Cafeteria Duty Assignments VIPS Coordinator

Name	Position Title	Job Duties and Responsibilities
Spanos, Eleni	Assistant Principal	Liaison to Math Liaison to Electives/CTE Departments School Improvement Plan ESP Program AVID AICE Coordinator Professional Development Coordinator Student Clubs/Organizations/Activities MSCR Business Partners Substitute Teachers
Richer, Kevin	Dean	Student Services SAC Liaison VITAL/PCM Coordinator PBS Internal Coach Truancy Crisis Response Coordinator Safety Drills Discipline Coordinator Transportation Bullying Contact
Brown, Jeanice	Instructional Coach	Instructional Coach: PLC Facilitator/Literacy Lead, AVID Site Team Member, Reading Coach, RIP Coordinator, Performance Matters Liaison, Professional Development/Marzano Liaison, ESP Voluntary Lead, Mentor Program, Cambridge Coordinator, Oversees SRI Testing
Mercado, Carol	Other	ELL Head of the Department, LEP folders, LEP entrance/exit, ELL Testing, Scheduling classes, Parent conferences, Monitoring ELL student (grade/discipline/attendance), Oversees CLFs, Volunteer Business Coordinator, Five Star Contact
Murat, Shatonia		Testing Coordinator, Teacher on Special Assignment, Manager of School Calendar, Field Trips, Social Committee, Student Events, Discipline.
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

Name	Position Title	Job Duties and Responsibilities
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
Rigoni, Teresa	Behavior Specialist	Counseling: Therapy, Family Link, Crisis Management
McGill, Deloris	School Counselor	6th-8th Grade Guidance: Scheduling classes/ conferences, Counseling small group /individuals, 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

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

• The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.
• Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.
• Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.
• A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.
• A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus, and most recently
• Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:
• Strategic visioning and planning
• Problem identification and root cause analysis
• Developing action steps towards improvement
• Creating and maintaining a culture of collaboration towards shared decision-making
• Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ's USA's, NGSQ's, Midterms, Semester exams, Reading Plus Diagnostics, Achieve 3000, Imagine Learning, Math Nation, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments, End of Course assessments, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PMs 1, 2, & 3 in English Language Arts). The FAST assessments will occur one to two times a year in Algebra I and Geometry.

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.

The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

The Single School Culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and
Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender and C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	91%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Native American Students (AMI) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	70	71	87	228
One or more suspensions	0	0	0	0	0	0	87	75	93	255
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	43	39	103	185
Course failure in Math	0	0	0	0	0	0	97	61	82	240
Level 1 on statewide ELA assessment	0	0	0	0	0	0	184	126	152	462
Level 1 on statewide Math assessment	0	0	0	0	0	0	168	105	106	379
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	139	85	128	352

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	195	135	168	498

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	3	1	6
Students retained two or more times	0	0	0	0	0	0	3	10	2	15

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	85	55	55	195
One or more suspensions	0	0	0	0	0	0	34	59	64	157
Course failure in ELA	0	0	0	0	0	0	147	0	0	147
Course failure in Math	0	0	0	0	0	0	88	0	0	88
Level 1 on statewide ELA assessment	0	0	0	0	0	0	139	85	128	352
Level 1 on statewide Math assessment	0	0	0	0	0	0	166	108	143	417
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	139	85	128	352

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	188	96	123	407

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	3	1	6
Students retained two or more times	0	0	0	0	0	0	3	10	2	15

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	85	55	55	195
One or more suspensions	0	0	0	0	0	0	34	59	64	157
Course failure in ELA	0	0	0	0	0	0	147	0	0	147
Course failure in Math	0	0	0	0	0	0	88	0	0	88
Level 1 on statewide ELA assessment	0	0	0	0	0	0	139	85	128	352
Level 1 on statewide Math assessment	0	0	0	0	0	0	166	108	143	417
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	139	85	128	352

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	188	96	123	407

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	3	1	6
Students retained two or more times	0	0	0	0	0	0	3	10	2	15

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	30	51	49	35	53	50	37		
ELA Learning Gains				40			40		
ELA Lowest 25th Percentile				32			28		
Math Achievement*	35	59	56	36	35	36	25		
Math Learning Gains				55			21		
Math Lowest 25th Percentile				57			22		
Science Achievement*	26	50	49	27	56	53	27		
Social Studies Achievement*	52	68	68	57	64	58	50		
Middle School Acceleration	82	76	73	76	52	49	62		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	42	37	40	47	85	76	41		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	267
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	462
Total Components for the Federal Index	10
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	17	Yes	4	2
ELL	31	Yes	2	1
AMI	41			
ASN	50			
BLK	46			
HSP	42			
MUL	46			
PAC				
WHT	56			
FRL	43			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	3	1
ELL	37	Yes	1	
AMI	45			
ASN	82			
BLK	44			
HSP	45			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	58			
PAC				
WHT	59			
FRL	45			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	30			35			26	52	82			42
SWD	10			15			7	33			5	21
ELL	14			23			8	36	65		6	42
AMI	50			32							2	
ASN	47			53							2	
BLK	28			32			23	40	88		6	64
HSP	26			34			25	53	79		6	32
MUL	50			42							2	
PAC												
WHT	50			48			40	67	77		5	
FRL	28			34			24	47	84		6	42

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	35	40	32	36	55	57	27	57	76			47
SWD	10	29	31	13	42	51	0	34				26
ELL	20	37	32	22	47	51	11	44	56			47
AMI				50	40							
ASN	83	67		83	75				100			

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	29	38	34	30	51	51	25	60	77			43
HSP	32	39	31	35	55	62	27	50	71			46
MUL	54	46		53	79							
PAC												
WHT	54	42		53	65	54	47	72	82			
FRL	31	39	31	33	54	57	24	56	73			48

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	37	40	28	25	21	22	27	50	62			41
SWD	10	24	27	3	13	21	7	21				33
ELL	20	33	26	12	16	20	6	40	55			41
AMI												
ASN	80	79		80	57				82			
BLK	33	42	33	23	20	22	20	53	62			57
HSP	35	36	24	23	19	21	32	44	64			38
MUL	27	38		29	15							
PAC												
WHT	57	51	18	35	26	18	41	65	56			
FRL	34	39	28	22	19	21	24	46	61			41

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	30%	48%	-18%	47%	-17%
08	2023 - Spring	27%	47%	-20%	47%	-20%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	22%	45%	-23%	47%	-25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	16%	54%	-38%	54%	-38%
07	2023 - Spring	21%	36%	-15%	48%	-27%
08	2023 - Spring	42%	65%	-23%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	24%	46%	-22%	44%	-20%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	81%	48%	33%	50%	31%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	50%	46%	48%	48%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	65%	-18%	66%	-19%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

FY23 PM3 FY22 FSA FY21 FSA FY19 FSA
ELA
Achievement 26 35 37 43
Learning Gains N/A 40 40 50
SWDs N/A 10 10 13
ELLs N/A 20 20 26
Black N/A 29 33 37

FY23 PM3 FY22 FSA FY21 FSA FY19 FSA
Math
Achievement 28 36 25 49
Learning Gains N/A 55 21 53
SWDs N/A 13 3 22
ELLs N/A 22 12 35
Black N/A 30 23 44

Acceleration 72 62 85

FY23 EOC FY22 FSA FY21 FSA FY19 FSA
Science
Achievement 24 27 27 39
SWDs 6 0 7 8
ELLs 0 11 6 15
Black 25 20 34

FY23 EOC FY22 FSA FY21 FSA FY19 FSA
Civics
Achievement 51 57 50 58
SWDs 30 34 21 37
ELLs 25 44 40 47
Black 60 53 63

Achievement in all content areas dropped from the previous year. Possible contributing factors we feel led to the decline in the data above were the unfamiliarity with the new standards in Math & ELA as well as the new curriculum. We had a Math teacher vacancy where we had to place our Math Coach to cover the classes. This prevented the Coach's support to the other teachers. Several ESE support vacancies were unfilled throughout the year as well. Student and teacher attendance was also an issue.
Based on this trend, our focus will be to increase learning gains and achievement by instructing using data to drive instruction in all content areas. PLCs will help create a more focused approach to scope and sequence, target standards, and common planning/assessment. Teachers will share best practices to increase capacity and strategically use data to drive instruction. Targeted support will be provided for all struggling learners, with a focus on SWD and ELL students. Remediating of foundational skills and standards in all subgroups, specifically focusing on our ESSA-identified subgroups mentioned above. Strategic targeted support through various modes of instruction, including small groups, 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.

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

The greatest decline was seen within achievement levels in all content areas.

FY23 PM3 FY22 FSA FY21 FSA FY19 FSA
ELA
Achievement 26 35 37 43
Math
Achievement 28 36 25 49
Science
Achievement 24 27 27 39
Civics
Achievement 51 57 50 58

The contributing factors were the teacher's unfamiliarity with the new B.E.S.T. Benchmarks. ESE Support vacancies and losing our Math Coach to the classroom also contributed to the decline. Increasing teacher capacity in regards to StudySync, and the Math B.E.S.T. Benchmarks. Also contributing to the decline, a majority of our students, specifically our SWD and ELLs not achieving academic understanding/mastery on assessments.

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

FY23 PM3 State FY23 PM3 School
ELA
6th 47 22
7th 47 30
8th 47 27

Math
6th 54 16
7th 48 22
8th 55 42

FY23 PM3 State FSA 22 School
Science 47 27

The contributing factors that had an impact in the decline of student achievement are as follows: teacher vacancies, new teachers to the content, teacher capacity with Study Sync and the Math B.E.S.T. Benchmarks.
Teacher inexperience with standards across all content areas, and unfamiliarity with the test format had an impact on our decline in achievement. We needed to address the specific needs of our students sooner than we did. Instead of waiting until the end of fall to begin closing gaps we needed to start right after returning to school. Teachers need to use strategies consistently throughout the day and provide the appropriate accommodations to meet students' learning needs.

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

When looking at our data, we see some improvement in Learning Gains

FY23 PM3 FY22 FSA FY21 FSA FY19 FSA
Math
Learning Gains NA 55 21 53
SWDs NA 13 3 22
ELLs NA 22 12 35
Black / AA NA 30 23 44

Our greatest improvement was in the Math Learning Gains, In FY22, 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.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement. When looking at our Early Warning System indicators our two potential areas of concern are:
• Level 1 State Assessments ELA & Math
• Course Failure in ELA & Math

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

Professional Development and Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning for instruction, and data analysis to strengthen standards-based instructional practices to accelerate student learning in all content areas, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule; teachers receive embedded PD during Faculty & Department meetings.

Develop a collaborative culture of learning and improvement. Engaging multiple
stakeholders in the continuous improvement process can generate a sense of ownership
and empowerment. With a focus on:
* Working together to develop trust, build common understanding and language, to
support an appropriate level of transparency
* Learning from one another and giving constructive feedback through a safe protocol that
can move the work forward
* Collaboratively examine data with an equity lens—from improvement cycles,
formative assessments, or other relevant data that can inform practice
* Communicating with and gathering input from students, parents, and community
partners about reform efforts
* Using the coaching cycle, pairing new teachers with highly effective teachers focusing on shadowing, mentoring, and receiving non evaluative feedback from their peers.

Core Class Achievement Growth for SWD, ELLs, and our Black subgroups- Ensuring learning gains & progress for ESSA sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students. In addition, we will thoroughly review ESE, ELL, and Black student data and provide support as needed.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Collaborative Planning
Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

When looking at our data below, we have determined that our focus should be on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan. Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift. In order to do this, teachers, staff, and administration will collaborate together and utilize the coaching cycle to ensure all students receive the support necessary for success, especially our ESSA-identified subgroups; ELLs, Black, and SWDs. 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.

FY23 PM3 FY22 FSA FY21 FSA FY19 FSA
ELA
Achievement 26 35 37 43
Learning Gains NA 40 40 50
SWDs NA 10 10 13
ELLs NA 20 20 26
Black NA 29 33 37

FY23 PM3 FY22 FSA FY21 FSA FY19 FSA
Math
Achievement 28 36 25 49
Learning Gains NA 55 21 53
SWDs NA 13 3 22
ELLs NA 22 12 35
Black NA 30 23 44

Acceleration 72 62 85

FY23 EOC FY22 FSA FY21 FSA FY19 FSA
Science
Achievement 24 27 27 39
SWDs 6 0 7 8
ELLs 0 11 6 15
Black 25 20 34

FY23 EOC FY22 FSA FY21 FSA FY19 FSA
Civics
Achievement 51 57 50 58
SWDs 30 34 21 37
ELLs 25 44 40 47
Black 60 53 63

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

Our measurable outcomes:

Student Outcomes
February 2024, PM#2
Overall Achievement in all content areas, including our ELLs, SWDs, and Black subgroup will be an increase of 3%
Overall Achievement in all content areas, including our ELLs, SWDs, and Black subgroup will be an increase of 4%

Teacher Practice Outcomes
By February 2024, 80% of our teachers will be effectively collaborating during PLCs, and Common Planning focused on the instruction of the grade level standards through the use of small group differentiated instruction to support all our students, especially our ELLs, SWDs, and Black subgroup.

By May 2024, 95% of our teachers will be effectively collaborating during PLCs, and Common Planning focused on the instruction of the grade level standards through the use of small group differentiated instruction to support all our students, especially our ELLs, SWDs and Black subgroup.

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 adapting of instruction. It is 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. Our goal is to monitor for implementation and for impact.
At Tradewinds Middle we strategically plan for a variety of monitoring techniques:
Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/ participation, all Formative/Summative Assessments and Technology

The monitoring will be supported by key members of the leadership team:
Principal
Assistant Principals
Learning Team Facilitator

Person responsible for monitoring outcome:

Shakeica Robinson (shakeica.robinson@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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. 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 Intervention:
Explain the rationale for selecting this specific strategy.

1. Incorporate small group instruction utilizing USA, FSQ, and PM 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 will demonstrate increased student achievement based on the most recent data from standardized assessments.
3. PLC's and PD's allow teachers and leadership an opportunity to collaborate, analyze data, and make decisions to improve student achievement and progress.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Incorporate small groups with differentiated instruction
a. Students participate in FSQ's, USA's, and PM assessments.
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 and ensure students understand self-monitoring.
e. Monitoring will occur through data analysis, classroom walkthroughs, and data chats.

Person Responsible: Eleni Spanos (eleni.spanos@palmbeachschools.org)

By When: Begins in the first week. Data review data from FY23/ formative assessments to properly place students within the groups. Participation is fluid and flexible and will continue throughout the year.

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, USA's and Winter Diagnostics; and ESSA identified subgroups: ELL, SWD, and our Black subgroup.
d. Monitoring will occur through data analysis, tutorial observations, and data chats.

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

By When: Tutorials will begin during the first semester in September 2023. Student participants will be chosen based on data. They will be grouped based on need and separated by content. Tutorials will continue through May of 2024.

3. 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)

By When: PLCs and Professional Development will begin within the first month of the start of the new year. PDs will be determined based on data and observations of classroom walks. Coaches will support teachers with tiered PD. PLCs will focus on student achievement data analysis, best practices, and peer/buddy support. PLC's and PD will continue throughout the school year.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In alignment with the District's Strategic Plan and developing a student-focused culture our instructional priority is to use trends in data from a variety of sources to identify student needs and support their emotional and mental growth by developing a safe, caring environment. Tradewinds maintains a Single School Culture of excellence and strives to improve the climate in a variety of ways through quarterly celebrations of student achievement, grade-level assemblies, PBIS, Curriculum Night, Family Workshops, and SAC meetings. The school encourages students to become active in on-campus activities to create a sense of belonging within the community. Additionally, the school will integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally.
Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to the subject material.

The school will also continue to implement the mental health lessons mandated by the state of Florida by utilizing the Suite 360 lessons. Suite 360 is the curriculum that the school district selected to implement the five-hour state-mandated instruction related to youth mental health and awareness. In the Suite 360 curriculum, students participate in lessons on the following topics: Mental Health Awareness, Coping Skills, 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 (BHP) and the Co-located therapist support the behavioral and mental health of students.

Our academic data shows:
FY23 PM3 FY22 FSA FY21 FSA FY19 FSA
ELA
Achievement 26 35 37 43
Math
Achievement 28 36 25 49
Science
Achievement 24 27 27 39
Civics
Achievement 51 57 50 58

In FY23 we had an excessive amount of Level 1 referrals due to classroom management.

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

Student Outcomes:
February 2024, PM#2
Overall Achievement in all content areas, including our ELLs, Black subgroup, and SWDs, will be an increase of 3%
Overall Achievement in all content areas, including our ELLs, Black subgroup, and SWDs, will be an increase of 4%

By May 2024, the school will decrease the amount of Level 1 referrals by 10% when comparing FY23 to FY24.

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 adapting of instruction. It is 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. Our goal is to monitor for implementation and for impact.

At Tradewinds Middle we strategically plan for a variety of monitoring techniques:
Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Adaptive Technology that teachers use with students that have built in monitoring tools.

Professional Development for teachers reviewing Incident Codes and Actions, sharing examples of infractions and appropriate actions. During Faculty Meetings data will be reviewed and strategies will be discussed and implemented.

Person responsible for monitoring outcome:

Shakeica Robinson (shakeica.robinson@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. SWPBS
2. Required Instruction Florida State Statute 1003.42 and Policy 2.09
3. Advancement Via individual Determination (AVID)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time.
2. Required Instruction 1003.42 and Policy 2.09: 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. Stakeholders play a key role in school performance and addressing equity.
3. AVID: Providing schoolwide AVID was correlated with higher school grades in the Florida accountability system, and students in the elective were found to have statistically significantly higher GPAs, higher learning gains scores, greater enrollment in acceleration, and a higher likelihood of receiving college scholarships.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

SWPBS:
Provide teachers with professional development to understand SWPBS
Ensure all expectations are clearly explained and understood
Develop a buddy/peer support system of experienced and new teachers to ensure proper mentoring and coaching
Ensure the school has postings of the SWPBS expectations in all common areas and in classrooms
Monitor executions and implementation with fidelity.

Person Responsible: Kevin Richer (kevin.richer@palmbeachschools.org)

By When: By May 2024, the school will decrease Level 1 disciplinary incidents by 10% when comparing FY23 to FY24.

Policy 2.09 and Required Instruction Florida State Statute 1003.42

1. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:
1003.42
(g) History of Holocaust
(h) History of Africans and African Americans
(i) History of Asian Americans & Pacific Islanders
(o) Health Education, Life Skills & Social Media
(q) Hispanic Contributions
(r) Women's Contributions
(t) Civic & Character Education
(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
3. Our school highlights multicultural diversity within the curriculum and the arts.

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

By When: By May 2024, the school will ensure that all content required by Florida Statute 1003.42 and S.B. Policy 2.09(8)(b)(ii) will be implemented by all staff, in particular, our social studies department.

AVID
1. Students will be provided opportunities to visit colleges throughout the year to explore the various opportunities available.
2. Writing skills will be strengthened by transferring these tools for learning into their core classes.

Person Responsible: Eleni Spanos (eleni.spanos@palmbeachschools.org)

By When: By May 2024, AVID students will have the opportunity to visit selected colleges. ELA scores will increase by 7% as a result of transferring skills into the Language Arts classroom.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Be specific for ELLs and SWDs

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Reginal Office team, and the Office of School Improvement.

Resources and allocations are focused on: (choose the ones that align with your school).

2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.

5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

NA

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

NA

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA