Driftwood Middle School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (52%) 2018-19: C (53%) 2017-18: 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	ATSI

* 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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Driftwood Middle School

2751 N 70TH TER, Hollywood, FL 33024

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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.
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.

Demographic Information

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

Number of teachers with a 2022 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.*
0

Number of teachers with a 2022 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.*
12

Total number of teacher positions allocated to the school

63

Total number of students enrolled at the school

1,134

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	411	426	456	0	0	0	0	1293
Attendance below 90 percent	0	0	0	0	0	0	108	124	148	0	0	0	0	380
One or more suspensions	0	0	0	0	0	0	89	97	54	0	0	0	0	240
Course failure in ELA	0	0	0	0	0	0	23	5	8	0	0	0	0	36
Course failure in Math	0	0	0	0	0	0	9	8	16	0	0	0	0	33
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	122	123	162	0	0	0	0	407
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	165	119	159	0	0	0	0	443
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	2	0	0	0	0	0	2

Using the table above, complete the table below with the number of students by current grade level who have 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	162	137	165	0	0	0	0	464

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	19	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	2	3	15	0	0	0	0	20

Date this data was collected or last updated

Thursday 9/1/2022

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	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

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	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
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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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	45%	54%	50%				56%	57%	54%
ELA Learning Gains	49%						57%	57%	54%
ELA Lowest 25th Percentile	36%						45%	48%	47%
Math Achievement	39%	41%	36%				51%	60%	58%
Math Learning Gains	58%						51%	58%	57%
Math Lowest 25th Percentile	57%						41%	49%	51%
Science Achievement	38%	52%	53%				47%	49%	51%
Social Studies Achievement	69%	63%	58%				74%	71%	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	2022					
	2019	54%	57%	-3%	54%	0%
Cohort Comparison						
07	2022					
	2019	51%	55%	-4%	52%	-1%
Cohort Comparison		-54%				
08	2022					
	2019	59%	59%	0%	56%	3%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	52%	58%	-6%	55%	-3%
Cohort Comparison						
07	2022					
	2019	39%	53%	-14%	54%	-15%
Cohort Comparison		-52%				
08	2022					
	2019	46%	45%	1%	46%	0%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	39%	43%	-4%	48%	-9%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	67%	33%	67%	33%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	71%	2%	71%	2%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	61%	38%	61%	38%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	56%	44%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	25	34	28	18	47	48	11	39			
ELL	38	49	36	29	50	49	27	61	73		
AMI	29			31	70						
ASN	69	67		68	65		52	73	93		
BLK	39	47	35	31	56	64	37	67	76		
HSP	44	48	37	39	57	52	35	68	76		
MUL	40	53		24	65		40				
WHT	54	51	37	47	56	67	45	80	86		
FRL	43	49	39	37	57	61	34	67	78		
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		

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
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		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	52
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	50
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	43
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 areas is that students with disabilities (SWD), although they increased by 13% in learning gains and lowest 25% combined, 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 2022 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. We will monitor weekly formative assessments for remediation or enrichment, driving instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

English Language Learners increased their ELA proficiency scores by 1% 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 ELL 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 driven 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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	2022 data indicates that Students with Disabilities (SWD) are the lowest performing subgroup for learning gains in ELA.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023, SWD will have a 10% increase in proficiency in ELA as evidenced by FAST results.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Individualized learning pathways for students in reading to address areas of weakness.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

-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: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	2022 data indicates that Students with Disabilities (SWD) are the lowest performing subgroup for proficiency in Math.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023, SWD will have a 10% increase in proficiency in Math as evidenced by FAST results.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress monitoring through formal and informal assessments and Invision will be used to monitor for the desired outcome.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Individualized learning pathways for students in Math to address areas of weakness.

Action Steps to Implement List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

-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	[no one identified]

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	There was a 10% decrease in the ELA Achievement score from 2019 to 2022. In 2019, Driftwood was 1% from the district average, however, with the current 10% decrease, we are 9% from the district average.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, Driftwood Middle's ELA Achievement score will increase by 10% as evidenced by FAST results.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring through formal and informal assessments and Invision will be used to monitor for the desired outcome.
Person responsible for monitoring outcome:	Jillian Mostal (jillian.mostal@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Implementation of the Systems 44, Read 180, and Into Literature 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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Individualized learning pathways for students in reading to address areas of weakness.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

-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)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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