Driftwood Middle School

2021-22 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
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* 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%)
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.](http://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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Driftwood Middle School

2751 N 70TH TER, Hollywood, FL 33024

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	70%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

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

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position 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.
Mostal, Jillian	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.
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 assessment
Wilcox, Francine	Instructional Coach	Provide academic support to faculty and staff to increase student achievement.

Demographic Information

Principal start date
Wednesday 7/1/2009, Steven Williams

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.*

19

Total number of teacher positions allocated to the school

77

Total number of students enrolled at the school

1,232

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

10

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

11

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	0	0	0	0	0	0	471	487	462	0	0	0	0	1420
Attendance below 90 percent	0	0	0	0	0	0	85	109	65	0	0	0	0	259
One or more suspensions	0	0	0	0	0	0	25	15	3	0	0	0	0	43
Course failure in ELA	0	0	0	0	0	0	42	64	46	0	0	0	0	152
Course failure in Math	0	0	0	0	0	0	22	53	11	0	0	0	0	86
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	72	86	91	0	0	0	0	249
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	73	93	94	0	0	0	0	260
Number of students with a substantial reading deficiency	0	0	0	0	0	0	235	253	228	0	0	0	0	716

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	161	188	158	0	0	0	0	507

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	14	32	0	0	0	0	0	46
Students retained two or more times	0	0	0	0	0	0	1	6	3	0	0	0	0	10

Date this data was collected or last updated

Friday 10/15/2021

2020-21 - As Reported

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	467	510	465	0	0	0	0	1442
Attendance below 90 percent	0	0	0	0	0	0	48	85	61	0	0	0	0	194
One or more suspensions	0	0	0	0	0	0	119	125	113	0	0	0	0	357
Course failure in ELA	0	0	0	0	0	0	14	14	6	0	0	0	0	34
Course failure in Math	0	0	0	0	0	0	14	14	6	0	0	0	0	34
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	140	166	145	0	0	0	0	451
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	140	166	145	0	0	0	0	451

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

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	467	510	465	0	0	0	0	1442
Attendance below 90 percent	0	0	0	0	0	0	48	85	61	0	0	0	0	194
One or more suspensions	0	0	0	0	0	0	119	125	113	0	0	0	0	357
Course failure in ELA	0	0	0	0	0	0	14	14	6	0	0	0	0	34
Course failure in Math	0	0	0	0	0	0	14	14	6	0	0	0	0	34
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	140	166	145	0	0	0	0	451
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	140	166	145	0	0	0	0	451

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

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%	57%	54%	58%	57%	53%
ELA Learning Gains				57%	57%	54%	62%	57%	54%
ELA Lowest 25th Percentile				45%	48%	47%	49%	50%	47%
Math Achievement				51%	60%	58%	50%	60%	58%
Math Learning Gains				51%	58%	57%	53%	59%	57%
Math Lowest 25th Percentile				41%	49%	51%	46%	50%	51%
Science Achievement				47%	49%	51%	48%	52%	52%
Social Studies Achievement				74%	71%	72%	72%	72%	72%

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
06	2021					
	2019	54%	57%	-3%	54%	0%
Cohort Comparison						
07	2021					
	2019	51%	55%	-4%	52%	-1%
Cohort Comparison		-54%				
08	2021					
	2019	59%	59%	0%	56%	3%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	52%	58%	-6%	55%	-3%
Cohort Comparison						
07	2021					
	2019	39%	53%	-14%	54%	-15%
Cohort Comparison		-52%				
08	2021					
	2019	46%	45%	1%	46%	0%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	39%	43%	-4%	48%	-9%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	67%	33%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	73%	71%	2%	71%	2%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	61%	38%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	56%	44%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

iReady was used as the progress monitoring tool.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	144/36.5%	143/36.5%	1/9.1%
	Economically Disadvantaged	115/35.6%	114/35.8	0/0
	Students With Disabilities	12/17.4%	14/20%	0/0
	English Language Learners	4/8.9%	4/9.3%	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	96/27.1%	147/37.6%	1/14.3%
	Economically Disadvantaged	77/26.6%	121/37.8%	1/16.7%
	Students With Disabilities	8/13.1%	15/21.7%	0/0
	English Language Learners	5/12.8%	10/23.8%	0/0

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	121/30.3%	157/37.9%	0/0
	Economically Disadvantaged	79/26.5%	103/33.3	0/0
	Students With Disabilities	4/6.6%	11/14.9%	0/0
	English Language Learners	0/0	6/15.8%	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40/12.7%	55/16.7%	0/0
	Economically Disadvantaged	31/12.8%	40/15.8%	0/0
	Students With Disabilities	2/3.2%	4/5.7%	0/0
	English Language Learners	3/9.7%	2/5.9%	0/0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	131/31.5%	160/ 38.6%	1/16.7%
	Economically Disadvantaged	98/31.7%	119/38.3%	1/20%
	Students With Disabilities	4/6.1%	10/14.9%	0/0
	English Language Learners	4/14.8%	4/14.8%	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19/6.9%	31/11.1%	1/11.1%
	Economically Disadvantaged	14/6.9%	22/10.6%	1/12.5%
	Students With Disabilities	1/1.7%	3/4.8%	0/0
	English Language Learners	1/4.3%	2/8.7%	0/0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

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	29	20	19	23	19	17	39	25		
ELL	37	46	43	31	24	27	17	36	44		
AMI	40			20							
ASN	70	59		65	27		79	67	78		
BLK	39	36	19	25	13	10	33	51	41		
HSP	43	43	33	34	25	21	36	40	48		
MUL	58	36		53	29						
WHT	61	44	35	44	28	18	47	43	40		
FRL	43	41	30	33	23	18	39	41	47		
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		

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
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		
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		

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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	368
Total Components for the Federal Index	10
Percent Tested	81%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	30
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	64
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	30
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	36
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	44
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	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
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?

A trend that emerged across grade levels, subgroups, and core content area is that students with disabilities (SWD) were the lowest performing subgroup. In the area of ELA, SWD students had the lowest percentage of learning gains compared to other students within different subgroups. Additionally, SWD students had the lowest percentage of students in proficiency in Math compared to other subgroups.

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

Students with disabilities results demonstrate the greatest need for improvement to close the learning gap between these students and students within other subgroups.

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

In order to address the needs of Students with Disabilities, individualized instructional pathways will be identified to address areas of weakness and to increase learning gains and proficiency. Professional development will be provided to implement effective teaching strategies for SWD and the implementation of accommodations for students.

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

English Language Learners increased their ELA proficiency scores by 10% on the FSA ELA assessment.

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

Targeted extended learning opportunities (ELO) for English Language learners. Students participated in enrichment and remediation activities focused on their areas of need with specific teachers. Teachers were also provided with professional development to improve the implementation of ESOL strategies.

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

Students will be provided with data driven instruction and progress monitoring data will be utilized to accelerate learning and student growth. Students will have the opportunity to participate in targeted extended learning opportunities for both remediation and acceleration to enhance learning. Specific

strategies will be identified to address the needs of students within our subgroups such as small group instruction, implementation of student accommodations, and project based learning.

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.

Teachers will be offered professional development on data drive instruction, progress monitoring, and data chats. Teachers will participate in authentic PLCs to share best practices and work collaboratively to support the growth of both students and teachers. Teachers will be offered professional development focused on strategies to utilize with our subgroups such as Students with Disabilities and English Language Learners.

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

The continuous improvement model which will be using data, progress monitoring tools, assessments, and evaluations will be used to ensure sustainability of improvement for next year and beyond. The administrative team and curriculum council team will work collaboratively through the process to determine the strategies that were successful or adjustments to be made for continuous growth.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	2019 data indicates that Students with Disabilities (SWD) are the lowest performing subgroup for learning gains in ELA.
Measurable Outcome:	By May 2022, SWD will have a 10% increase in learning gains in ELA as evidenced by FSA results.
Monitoring:	Progress monitoring through formal and informal assessments will be used to monitor for the desired outcome.
Person responsible for monitoring outcome:	Jillian Mostal (jillian.mostal@browardschools.com)
Evidence-based Strategy:	Implementation of the new reading curriculum and targeted instruction for students. Small group instruction and Project-based learning to increase student engagement will be implemented.
Rationale for Evidence-based Strategy:	Individualized learning pathways for students in reading to address areas of weakness.

Action Steps to Implement

Teachers will take part in Professional development throughout the school year. Authentic PLCs will occur to provide an opportunity for collaboration to improve teaching practices and discuss the academic performance of students. Administration and teachers will monitor the use of instructional programs and data to determine the effectiveness and decide if adjustments need to be made.

Person Responsible	Jillian Mostal (jillian.mostal@browardschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	2019 data indicates that Students with Disabilities (SWD) are the lowest performing subgroup for proficiency in Math.
Measurable Outcome:	By May 2022, SWD will have a 10% increase in proficiency in Math as evidenced by FSA results.
Monitoring:	Progress monitoring through formal and informal assessments and iReady will be used to monitor for the desired outcome.
Person responsible for monitoring outcome:	Guy Trenard (guy.trenard@browardschools.com)
Evidence-based Strategy:	Implementation of individualized instruction based on areas of weakness will be provided to students. Small group instruction and Project-based learning to increase student engagement will be implemented.
Rationale for Evidence-based Strategy:	Individualized learning pathways for students in Math to address areas of weakness.

Action Steps to Implement

Teachers will take part in Professional development throughout the school year. Authentic PLCs will occur to provide an opportunity for collaboration to improve teaching practices and discuss the academic performance of students. Administration and teachers will monitor the use of instructional programs and data to determine the effectiveness and decide if adjustments need to be made.

Person Responsible	Guy Trenard (guy.trenard@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the 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 Middle School data indicates a high rate of incidents related to fighting and tobacco use. In order to address these areas, the school will implement a school-wide positive behavior plan. Additionally, all students will participate in social emotional learning lessons. There will be a focus on providing students the skills to assist in addressing the identified high rate incidents to improve school culture and provide a safe school environment.

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.

Driftwood Middle School focuses on creating a positive school culture and environment for all stakeholders. This is done by creating a learning environment that meets the needs of the whole child. The school is focused on providing academic and social emotional support to all students to ensure they have a positive experience at Driftwood and are academically successful. The school strives to create an environment that promotes a culture that values trust, respect, and high expectations for all students.

Teachers are provided with continuous opportunities for growth and learning. Targeted professional learning opportunities are identified and focus on assisting teachers in addressing their needs. Social emotional opportunities and activities are also provided to meet the needs of our teachers.

All stakeholders play a key role in school performance and addressing equity. Stakeholders include teachers, students, and families of students, volunteers, and school board members. Consulting various stakeholder
groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

As a school we believe in building capacity with all stakeholders. On a monthly basis, we host PTSA/SAC meetings following by parent engagement activities which are highlighted by each contact area. Driftwood uses the 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 vital part of ensuring our students are college and career ready.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$2,240.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

			0861 - Driftwood Middle School	Other		$2,240.00
			Notes: Students with Disabilities will be identified to participate in Extended Learning Opportunities to focus on ELA remediation and enrichment through pull-outs and Saturday Academic Camps.			
2	**III.A.**	**Areas of Focus: ESSA Subgroup: Students with Disabilities**				**$2,240.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0861 - Driftwood Middle School	Other		$2,240.00
			Notes: Students with Disabilities will be identified to participate in Extended Learning Opportunities to focus on Math remediation and enrichment through pull-outs and Saturday Academic Camps.			
					Total:	**$4,480.00**