

Broward County Public Schools

Driftwood Middle School



2019-20 Schoolwide Improvement Plan

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Driftwood Middle School

2751 N 70TH TER, Hollywood, FL 33024

[no web address on file]

Demographics

Principal: Steven Williams

Start Date for this Principal: 7/1/2009

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Native American Students* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: B (56%) 2016-17: B (56%) 2015-16: B (56%) 2014-15: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	

Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	B	B	B

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Driftwood Middle School, Magnet Academy of Health and Wellness, empower students to promote healthy and positive and choices to ensure healthy lifestyles to maximizes their academic potential.

Provide the school's vision statement.

Driftwood Middle School strives to provide a program that will allow each child to develop to his/her fullest potential. Driftwood vision is to forge strong, positive connections with students so they can achieve independence, build confidence, and gain academic knowledge. Driftwood provides students with a variety of opportunities to learn, grow, and thrive.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Williams, Steven	Principal	Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. Overall school operations and student performance.
Peeples, Deborah	Assistant Principal	Provide administrative support to faculty and staff. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.
Trenard, Guy	Assistant Principal	Provide administrative support to faculty and staff. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.
Wilcox, Francine	Instructional Coach	Provide academic support to faculty and staff to increase student achievement.
Bello, Raheela	Assistant Principal	Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	464	444	485	0	0	0	0	1393	
Attendance below 90 percent	0	0	0	0	0	0	54	58	71	0	0	0	0	183	
One or more suspensions	0	0	0	0	0	0	5	3	17	0	0	0	0	25	
Course failure in ELA or Math	0	0	0	0	0	0	14	14	6	0	0	0	0	34	
Level 1 on statewide assessment	0	0	0	0	0	0	98	100	135	0	0	0	0	333	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	77	109	92	0	0	0	0	278	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	1	1	17	0	0	0	0	19	
Students retained two or more times	0	0	0	0	0	0	10	2	4	0	0	0	0	16	

FTE units allocated to school (total number of teacher units)

81

Date this data was collected or last updated

Thursday 9/12/2019

Prior Year - As Reported
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 with two or more early warning indicators:

Indicator	Grade Level														Total
Students with two or more indicators															

Prior Year - Updated
The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	56%	57%	54%	56%	56%	52%
ELA Learning Gains	57%	57%	54%	60%	57%	54%
ELA Lowest 25th Percentile	45%	48%	47%	45%	47%	44%
Math Achievement	51%	60%	58%	51%	59%	56%
Math Learning Gains	51%	58%	57%	49%	59%	57%
Math Lowest 25th Percentile	41%	49%	51%	38%	49%	50%
Science Achievement	47%	49%	51%	55%	50%	50%
Social Studies Achievement	74%	71%	72%	75%	73%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	464 (0)	444 (0)	485 (0)	1393 (0)
Attendance below 90 percent	54 ()	58 ()	71 ()	183 (0)
One or more suspensions	5 (0)	3 (0)	17 (0)	25 (0)
Course failure in ELA or Math	14 (0)	14 (0)	6 (0)	34 (0)
Level 1 on statewide assessment	98 (0)	100 (0)	135 (0)	333 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
06	2019	54%	57%	-3%	54%	0%
	2018	49%	54%	-5%	52%	-3%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	51%	55%	-4%	52%	-1%
	2018	55%	54%	1%	51%	4%
Same Grade Comparison		-4%				
Cohort Comparison		2%				
08	2019	59%	59%	0%	56%	3%
	2018	63%	60%	3%	58%	5%
Same Grade Comparison		-4%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	52%	58%	-6%	55%	-3%
	2018	42%	55%	-13%	52%	-10%
Same Grade Comparison		10%				
Cohort Comparison						
07	2019	39%	53%	-14%	54%	-15%
	2018	45%	54%	-9%	54%	-9%
Same Grade Comparison		-6%				
Cohort Comparison		-3%				
08	2019	46%	45%	1%	46%	0%
	2018	46%	47%	-1%	45%	1%
Same Grade Comparison		0%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	39%	43%	-4%	48%	-9%
	2018	29%	45%	-16%	50%	-21%
Same Grade Comparison		10%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	67%	33%	67%	33%
2018	97%	62%	35%	65%	32%
Compare		3%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	73%	71%	2%	71%	2%
2018	68%	70%	-2%	71%	-3%
Compare		5%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	99%	61%	38%	61%	38%
2018	98%	63%	35%	62%	36%
Compare		1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	56%	44%	57%	43%
2018	93%	51%	42%	56%	37%
Compare		7%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	37	29	18	37	39	23	36	20		
ELL	42	60	56	42	50	45	33	56	38		
AMI	47	50		46	60						
ASN	75	76		78	79		79	81	86		
BLK	44	52	40	40	43	29	28	70	52		
HSP	57	57	48	50	52	44	45	76	45		
MUL	72	55		68	43			100			
WHT	60	59	39	60	55	48	60	72	58		
FRL	52	55	43	48	49	42	43	71	49		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	42	35	15	39	41	17	41			
ELL	32	59	57	30	44	40	23	51	31		
AMI	45			40							
ASN	77	64	40	80	69		80	84	77		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	51	58	53	39	50	48	39	65	60		
HSP	58	64	51	50	53	47	49	72	68		
MUL	78	71		53	55						
WHT	59	60	40	56	53	37	50	76	63		
FRL	56	60	50	47	52	46	45	69	62		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	42	41	12	36	38	5	36	8		
ELL	36	53	44	31	44	35	20	63	58		
AMI	45	82									
ASN	84	76	50	85	68		71	91	94		
BLK	46	53	40	40	41	41	49	70	81		
HSP	55	59	44	50	49	37	55	76	73		
MUL	71	74		54	59		75	82	86		
WHT	61	66	51	55	51	33	56	74	83		
FRL	53	59	46	47	47	37	50	73	74		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	78
Total Points Earned for the Federal Index	554
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	51
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The lowest performance was for learning gains of the lowest 25% particularly in math. One contributing factor was that there were many mid year changes with math teachers which resulted in a decrease in students scores.

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

The greatest decline from the previous year was the learning gains in math within the lowest 25%. There was also many mid year changes with math teachers.

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.

The greatest gap when compared to the state average was in Science. The gap stems from the higher levels of ELL students at Driftwood compared to the rest of the state

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

The Social Studies achievement showed the most improvement going from a 72% to a 74%. This gain is attributed to a differentiated instruction, teacher professional developments, strategic scheduling and professional learning communities.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

An area of concern is the increase in the number of students with two or more risk factors as compared with the number of students from last year.

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

1. Math overall Proficiency
2. Lowest 25% Learning Gains in Math
3. Learning Gains in Math
4. ELA overall Proficiency
5. Science Proficiency

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Math
Rationale	If the math department focuses on enhancing and improving standards based instruction, increasing the use of small group instruction, PBL, with an emphasis on student engagement, then teachers will provide a learning environment where the academic needs of all students are met and thus increasing math proficiency and learning gains on the FSA.
State the measurable outcome the school plans to achieve	Increasing math proficiency and learning gains on the FSA. Previous year learning gains and proficiency was 51% plan to increase by 3% points to 54%.
Person responsible for monitoring outcome	Steven Williams (steven.j.williams@browardschools.com)
Evidence-based Strategy	Small group instruction and PBL, with an emphasis on student engagement.
Rationale for Evidence-based Strategy	This will allow teachers to provide a learning environment where the academic needs of all students are met and thus increasing math proficiency and learning gains on the FSA.
Action Step	
Description	Teachers will be take part of several Professional Developments throughout the school in which will take place during their Professional Learning Communities. During the Professional Learning Communities (PLC's) teachers will work with their grade levels. Teachers will share expertise, and work collaboratively to improve teaching skills and the academic performance of students. Administration will then be monitoring the use of Moby Max and Strategic Schedule students for pull-outs and push-ins.
Person Responsible	Guy Trenard (guy.trenard@browardschools.com)

#2	
Title	Literacy
Rationale	If as a school we focus on enhancing and improving standards based instruction, increasing the use of small group instruction, PBL, with an emphasis on student engagement, then teachers will provide a learning environment where the academic needs of all students are met and thus increasing learning gains on the FSA.
State the measurable outcome the school plans to achieve	Increasing English Language Arts (ELA) proficiency and learning gains on the FSA. Previous year learning gains and proficiency was 56% plan to increase by 3% points to 59%.
Person responsible for monitoring outcome	Francine Wilcox (francine.wilcox@browardschools.com)
Evidence-based Strategy	Small group instruction and PBL, with an emphasis on student engagement.
Rationale for Evidence-based Strategy	This will allow teachers to provide a learning environment where the academic needs of all students are met and thus increasing ELA proficiency and learning gains on the FSA.
Action Step	
Description	Teachers will be take part of several Professional Developments throughout the school in which will take place during their Professional Learning Communities. During the Professional Learning Communities (PLC's) teachers will work with their grade levels. Teachers will share expertise, and work collaboratively to improve teaching skills and the academic performance of students. Administration will then be monitoring the use of Moby Max and Strategic Schedule students for pull-outs and push-ins.
Person Responsible	Francine Wilcox (francine.wilcox@browardschools.com)

#3

Title Students with Disabilities (SWD)**Rationale**

If as a school we focus on enhancing and improving standards based instruction, increasing the use of small group instruction, PBL, with an emphasis on student engagement, then teachers will provide a learning environment where the academic needs of all students are met and thus increasing learning gains on the FSA.

State the measurable outcome the school plans to achieve

Increasing proficiency and learning gains on the FSA for all SWD students by 3% across all content areas.

Person responsible for monitoring outcome

Steven Williams (steven.j.williams@browardschools.com)

Evidence-based Strategy

Small group instruction and PBL, with an emphasis on student engagement.

Rationale for Evidence-based Strategy

This will allow teachers to provide a learning environment where the academic needs of all students are met and thus increasing proficiency and learning gains on the FSA across content areas.

Action Step**Description**

Teachers will be take part of several Professional Developments throughout the school in which will take place during their Professional Learning Communities. During the Professional Learning Communities (PLC's) teachers will work with their grade levels. Teachers will share expertise, and work collaboratively to improve teaching skills and the academic performance of students. Administration will then be monitoring the use of Moby Max and Strategic Schedule students for pull-outs and push-ins.

Person Responsible

Raheela Bello (raheela.bello@browardschools.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Another areas of concern will be addressed throughout the school year. Administration will disseminate school wide improvements through department chairs and department chair will conduct professional learning communities with each departments.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

As a school we believe in building capacity with all stakeholders. On a monthly basis we host PTSA/SAC meetings followed by family nights which are highlighted by each content area. We use these opportunities to showcase what our students are learning and working on in their classrooms. Working hand in hand with parents, students, and local business partners is a vital part of ensuring our students are college and career ready.

PFEP Link

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

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.

To ensure the Social/Emotional needs of every student is met, we have infused Social Emotional Learning into all content areas. Once a week, students and teachers discuss trending topics that are relevant to student's success beyond the classroom. We also conduct morning meditation for all students. We also have various mentoring groups such as 5000 Role Models and Student Government. These initiatives allow our students the opportunities to shine as leaders.

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

To support the matriculation of our students, we collaborate on a continuous basis with our feeder schools. We host matriculation meetings with our neighboring elementary schools. Our incoming 6th graders have an opportunity to come and visit our school and our 8th grade students visit our neighboring high school. Our zone administrators also meet on a frequent basis to discuss current trends and ways to ensure the transition to the next levels are smooth.

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.

To meet the needs of all our students, our staff continuously collaborates on a weekly basis for PLCs. During this time, our staff members disseminate data to address areas of need and share best practices on ways in which the teaching and learning cycle can be improved. As a leadership team, we meet monthly to progress monitor and provide support to our instructional staff members. To close achievement gaps, we utilize Title I funds for Extended Learning Opportunities for our students. These opportunities are offered after school in addition to Saturdays.

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

Navience is our district-wide initiative for students to explore their interests for future careers. In addition, our students are frequently work on Project Based Learning activities in which content standards are addressed while preparing student for college and career readiness.

Part V: Budget

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

1	III.A.	Areas of Focus: Math				\$2,495.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0861 - Driftwood Middle School	General Fund		\$2,495.00
			Notes: Money will be used for technology which will focus on literacy, math and SWD students. (Moby Max). Moby Max finds and fixes learning gaps with the power of personalized learning. MobyMax's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need			
2	III.A.	Areas of Focus: Literacy				\$4,495.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0861 - Driftwood Middle School	General Fund		\$2,495.00
			Notes: Money will be used for technology which will focus on literacy, math and SWD students (Moby Max). finds and fixes learning gaps with the power of personalized learning. MobyMax's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need			
			0861 - Driftwood Middle School	General Fund		\$2,000.00
			Notes: Performance Coach FSA Edition workbook for student. includes more teacher support than ever before. The workbook includes discussion questions for encouraging class discourse, in addition to options for differentiating your instruction.			
3	III.A.	Areas of Focus: Students with Disabilities (SWD)				\$2,495.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0861 - Driftwood Middle School	General Fund		\$2,495.00
			Notes: Money will be used for technology which will focus on literacy, math and SWD students (Moby Max). finds and fixes learning gaps with the power of personalized learning. MobyMax's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need			
Total:						\$9,485.00