

Broward County Public Schools

Driftwood Elementary School



2015-16 School Improvement Plan

Driftwood Elementary School

2700 NW 69TH AVE, Hollywood, FL 33024

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	79%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	86%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Broward County School Board on 1/20/2016.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Driftwood Elementary School is improving tomorrow by learning something new today.

Provide the school's vision statement

Educating today's child for tomorrow's world.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans
- Ensure that relationship-building is a clear priority;
- Identify and engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). Identify on-campus "relationship experts" to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps;
- Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students;
- Provide and demonstrate to faculty members simple strategies for gaining information about students' cultures;
- Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
- Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
- Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students;
- Schedule and plan school wide multicultural projects;
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
- Develop and implement a comprehensive school behavior program (Student Wide Behavior Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.

Describe how the school creates an environment where students feel safe and respected before, during and after school

- Provide opportunities for professional discussions on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports; Character Education
- Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources; Conflict Mediation
- Create or enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary);
- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- Class meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system is in place;
- Character Education: An extensive program that involves staff, students, parents, and community members. Each month a character trait is discussed, taught, and modeled within the school and classrooms. The character trait for the month is implemented into the school environment as well as the curriculum. Each month the teacher is responsible for choosing a student who has been displaying that positive character trait all month long. The student is rewarded by being presented with an award on the morning announcements, their picture posted in front of the school, the picture of themselves posted in their classroom, and their name is in the monthly school newsletter. The guidance counselor meets with each Champion of Character and compares their accomplishments to sports stars whom the kids idolize. Character traits we focus on are responsibility, honesty, citizenship, self-control, kindness, etc. This is a resource that constantly promotes positive behavior for all students all year long.
- Anti-Bullying Programs: At Driftwood Elementary, we train our faculty and students in bullying prevention. In this training the staff members and students learn anti-bullying prevention strategies and anti-bullying protocols. At the beginning of each school year the staff, parents, and students are reminded of the anti-bullying policy and sign the Student Code of Conduct and the Employee Handbook. The staff facilitates the message and instruction of anti-bullying in day-to-day instruction, informally. Teachers conduct several lessons on anti-bullying to ensure all students understand Driftwoods' expectations.

- Student Listeners: Identified children whom are recommended for additional support meet with a Listener once a week for approximately thirty minutes. Listeners is an outside program that is funded to help children build their self-esteem and to help them develop good problem-solving skills. The Listener comes to the school grounds consistently and is considered a nonjudgmental, safe, and supportive person. Code of Conduct and the Employee Handbook. The staff facilitates the message and instruction of anti-bullying in day-to-day instruction, informally. Teachers conduct several lessons on anti-bullying to ensure all students understand Driftwoods' expectations.
- Bucket Fillers: Driftwood has adopted the Bucket Filling philosophy by buying and reading bucket filling publication to our students. The concept of bucket filling is to fill an individual's bucket by doing and/ or saying something nice. The opposite would be dipping from someone's invisible bucket and emotionally hurting them. Staff members continue to read bucket filling books, use bucket filling language, and display bucket filling reminders school-wide. Parents have been invited to use the same language in their homes, visit the bucket filling website, and read bucket filling books to their children. Students who go above and beyond to fill someone's bucket are recognized on the morning announcements and given a bucket filling award. Within the school, teachers also practice this philosophy. This strategy builds community involvement within the school. This is a resource that constantly promotes positive behavior for all students all year long.
- Chrysalis: Chrysalis is a nonprofit organization dedicated to creating a pathway to self-sufficiency for homeless and low-income individuals. Chrysalis provides support to families and children in need at Driftwood Elementary by providing family therapy, individual therapy, and job readiness.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

- Operational school based team that meets monthly to discuss students with barriers to academic and social success;
- Mentors assigned to students identified with social-emotional concerns;
- Listeners and Guidance utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students and families in need to agencies such as Chrysalis.
- Develop and implement a comprehensive school counseling program with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

N/A

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains partnerships with the local community by participating in family night (i.e. Menchies, City of Holywood, Chili's, Papa Johns, Disalvos) where a portion of the proceeds are donated back to the school. The school works with local businesses (i.e. privately owned insurance companies, restaurants owned by parents, etc.) and in return they donate food, gift cards, bicycles, to our academic clubs and our various food drives. The school partners with Memorial Hospital which provide a number of programs to our students and families. Student achievement is impacted by our community partnerships in a variety of ways.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Donovan, Gladys	Principal
Cruz, Lourdes	Assistant Principal
Guffey, Nicole	Teacher, K-12
Warren-Coleman, Avery	Teacher, K-12
	Teacher, K-12
	Teacher, K-12
Hill, Joyce	Teacher, K-12
	Teacher, K-12
Leff, Ronnie	Teacher, ESE
Quinones, Eileen	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Gladys Donovan- Principal

Lourdes Cruz- Assistant Principal

Nicole Guffey- General Education First Grade Teacher 2014-2015 School Year, SAC Co-Chair, Sunshine Chair, Scholastic Reading Liason

Avery Warren-Coleman- General Education Third Grade Teacher 2014-2015 School Year, SAC Co-Chair, Team Leader, Scholastic Reading Liason

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

School leadership uses input from a variety of sources such as Leadership Team Meetings, PLC's, the Collaborative Problem Solving Team and Grade Level Meetings to discuss student achievement, collect data and make decisions regarding instructional strategies to meet the needs of the students. Decisions regarding budgets are made through the SIP process, input from SAC and from staff and parents. The SIP Co-Chairs head the monthly SIP meeting, the SAC Chair heads the monthly SAC meetings. The leadership team meets monthly. The Literacy Coach maintains an inventory of resources that teachers can use to help with student remediation. The textbook coordinator maintains the textbook inventory, the Media Clerk maintains the inventory of books an audio visual material available, the Microtech maintains the technology inventory. Meetings are held to determine the best uses of our available resources.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Gladys Donovan	Principal
Nicole Guffey	Teacher
Avery Warren- Coleman	Teacher
Ligia Estrada	Teacher
Ana Alonso	Teacher
Michelle London	Teacher
Despina Kefalas	Teacher
Valencia Major	Teacher
Cindy Bensen	Education Support Employee
Melissa Bravo	Parent
Suarez	Parent
Jessica Carlin	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC Chairperson is a member of the School Improvement team. Information and discussions at SIP meetings are shared during the SAC meetings.

Development of this school improvement plan

Two SIP meetings were held to discuss the development of this plan. The plan was also discussed with the Leadership Team.

Preparation of the school's annual budget and plan

The budget is discussed at the SIP meeting and the SAC meeting. The SAC chairperson reviews the plan along with the SIP Chairperson.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Donovan, Gladys	Principal
Cruz, Lourdes	Assistant Principal
Guffey, Nicole	Teacher, K-12
Warren-Coleman, Avery	Teacher, K-12
	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

This group of professionals is comprised of leaders in literacy. This team includes a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

- Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
- Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment (Aplitrack), office interviews, and recruitment events
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

- All first year teachers are participating in the NESS New Educator Support System. NESS is the School District of Broward County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.
- NESS, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. NESS helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.
- School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.
- Team cohesiveness is highly encouraged and valued within our school culture and fosters collaborative professional relationships.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

- Alignment of curriculum and instructional materials to the Florida Standards
- Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction
- Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, math and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

- The school can describe the RtI process, the use of tutorials, the use of intensive reading, or the use of small group instruction.
- The school ensures every teacher contributes to literacy improvement of every student by:
 - Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
 - Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
 - Creating a schedule with an uninterrupted 90 minute reading block
 - Creating a schedule with an uninterrupted 45-60 minute writing block
 - Providing iii instruction based on student needs
 - Providing instruction aligned with the Language Arts Florida Standards for their grade level
 - Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)

- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Professional Learning Communities
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on DRA levels
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction
- Providing Process and Strategy charts for reminders of teaching

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels and content areas. Staff members implement a formal process (CARE) that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If staff consistently analyzed data to drive instruction and utilized evidence based literacy strategies with fidelity, then student achievement will increase in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If staff consistently analyzed data to drive instruction and utilized evidence based literacy strategies with fidelity, then student achievement will increase in all content areas. 1a

G062805

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	53.0
FSA Mathematics - Achievement	54.0
FSA English Language Arts - Achievement	60.0

Resources Available to Support the Goal 2

- Daily 5
- Common Planning Time
- Diagnostic Reading Assessment
- Florida Assessments in Reading
- Phonics for Reading
- Making Words
- Foundations
- Digital Four and Digital Five
- Technology Special Head Start-5
- Computer Lab
- ESE Teacher (Push-In/ Pull-Out)
- Instructional Coaches
- Data Chats
- Data Focused Professional Learning Communities
- iReady
- Reflex Math
- Title 1
- District Literacy Coach
- Rtl Interventionist
-

Targeted Barriers to Achieving the Goal 3

- Limited selection and implementation of evidence based strategies and opportunities to analyze data.

Plan to Monitor Progress Toward G1. 8

Formative assessments, District assessments, DRA/ LLI, Data Chats, Accountable Talk, Lesson Plans, iReady

Person Responsible

Gladys Donovan

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Formative assessments, District assessments, DRA/ LLI, Data Chats, Accountable Talk, Lesson Plans, iReady

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If staff consistently analyzed data to drive instruction and utilized evidence based literacy strategies with fidelity, then student achievement will increase in all content areas. **1**

 G062805

G1.B1 Limited selection and implementation of evidence based strategies and opportunities to analyze data. **2**

 B161422

G1.B1.S1 Build teacher capacity by participating in professional learning communities on evidence based strategies for planning and instruction across all content areas. **4**

 S172888

Strategy Rationale

To deepen understanding of evidence based strategies.

Action Step 1 **5**

Coordinate adult learning opportunities on evidence based literacy strategies to support high quality planning and instruction.

Person Responsible

Eileen Quinones

Schedule

Monthly, from 8/25/2015 to 6/10/2016

Evidence of Completion

Student data tracking/chats, lesson plans, student work samples, teacher created assessments, observations, walk-throughs

Action Step 2 5

Build teacher capacity by conducting professional learning opportunities on math evidence based strategies for planning and instruction.

Person Responsible

Anastasia Haxton

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Student data tracking/chats, lesson plans, student work samples, teacher created assessments, observations, walk-throughs

Action Step 3 5

Build teacher capacity by conducting professional learning opportunities on data editing processes for literacy planning and instruction.

Person Responsible

Eileen Quinones

Schedule

Biweekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Student data tracking/chats, lesson plans, student work samples, teacher created assessments, observations, walk-throughs

Action Step 4 5

Build teacher capacity by conducting professional learning opportunities on data analysis and data editing processes for math/science planning and instruction.

Person Responsible

Anastasia Haxton

Schedule

Biweekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Student data tracking/chats, lesson plans, student work samples, teacher created assessments, observations, walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Student data tracking/chats, teacher data/tracking, lesson plans, student work samples, teacher created assessments and district formative assessments.

Person Responsible

Gladys Donovan

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Monthly meetings with teachers, sign in sheets and agendas for meetings and PLC's, lesson plans, classroom walkthroughs, iObservation, grade level data chats and iReady reports.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Student work samples, iReady reports, formative results, professional development descriptive feedback and student data.

Person Responsible

Gladys Donovan

Schedule

Daily, from 8/25/2014 to 6/4/2015

Evidence of Completion

iObservation data points in Domains 1 and 3

G1.B1.S2 Provide teachers applicable time and support to effectively participate in data editing processes for planning high quality instruction. 4

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Strategy Rationale

To provide more opportunities for staff and students to analyze data.

Action Step 1 5

Provide opportunities for math and literacy coaches to attend grade level meetings and planning times.

Person Responsible

Eileen Quinones

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Anecdotal notes, student data, teacher data, student work samples, team notes and agendas

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Instructional coaches will report back to the Assistant Principal biweekly to share strengths, weaknesses and concerns specific to grade levels.

Person Responsible

Lourdes Cruz

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Conversations between administration and instructional coaches.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Grade chairs will meet with administration to participate in conversations regarding the support of the instructional coaches.

Person Responsible

Lourdes Cruz

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Student data, student work samples, anecdotal notes, collaborative conversations

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Coordinate adult learning opportunities on evidence based literacy strategies to support high quality planning and instruction.	Quinones, Eileen	8/25/2015	Student data tracking/chats, lesson plans, student work samples, teacher created assessments, observations, walk-throughs	6/10/2016 monthly
G1.B1.S2.A1	Provide opportunities for math and literacy coaches to attend grade level meetings and planning times.	Quinones, Eileen	8/24/2015	Anecdotal notes, student data, teacher data, student work samples, team notes and agendas	6/10/2016 biweekly
G1.B1.S1.A2	Build teacher capacity by conducting professional learning opportunities on math evidence based strategies for planning and instruction.	Haxton, Anastasia	8/17/2015	Student data tracking/chats, lesson plans, student work samples, teacher created assessments, observations, walk-throughs	6/10/2016 monthly
G1.B1.S2.A2	[no content entered]			one-time	
G1.B1.S1.A3	Build teacher capacity by conducting professional learning opportunities on data editing processes for literacy planning and instruction.	Quinones, Eileen	8/17/2015	Student data tracking/chats, lesson plans, student work samples, teacher created assessments, observations, walk-throughs	6/10/2016 biweekly
G1.B1.S1.A4	Build teacher capacity by conducting professional learning opportunities on data analysis and data editing processes for math/science planning and instruction.	Haxton, Anastasia	8/17/2015	Student data tracking/chats, lesson plans, student work samples, teacher created assessments, observations, walk-throughs	6/10/2016 biweekly
G1.MA1	Formative assessments, District assessments, DRA/ LLI, Data Chats, Accountable Talk, Lesson Plans, iReady	Donovan, Gladys	8/17/2015	Formative assessments, District assessments, DRA/ LLI, Data Chats, Accountable Talk, Lesson Plans, iReady	6/10/2016 monthly
G1.B1.S1.MA1	Student work samples, iReady reports, formative results, professional development descriptive feedback and student data.	Donovan, Gladys	8/25/2014	iObservation data points in Domains 1 and 3	6/4/2015 daily
G1.B1.S1.MA1	Student data tracking/chats, teacher data/tracking, lesson plans, student work samples, teacher created assessments and district formative assessments.	Donovan, Gladys	8/18/2014	Monthly meetings with teachers, sign in sheets and agendas for meetings and PLC's, lesson plans, classroom walkthroughs, iObservation, grade level data chats and iReady reports.	6/5/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Grade chairs will meet with administration to participate in conversations regarding the support of the instructional coaches.	Cruz, Lourdes	8/24/2015	Student data, student work samples, anecdotal notes, collaborative conversations	6/10/2016 monthly
G1.B1.S2.MA1	Instructional coaches will report back to the Assistant Principal biweekly to share strengths, weaknesses and concerns specific to grade levels.	Cruz, Lourdes	8/24/2015	Conversations between administration and instructional coaches.	6/10/2016 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If staff consistently analyzed data to drive instruction and utilized evidence based literacy strategies with fidelity, then student achievement will increase in all content areas.

G1.B1 Limited selection and implementation of evidence based strategies and opportunities to analyze data.

G1.B1.S1 Build teacher capacity by participating in professional learning communities on evidence based strategies for planning and instruction across all content areas.

PD Opportunity 1

Coordinate adult learning opportunities on evidence based literacy strategies to support high quality planning and instruction.

Facilitator

Eileen Quinones

Participants

All teachers

Schedule

Monthly, from 8/25/2015 to 6/10/2016

PD Opportunity 2

Build teacher capacity by conducting professional learning opportunities on math evidence based strategies for planning and instruction.

Facilitator

Anastasia Haxton

Participants

All teachers

Schedule

Monthly, from 8/17/2015 to 6/10/2016

PD Opportunity 3

Build teacher capacity by conducting professional learning opportunities on data editing processes for literacy planning and instruction.

Facilitator

Eileen Quinones

Participants

All teachers

Schedule

Biweekly, from 8/17/2015 to 6/10/2016

PD Opportunity 4

Build teacher capacity by conducting professional learning opportunities on data analysis and data editing processes for math/science planning and instruction.

Facilitator

Anastasia Haxton

Participants

All teachers

Schedule

Biweekly, from 8/17/2015 to 6/10/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Coordinate adult learning opportunities on evidence based literacy strategies to support high quality planning and instruction.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$0.00
			District-Wide	Title I Part A		\$0.00
2	G1.B1.S1.A2	Build teacher capacity by conducting professional learning opportunities on math evidence based strategies for planning and instruction.				\$0.00
3	G1.B1.S1.A3	Build teacher capacity by conducting professional learning opportunities on data editing processes for literacy planning and instruction.				\$0.00
4	G1.B1.S1.A4	Build teacher capacity by conducting professional learning opportunities on data analysis and data editing processes for math/science planning and instruction.				\$0.00
5	G1.B1.S2.A1	Provide opportunities for math and literacy coaches to attend grade level meetings and planning times.				\$0.00
6	G1.B1.S2.A2					\$14,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0721 - Driftwood Elementary School	School Improvement Funds		\$14,200.00
<i>Notes: Use Accountability dollars to fund afterschool tutorials</i>						
Total:						\$14,200.00