

Broward County Public Schools

Driftwood Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Positive Culture & Environment	20
Budget to Support Goals	21

Driftwood Elementary School

2700 NW 69TH AVE, Hollywood, FL 33024

[no web address on file]

Demographics

Principal: Christine Ringler

Start Date for this Principal: 9/23/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students White Students* Economically Disadvantaged Students*
School Grades History	2018-19: B (60%) 2017-18: C (43%) 2016-17: B (55%)
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	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	21

Driftwood Elementary School

2700 NW 69TH AVE, Hollywood, FL 33024

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>72%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>87%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To provide all students with educational opportunities that will enable each child to reach his/her potential through the cooperative efforts of the home, school, and community.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Ringler, Christine	Principal	The principal's job duties are establish and monitor the school's missions and goals that are aligned to the District's mission and goals. The duties and responsibilities are to provide leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment.
Saban, Coral	Reading Coach	The reading coach job responsibilities include providing individualized support based on identified needs of individual teachers and differentiated supports that encourages the professional growth of teachers. Additionally, the reading coach supports the teachers with developing the skills to analyze student work, differentiate instruction, and support the English Language learners and students with special needs in their schools. Finally, the reading coach works collaboratively, develops skills, analyzes data, examines the teacher needs regarding professional practices, and participates in peer coaching with teachers.
Pomales, Deeana	Math Coach	The math coach will provide support and build growth to foster teacher's success. In addition, the math coach will support teachers in developing instructional skills, strategies, and classroom management to build capacity in becoming an effective teacher. The math coach will provide professional learning opportunities through modeled instruction and researched based best practices. Also, the math coach will work with administrative team with analyzing school wide data and identifying instructional need for overall school achievement.
Greer-Roberts, Kimberly	Assistant Principal	To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.

Demographic Information

Principal start date

Thursday 9/23/2021, Christine Ringler

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

535

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

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

6

Demographic Data

Early Warning Systems

2021-22

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	94	91	87	95	87	123	0	0	0	0	0	0	0	577
Attendance below 90 percent	37	33	21	20	29	35	0	0	0	0	0	0	0	175
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	18	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	21	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	5	6	6	3	7	0	0	0	0	0	0	0	27

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	1	4	2	1	3	22	0	0	0	0	0	0	0	33

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	2	3	0	4	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 6/28/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide ELA assessment		
Level 1 on 2019 statewide Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	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	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	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	0

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	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				56%	59%	57%	44%	56%	56%
ELA Learning Gains				70%	60%	58%	47%	57%	55%
ELA Lowest 25th Percentile				74%	54%	53%	38%	51%	48%
Math Achievement				56%	65%	63%	48%	62%	62%
Math Learning Gains				66%	66%	62%	47%	60%	59%
Math Lowest 25th Percentile				63%	53%	51%	31%	47%	47%
Science Achievement				38%	46%	53%	47%	49%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	50%	60%	-10%	58%	-8%
Cohort Comparison						
04	2021					
	2019	60%	62%	-2%	58%	2%
Cohort Comparison		-50%				
05	2021					
	2019	52%	59%	-7%	56%	-4%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	54%	65%	-11%	62%	-8%
Cohort Comparison						
04	2021					
	2019	60%	67%	-7%	64%	-4%
Cohort Comparison		-54%				
05	2021					
	2019	45%	64%	-19%	60%	-15%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	35%	49%	-14%	53%	-18%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

For the current school year 2021-2022, progress monitoring in grades 1-5 will be in place for all students with an emphasis on our ESSA subgroups; English Language Learners, Students with Disabilities, and Economically Disadvantaged Students. I-Ready Diagnostic Checkpoints (Fall, Winter, and Spring) will be used as baseline data at the beginning and throughout the school year to determine student proficiency. Based on the data from the I-Ready Diagnostic, teachers will assign individualized assignments in reading and math to target the students' areas of need. Additionally, in grades 3-5, I-Ready Standards Mastery will be assigned weekly to continue instructional rigor towards student proficiency. To promote I-Ready usage a school-wide initiative will be in place to ensure the I-Ready 45 minutes requirement is adhered to as it will foster practice in the areas of need based on the progress monitoring data. Data from the I-Ready Diagnostic and Standards Mastery will be collected and tracked to be discussed during

quarterly data chats with grade-level teachers and the administrative team for continuous progress monitoring.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23/31.9%	21/28.8%	31/41.3%
	Economically Disadvantaged	17/27.9%	16/25.8%	25/39.7%
	Students With Disabilities	3/12.5%	7/29.2%	9/36%
	English Language Learners	5/27.8%	4/20%	9/45%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17/23.9%	15/20%	26/35.1%
	Economically Disadvantaged	13/21.7%	12/18.8%	21/33.9%
	Students With Disabilities	5/20.8%	7/28%	8/33.3%
	English Language Learners	6/33.3%	3/14.3	8/42.1%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21/37.2%	31/41.3%	34/48.6%
	Economically Disadvantaged	21/35%	24/41.4%	24/43.6%
	Students With Disabilities	5/21.7%	5/22.7%	6/28.6%
	English Language Learners	3/17.6	3/17.6%	2/13.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19/24.7%	22/28.9%	23/46.5%
	Economically Disadvantaged	15/24.6%	16/27.1%	26/46.4%
	Students With Disabilities	5/22.7%	5/22.7%	4/21%
	English Language Learners	3/17.6%	2/11.1%	3/20%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33/40.7%	38/46.3%	43/51.2%
	Economically Disadvantaged	24/41.4%	25/42.4%	29/47.5%
	Students With Disabilities	3/16.7%	5/27.8%	8/42.1%
	English Language Learners	4/19%	2/9.5%	2/9.1%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15/18.5%	18/22.2%	29/37.2%
	Economically Disadvantaged	10/17.2%	11/19%	17/30.4
	Students With Disabilities	2/11.1%	4/22.2%	3/16.7%
	English Language Learners	3/14.3%	0/0%	4/19%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22/27.5%	27/32.5%	0/0%
	Economically Disadvantaged	16/26.7%	20/32.3%	0/0%
	Students With Disabilities	7/25%	8/26.7%	0/0%
	English Language Learners	0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16/20%	25/30.1%	2/50%
	Economically Disadvantaged	10/16.7%	19/30.6%	1/33.3%
	Students With Disabilities	5/17.9%	6/20%	2/50%
	English Language Learners	1/7.1%	1/6.7%	1/33.3%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35/30.7%	38/33%	1/33.3%
	Economically Disadvantaged	29/31.5%	32/34.4	0/0%
	Students With Disabilities	5/16.7%	7/23.3	0/0%
	English Language Learners	2/9.5%	2/9.5%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32/28.3	41/35.7%	1/33.3%
	Economically Disadvantaged	27/29.7%	24/36.6%	0/0%
	Students With Disabilities	4/13.8%	5/16.7%	0/0%
	English Language Learners	2/9.5%	5/23.8%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	
	Economically Disadvantaged	0	0	
	Students With Disabilities	0	0	
	English Language Learners	0	0	

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	27	52	55	22	22		22				
ELL	29	42	40	24	19	8	18				
AMI	20										
BLK	36	48		14	7		25				
HSP	41	48	36	29	25	12	28				
WHT	71			50							
FRL	38	50	47	23	15		21				
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	39	65	68	44	68	71	29				
ELL	46	70	76	48	66	58	18				
AMI	27	50		25	50						

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
BLK	51	67		45	64	70	36				
HSP	57	71	73	58	67	65	35				
WHT	70	73		70	64		70				
FRL	56	72	77	56	64	61	35				
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	26	33	21	36	36	28	26				
ELL	26	45	50	38	42	36					
AMI	33	53		21	33						
BLK	29	29		24	24	18	36				
HSP	46	49	42	55	47	35	51				
WHT	57	57		68	74		83				
FRL	43	48	37	48	47	31	48				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	258
Total Components for the Federal Index	8
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	29
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	10
Native American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	61
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	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to the progress monitoring and assessment data, the trends that emerge across grade levels, subgroups, and core content areas are as follows: Historically, in ELA, the data supports that Integration of Knowledge and Ideas is an area of deficit that our students struggle with most. Based on the 2020-2021 FSA, 3rd grade demonstrated 10% proficiency, 4th grade demonstrated 22% proficiency, and 5th grade demonstrated 25% proficiency in this domain. Additionally, in math, the data supports that Measurement, Data, and Geometry is an area of deficit for our students. Based on the 2020-2021 FSA, 3rd grade demonstrated 14% proficiency, 4th grade demonstrated 21% proficiency, and 5th grade demonstrated 20% proficiency in this domain.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

According to progress monitoring and the 2019 state assessments data, the ESSA subgroup, Native Americans, that made up 38% of the school's population showed a deficit in the area of proficiency. Although our learning gains showed improvement, increasing proficiency levels was the targeted objective when working with those students. The data indicated 27% proficiency for the area of ELA and 25% proficiency for the area of math.

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

The contributing factors to this need for improvement are as follows: Low student attendance, rigor of instruction, teacher complacency, data-driven instruction, ongoing professional development, and differentiation in learning centers and small groups instruction. Based on the 2019-2020 action plan, in order to address these needs for improvement, there will be quarterly data chats, an increased focus on using I-Ready strategically, implementation of reading and math camps targeting FSA practice, ongoing professional development provided by coaches and district personnel, instructional feedback provided by the support team, and literacy and math coaches working to provide coaching cycles to increase the rigor of standards.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

According to progress monitoring and the 2019 state assessments, data components showed the most improvement in the area of school learning gains for ELA and math. The learning gains for ELA, for the lowest 25%, showed a learning gain of 36%. In the subject area of math, the lowest 25%, showed a learning gain of 32%.

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

The contributing factors for this improvement and actions that were taken in this area were the implementation of grade-level instructional timeline pacing guides for each quarter that were aligned to the pacing guides the district had in place. During the summer of the 2019-2020 school year, a teacher from each grade level in collaboration with support staff coaches developed pacing guides per each grade level with a list of standards for ELA, math, science, and social studies along with dates of all formative assessments (i.e., end-of-chapter tests, BAS, Standards Mastery, I-Ready Diagnostic). Additionally, it included suggested resources used by teachers, DBQs, and any other supplemental materials that will also be used during the quarter (i.e., Acaletics-Math).

What strategies will need to be implemented in order to accelerate learning?

The following strategies will need to be implemented in order to accelerate this learning; quarterly data chats with grade-level teachers and administrative team, bi-weekly data-driven PLC's with grade-level teachers and support staff to share research-based best practices, weekly RtI meetings with all stakeholders, and instructional rounds and feedback provided by instructional teams.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities that were provided at the school to support teachers and leaders were ongoing professional development provided by coaches and district personnel. The professional development opportunities provided were as followed: Implementation of LLI, administration of BAS, and usage of I-Ready. In addition, weekly writing seminars were provided by the literacy coach along with training in math which included a school-wide fluency drills initiative and the Acaletics program given by the math coach. Lastly, data collection and analysis training were also provided by support staff.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The additional services that will be implemented to ensure the sustainability of improvement in the next year and beyond will include FSA camps, clubs, support from the school guidance counselor, school PTO, and any other stakeholders that will address non-academic concerns to ensure all barriers are met. For instance, according to our school counseling plan, non-academic school-wide initiatives will be put in place for attendance, behavior, anti-bullying, equity, college and career readiness, along with additional events such as peace week, red ribbon week, and career day.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: According to the school FSA data reviewed, the identified critical need area were the students' proficiency levels. Rationale was based on the difference between their discrepancy between the on-level learning gains and the level of proficiency. In addition, the BSA proficiency for reading and math also showed the same need compared to the learning gains.

By May 2021, each grade level (K-5) will increase their "On" OR "Above Grade Level" proficiency by 15% as measured by the I-Ready Checkpoint 3 Diagnostic in both ELA and Mathematics.

Measurable Outcome: I-Ready Diagnostic data from Checkpoints 1,2, and 3 will be the tools used to measure performance outcomes to address the area of focus instructional practice. Additionally, Standards Mastery data for grades 3,4, and 5 will also be included as measurable outcomes in addressing the area of focus. I-Ready Standards Mastery will be assigned weekly, alternating between reading and math, teacher will model Form A of the assessment as a whole group lesson and students will be required to complete Form B of the assessment independently. Data will be collected and analyzed during data-driven PLCs to share best practices.

Monitoring: Coaches will collect weekly Standards Mastery data to be added to our I-Ready data collection spreadsheet to be reviewed by the administrative team. During quarterly data chats, with the administration, teachers, and support team, Standards Mastery results will be discussed and reviewed along with pertinent data such as BAS, end-of-chapter tests, and other formative assessments.

Person responsible for monitoring outcome: Coral Saban (coral.saban@browardschools.com)

Evidence-based Strategy: The evidence-based strategy being implemented for this area of focus is the sharing of best practices and data analysis at bi-weekly grade level PLC's and quarterly data chats meetings. Add percentage of students

Rationale for Evidence-based Strategy: The rationale for selecting this specific strategy is to continuously monitor student performance, data, and instructional rigor. Students will be assigned I-Ready lessons to practice standards and reinforce reading and math skills for success on Standards Mastery and I-Ready Diagnostic Assessments.

Action Steps to Implement

Coaches will assign I-Ready Standards Mastery based on the standards they are teaching according to the instructional timeline pacing guide alternating between reading and math subject areas. The classroom teacher will model Form A of the assessment as a whole group lesson and students will be required to complete Form B of the assessment independently on the following day. The data results from form B will be collected and analyzed to be shared during data-driven PLCs with grade-level teachers and coaches.

Person Responsible Coral Saban (coral.saban@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Driftwood Elementary did not report incident counts to the Florida DOE in 2019-2020. Our primary area of concern for the school to focus on for the upcoming year would be threats. Our secondary area of concern would be unruly/disruptive behavior. Our school culture and environment will be monitored through monthly discipline meetings where data and interventions are discussed to lead to a safer school and positive school culture.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The school has included several plans and initiatives to build a positive school culture and environment. Discipline in our school will be addressed using a golden ticket initiative. Throughout the school day, when students are caught demonstrating positive behavior, they will randomly be rewarded by a staff member with a golden ticket to be submitted in our weekly Friday ticket raffle for each grade level. One ticket will be drawn from each grade level bucket and winners will be announced during Friday's morning announcement. Students will be given the opportunity to come and claim their prize during that time.

In addition, an "I-Ready Race to the Top!" school-wide initiative will be in place to address the 45-minute I-Ready usage for reading and math. Weekly usage reports will be tracked for each grade level to see which grade level has the highest percentage of usage in reading and math. On Mondays, the class with the highest percent of I-Ready usage will be recognized by receiving a hot air balloon icon on our school-wide I-Ready board. At the end of the quarter, the class with the most icons will receive an award and a class treat. Math fluency will also be addressed with a school-wide fluency drill competition. Flashcards for multiplication and addition will be displayed throughout the school as a reinforcer for learning multiplication and addition facts. Drills will be given on selected days, addition for primary and multiplication for intermediate. Students that receive 100% on their drills will be rewarded with a treat.

Also, various academic clubs and FSA camps will be offered for our students as an additional approach to close the proficiency gap and increase learning gains.

To address the social and emotional needs of our school, teachers will have a mindfulness activity embedded in their daily instructional time. Other school-wide initiatives that focus on social and emotional learning include Kid of Character, Happier Schools Program, Start with Hello Week, Red Ribbon Week, Honor Roll Recognition assemblies, Autism Week, and No Place for Hate initiative.

Finally, attendance in our school will be addressed by taking a team approach to ensure that our students have a welcoming and supportive educational environment. The school-based team develops SMART

Goals, provides foundational supports, and (3) Tiers of interventions and support to help promote and improve student attendance. Tiered strategies and interventions include (5) core ingredients. We monitor data, engage students and families, recognize good and improved attendance, provide personalized outreach and remove barriers that affect student achievement.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Several stakeholders will be partnering with our school to promote a positive culture and environment. Mathnasium which represents our partners in education for the SAC Committee will be hosting virtual math nights for our primary and intermediate students. Also, our school’s SRO from the Hollywood Police Department will be present at our school daily to encourage safety, positive behavior, and good citizenship among the students and staff. Our school’s PTO will help promote a positive culture and environment in our school by facilitating fundraisers, volunteering their time at our school, and prompting parental engagement.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$117,070.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	100-Salaries	0721 - Driftwood Elementary School	Other		\$117,070.00
			<i>Notes: Salaries for 2 ESSER teacher to assist with reading interventions for Tier 2 and Tier 3 students. One position for Grade 1-2 and one position for 3-5.</i>			
Total:						\$117,070.00