

Broward County Public Schools

Driftwood Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Driftwood Elementary School

2700 NW 69TH AVE, Hollywood, FL 33024

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Ringler, Christine	Principal	<p>The principal's job duties are to establish and monitor the school's missions and goals that are aligned with 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</p>
Greer-Roberts, Kimberly	Assistant Principal	<p>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.</p>
Saban, Coral	Reading Coach	<p>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.</p>
Pomales, Deeana	Math Coach	<p>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</p>

Name	Position Title	Job Duties and Responsibilities
		and identifying instructional need for overall school achievement.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

During our monthly SAC meetings, all stakeholders are given the opportunity to provide input on the development of the SIP. Suggested ideas and revisions to the document are discussed during an open forum and voted on by the SAC Committee. Announcements of monthly SAC meetings will be posted via flyers in both English and Spanish, the school website, the school marquee, and the school’s social media platform.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored during each monthly SAC meeting. Revisions and changes will be discussed in an open forum among all stakeholders and then voted on by the committee meeting quorum. During these meetings, current data will be presented to determine the achievement gaps that must be addressed among the ESSA student population. In addition, intervention tools and after-school camps will be among some of the topics discussed and added to the SIP plan for accountability purposes.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	88%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN)

(subgroups below the federal threshold are identified with an asterisk)	Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	31	36	32	26	21	21	0	0	0	167
One or more suspensions	0	1	1	1	3	4	0	0	0	10
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	16	26	39	30	38	20	0	0	0	169
Level 1 on statewide Math assessment	0	14	36	25	26	19	0	0	0	120
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	20	27	10	12	0	0	0	72

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	21	41	33	33	23	0	0	0	159

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	3	7	13	0	1	0	0	0	25
Students retained two or more times	1	2	2	0	0	1	0	0	0	6

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	37	38	29	32	30	40	0	0	0	206
One or more suspensions	2	0	2	5	2	11	0	0	0	22
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	39	30	27	0	0	0	96
Level 1 on statewide Math assessment	0	0	0	39	30	30	0	0	0	99
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	8	11	9	4	0	0	0	34

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	2	5	30	37	40	0	0	0	118

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	7	3	17	1	0	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	37	38	29	32	30	40	0	0	0	206
One or more suspensions	2	0	2	5	2	11	0	0	0	22
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	39	30	27	0	0	0	96
Level 1 on statewide Math assessment	0	0	0	39	30	30	0	0	0	99
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	8	11	9	4	0	0	0	34

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	2	5	30	37	40	0	0	0	118

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	7	3	17	1	0	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	39	56	53	42	58	56	41		
ELA Learning Gains				57			47		
ELA Lowest 25th Percentile				47			38		
Math Achievement*	43	62	59	39	54	50	26		
Math Learning Gains				67			19		
Math Lowest 25th Percentile				66			7		
Science Achievement*	20	48	54	28	59	59	28		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	58	59	59	46			52		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	199
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	392
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	1	1
ELL	37	Yes	1	
AMI				
ASN	58			
BLK	38	Yes	2	
HSP	41			
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	40	Yes	1	
FRL	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	45			
AMI				
ASN	73			
BLK	40	Yes	1	
HSP	49			
MUL				
PAC				
WHT	55			
FRL	50			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	39			43			20					58
SWD	15			22			13				5	45
ELL	33			40			20				5	58
AMI												
ASN	58			58							2	
BLK	38			38							2	
HSP	37			43			20				5	61

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT	37			42							2	
FRL	38			42			22				5	57

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	42	57	47	39	67	66	28					46
SWD	32	58	46	21	50	50	26					55
ELL	31	54	50	28	69	69	10					46
AMI												
ASN	73			73								
BLK	34	48		23	75		22					
HSP	40	59	52	39	67	68	26					44
MUL												
PAC												
WHT	56	58		56	50							
FRL	41	60	48	37	71	72	27					43

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	41	47	38	26	19	7	28					52
SWD	27	52	55	22	22		22					47
ELL	29	42	40	24	19	8	18					52
AMI	20			0								
ASN												
BLK	36	48		14	7		25					
HSP	41	48	36	29	25	12	28					51
MUL												
PAC												
WHT	71			50								

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	38	50	47	23	15	0	21					50

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	56%	-15%	54%	-13%
04	2023 - Spring	42%	61%	-19%	58%	-16%
03	2023 - Spring	33%	53%	-20%	50%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	45%	62%	-17%	59%	-14%
04	2023 - Spring	49%	65%	-16%	61%	-12%
05	2023 - Spring	36%	58%	-22%	55%	-19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	19%	46%	-27%	51%	-32%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

According to the data from the 2022-2023 FAST PM #3, in ELA, the data component that showed the lowest performance across grades 3, 4, and 5 was Reading Prose and Poetry. In 3rd grade, 12% of the students demonstrated proficiency, 4th grade demonstrated 17% proficiency, and 5th grade demonstrated 13% proficiency in this data component. In math, the data component that showed the lowest performance across grades 3, 4, and 5 was Number Sense and Operations with Fractions/Decimals and Fractional Reasoning. In 3rd grade, 17% of the students demonstrated proficiency, 4th grade demonstrated 24% proficiency, and 5th grade demonstrated 0% proficiency in this data component. The contributing factors to last year's performance are as follows: Teachers were still grasping a deep understanding of the new BEST standards and implementing them in their instruction while learning the new curricula for ELA and math. Furthermore, challenges were faced in the area of the pacing of the new curricula and ensuring that all standards were taught and remediated as needed prior to FAST PM #3. Historically, Driftwood Elementary continues to grow in the population of SWD with a 30% average and in the population of ELL students with a 33% average resulting in the need for additional intervention and resources to close the achievement gaps. Finally, Driftwood Elementary continues to struggle with students attending school regularly with a total of 167 students absent 10% or more days.

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

According to the data component, ELA showed the lowest performance in the area of Key Ideas and Details. Based on the 2021-2022 FSA, 3rd grade demonstrated 24% proficiency, 4th grade demonstrated 26% proficiency, and 5th grade demonstrated 44% proficiency in this domain. Furthermore, in math, the data supports that Measurement, Data, and Geometry is an area of deficit for our students. Based on the 2021-2022 FSA, 3rd grade demonstrated 28% proficiency, 4th grade demonstrated 18% proficiency, and 5th grade demonstrated 29% proficiency in this domain. The contributing factors to this need for improvement are as follows: Although the number of students with attendance below 90% decreased from the 2021-2022 school year, attendance is still an area for improvement. Our attendance decreased from 175 in 2020-2021 to 45. Additional factors include rigor of instruction, the learning and implementation of a new reading curriculum, data-driven instruction, ongoing professional development, and differentiation in learning centers and small group instruction.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

According to the data from the 2022-2023 FAST PM #3, in ELA, the data component that had the greatest gap when compared to the state average across grades 3, 4, and 5 was Reading Prose and Poetry. In 3rd grade, there was a 13% gap compared to the state's average, 4th grade had a 15% gap, and 5th grade had a 14% gap in this data component. In math, the data component that had the greatest gap when compared to the state average across grades 3, 4, and 5 was Number Sense and Operations with Fractions/Decimals and Fractional Reasoning. In 3rd grade, there was a 10% gap compared to the state's average, 4th grade had a 16% gap, and 5th grade had a 17% gap in this data component. The factors that contributed to this gap continue to be the same at Driftwood Elementary, such as teachers struggling with maintaining the instructional rigor of the new ELA and math curricula that are aligned to the new BEST Standards, attendance, and the demographic population of the school. Data trends support that the same data component that showed the lowest performance is the same data component that showed the greatest gap when compared to the state's average.

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

According to the data from the 2022-2023 FAST PM #1 and FAST PM #3, in ELA, the data component that showed the most improvement across grades 3, 4, and 5 was Reading Across Genres & Vocabulary. 3rd grade showed an 18% improvement, 4th grade showed 14% improvement, and 5th grade showed 9%

improvement from FAST PM #1 and FAST PM #3. In the area of math, the data component that showed the most improvement was Number Sense and Operations with Fractions for the 4th and 5th grades and Number Sense and Additive/ Multiplicative Reasoning for the 3rd grade. 3rd grade demonstrated an 18% improvement, 4th grade demonstrated a 26% improvement, and 5th grade demonstrated a 17% improvement from FAST PM #1 and FAST PM #3. Although this data component showed the most improvement, the learning growth was not enough to achieve proficiency as indicated in questions number #1 and #3. As we approached closer to FAST PM #3, additional instructional components were added such as After-School Camps, ESSER small groups, data chats targeting areas of deficit, and the development of an instructional plan to address those needs. Finally, professional learning opportunities on campus were given to our staff in the areas of ELA and math.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data from Part I, attendance of students absent 10% or more days and students who scored Level 1 on ELA statewide assessment were the two potential areas of concern. A total of 167 students were absent 10% or more days of school and a total of 169 students scored a level 1 on the statewide ELA assessment.

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

1. Team leaders will create instructional focus calendars aligned to the district's scope and sequence documents to ensure the pacing of classroom instruction across all content areas.
2. ESSER teachers and ESE Support Facilitators will meet daily with small groups (push-in and/or pull-out) to address learning deficits and close gaps based on school-wide data in the areas of reading and math.
3. Family nights will be scheduled throughout the school year to foster family engagement and provide informational sessions and hands-on activities around the subject areas of reading, math, and science.
4. Data chats that include the administrative team, classroom teachers, and ESSER/ ESE Support Facilitators will be held quarterly to analyze school-wide data based on the FAST, I-Ready Diagnostics, Benchmark Advance End-of-Unit Assessments, Cumulative Math Assessments, and End-of-Topic Math tests. Adjustments of small groups will be made based on the data to address students' needs.
5. School-wide initiatives such as I-Ready usage and Success Maker will be implemented as an additional supplemental resource for intervention and practice of BEST standards.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Driftwood Elementary School will build a positive culture and environment among the staff and the students with specific school-wide initiatives, activities, and instructional practices that will target the learning deficits of our students and our low-performing subgroup. To address the area of instructional practices, teachers will conduct data chats with their students after each formative assessment and create a class reward system to celebrate their students' successes. In addition, during assessments such as the I-Ready Diagnostic teachers will encourage their students to do well along with monitoring the students as they test by circulating around the room. At the school level, I-Ready initiatives and challenges will be put in place such as the recommended I-Ready usage time. The classrooms that meet the requirements will be announced during morning announcements and rewarded. Furthermore, teachers will be supported by the instructional coaches, ESSER teachers, and provided with professional learning opportunities to address instructional practices. Grade levels will be allowed to share best practices with their counterparts at our monthly faculty meetings. Finally, school-wide family events such as math night, literacy night, and other evening events will occur throughout the year as a way to assist in building the family and teacher connection and fostering a positive culture and environment at our school.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024, students (K-5) will increase their instructional weekly usage time by class by 20% as measured by the I-Ready Instructional Usage Report.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Instructional coaches will pull weekly reports from the I-Ready database and announce winners during morning announcements. To track the winners weekly, a graph will be displayed in the media center. Quarterly, the class with the highest instructional usage time will be rewarded accordingly.

Person responsible for monitoring outcome:

Deeana Pomales (deeana.pomales@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention that will be implemented for this Area of Focus is the I-Ready program. Students will have the opportunity to use I-Ready during class, the computer lab, and at home. During these times all usage is counted towards their required usage goal.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

I-Ready was selected as addressing needs so students are able to work on their instructional pathway and assigned learning.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

I-Ready initiatives will be put in place such as the recommended I-Ready Usage Time Challenge. Every week, the classrooms that meet the requirements will be announced during morning announcements and rewarded accordingly. In the media center, the school will create a graph displaying all the progress being tracked for the students and all stakeholders to see. Quarterly, the class with the most usage time will be rewarded with a class treat. Each quarter the same initiative will be repeated. Additionally, teachers will reward the students according to their achievement progress in their classrooms. Lastly, to include all stakeholders, school-wide family events such as various curriculum nights and other evening events will occur throughout the year as a way to assist in building the family and teacher connection and fostering a positive culture and environment at our school.

Person Responsible: Christine Ringler (christine.ringler@browardschools.com)

By When: May 2024

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the school FSA data reviewed, the identified critical need of the ESSA subgroup, Black/African Americans, which made up 19% of the school's population showed a deficit in the area of proficiency.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024, the Black/African Americans ESSA subgroup will increase their "Level of Mastery" by 15% as measured by the ELA FAST PM #3.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

FAST Progress Monitoring 1,2 and 3 will be the tools used to measure the performance outcomes of the ESSA subgroup. I-Ready Diagnostic data from Checkpoints #1 and 2 as well as data collected from the I-Ready Growth Checks will be analyzed and reviewed by teachers and the administrative team. Additionally, Benchmark Advance end-of-unit assessment data will be included as measurable outcomes in addressing the area of focus. Benchmark Advance end-of-unit assessments will be assigned every three weeks. Literacy Coach will collect Benchmark Advance end-of-unit assessment data gathered by the teachers to be reviewed by the administrative team. During quarterly data chats, the administration, teachers, and support team will discuss and review along with pertinent data such as end-of-unit tests and other formative assessments.

Person responsible for monitoring outcome:

Coral Saban (coral.saban@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based interventions being implemented for this area of focus is the continuation of analyzing/monitoring data closely for this subgroup's performance with the leadership team and classroom teachers. During the mid-check point, the leadership team and classroom teachers will review the data from FAST PM #1 and #2, I-Ready Checkpoint #1 and #2, I-Ready Growth Checks, and then identify the appropriate action steps based on the ESSA subgroup's needs. Additionally, based on the K-12 CERP Elementary Decision Tree, Reading Horizons, SIPPS, and Benchmark Advance Comprehension Intervention programs will be used to address the areas of needs within this subgroup,

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this specific strategy is to continuously monitor the ESSA subgroup's performance using the continuity of the same intervention tool and ensuring that the interventions put in place are successful. Using this data, we will be able to target areas of deficits within this subgroup. Student work evidence will be monitored to ensure that the targeted areas are being mastered by the students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Students in this subgroup will be taking formative assessments according to the IFCs created by the team leaders. The data results from the formative assessments will be collected and analyzed to be shared during data-driven PLCs with grade-level teachers and instructional coaches. In addition, FAST Progress Monitoring 1 and 2 data will be reviewed by the administration, support staff, and teachers. I-Ready Diagnostic data from Checkpoints #1 and 2 as well as data collected from the I-Ready Growth Checks will also be analyzed and reviewed by teachers and the administrative team. Finally, ESSER teachers will address the achievement gaps of students in this ESSA group through remediation and intervention as needed.

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

By When: May 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

At our monthly SAC meetings, the school principal reviews the school accountability current balance with all stakeholders. When accountability funds are requested to be used, a protocol is followed for purchases of school-wide materials. Spending of funds is discussed during SAC Meetings among all stakeholders and if agreed is then voted on by the SAC Committee meeting quorum. Voted on funds are used the purchase after-school tutoring materials such as the I-Ready Magnetic Reading for grades 3-5 and Math Support Coach for grades 3-5.

Reading Achievement Initiative for Scholastic Excellence (RAISE)**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the 2023 statewide, standardized ELA assessment, in Kindergarten 55% of students scored below grade level, in 1st grade 47% of students scored below grade level, and in 2nd grade, 66% of students scored below grade level and are not on track to score a level 3.

Based on the 2023 I-Ready Checkpoint #3, 39% of students scored below grade level in kindergarten, 59% of students scored below grade level in 1st grade, and 63% of students scored below grade level in 2nd grade.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Based on the 2023 statewide, standardized ELA assessment, across grades 3-5, 62% of the students scored below Level 3 overall. In 3rd grade, 67% of students scored below Level 3, in 4th grade 59% scored below Level 3, and in 5th grade, 59% of students scored below Level 3.

Based on the 2023 I-Ready Checkpoint #3, 57% of students scored below grade level in 3rd grade, 69% of students scored below grade level in 4th grade, and 67% of students scored below grade level in 5th grade.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

By May 2024, each grade level (K-2) will increase their "Benchmark Level" by 15% as measured by the ELA FAST (STAR Early Literacy/ Reading) PM #3.

Grades 3-5 Measurable Outcomes

By May 2024, each grade level (3-5) will increase their "Level of Mastery" by 15% as measured by the ELA FAST PM #3.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

FAST Progress Monitoring 1, 2 and 3 will be the tool used to measure performance outcomes to address the area of focus. I-Ready Diagnostic data from Checkpoints #1 and #2 as well as data collected from the I-Ready Growth Checks will be analyzed and reviewed by teachers and the administrative team. Moreover, Benchmark Advance end-of-unit assessment data for grades K-5 will also be included as measurable outcomes in addressing the area of focus. Benchmark Advance end-of-unit assessment will be assigned every three weeks. Data will be collected and analyzed during data-driven PLCs to share

best practices. By conducting continuous monitoring, student achievement outcomes should increase as the year progresses. The administrative team and teachers will analyze the data and put in place a plan to increase student achievement through the remediation of standards and implementation of appropriate interventions.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Saban, Coral, coral.saban@browardschools.com

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

One of the evidence-based practices/programs that will be implemented to achieve the measurable outcomes in each grade level is Benchmark Advance Interventions which is a year-long state-adopted program based on progress monitoring data and is aligned with the district's K-12 Comprehensive Evidence-based Reading Plan. To reinforce the deficit in the areas of phonological awareness and phonics, we will also be using the Reading Horizons K-3 program as well as SIPPS which target phonemic awareness, phonological awareness, phonics, and sight word reading and includes decodable text to help students increase their fluency and automaticity to close any gaps. This program is also aligned with the district's K-12 Reading Plan and is supported by various IES Practice Guide Recommendations.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The specific practices/programs were chosen to be used at our school as they are all evidence-based programs that are aligned with the district's the district's K-12 comprehensive Evidence-based Reading Plan. The practices/programs address the identified needs of our students and areas of focus. Additionally, these programs have strong- evidence of the effectiveness of the program on our target population.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Teachers will attend professional learning opportunities on the implementation of the evidence-based practices and programs that will be used at our school such as Reading Horizons K-3 and SIPPS. The literacy coach will share any district-led professional learning opportunities with the teachers and provide additional support as needed.</p>	<p>Saban, Coral, coral.saban@browardschools.com</p>
<p>Students will complete the I-Ready Diagnostic Assessment and Growth Checks throughout the school year. I-Ready Diagnostic data from Checkpoints #1 and 2 as well as data collected from the I-Ready Growth Checks will be analyzed and reviewed by teachers and the administrative team.</p>	<p>Saban, Coral, coral.saban@browardschools.com</p>
<p>Benchmark Advance end-of-unit assessment data for grades K-5 will be used to monitor the students' progress and monitor the areas of focus. Benchmark Advance end-of-unit assessment will be assigned every three weeks. Assessment data will be collected and analyzed by the teachers. During quarterly data chats, with the administration, teachers, and support team this data will be discussed and reviewed as well.</p>	<p>Saban, Coral, coral.saban@browardschools.com</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Information will be disseminated to stakeholders, students, families, school staff, leadership, local businesses and organizations via quarterly newsletters posted on the website, weekly principal messages sent via text and phone and monthly SIP meetings. Information will be shared in both English and

Spanish to meet the needs of our student and family population. The website is <https://www.browardschools.com/driftwoodelem>.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans to build positive relationships with parents, families and other community stakeholders through family involvement events such as Publix Math night, Science, Math and ELA Curriculum nights, McDonald's Family Event and ESOL Family nights that provide information to our ELL families. Parents will also be informed of their child's progress through parent conferences with their child's teacher. The website is <https://www.browardschools.com/driftwoodelem>.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Teachers attended professional development training during the summer and worked on curriculum focus calendars that linked to strengthening academic program and reinforcing the Florida BEST Standards. Areas of focus include ELA (Benchmark Advance, I-Ready, SIPPS), Math (SAVVAS Realize, Mountain Math, I-Ready Math) and Science (STEMscopes).

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The school plan services all students as the mission statement, academic goals and the school plan are shared with all stakeholders. Violence prevention is addressed through our BCPS SEL Action Plan. Teachers and the guidance counselor are trained with the curriculum given through the district. The school participates in the nutrition program based on socio-economic status of the families. Displaced families are serviced through the HEART program with the assistance of the school and services are provided to families with students who qualify for Head Start services.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The guidance counselor provides school-based mental health support services to student identified by the parent or teacher. Strategies such as relationship skills, self-management, grief, social awareness, self-awareness, responsible decision making, and social awareness are addressed based on the school/district's SEL program.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Not applicable

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Students are identified based on behaviors noticed school-wide. The student's behaviors are discussed by the MTSS team and intervention are suggested to decrease inappropriate behavior. Students are monitored for 6 weeks and brought before the committee to discuss if the interventions were effective and student behaviors decreased. Students are monitored on Tier 2 and 3 with additional interventions for each tier. If improvements are not noted, student testing and services under the Individuals with Disabilities Education Act may be provided based on testing outcomes.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers attended professional development training during the summer and worked on curriculum focus calendars that linked to strengthening academic program and reinforcing the Florida BEST Standards. Areas of focus include ELA (Benchmark Advance, I-Ready, Reading Horizons, and SIPPS), Math (SAVVAS Realize and I-Ready Math) and Science (STEMscopes).

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The Head Start program provides literacy, math and science curriculum that aligns with the K-3 National Standards to improve educational outcomes. The connection between the curriculum and child expectations has contributed to better prepare students to succeed in Kindergarten.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other				\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Black/African-American				\$120,775.38
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	510200000000		0721 - Driftwood Elementary School	Title, I Part A		\$60,387.69
			<i>Notes: Resource Teacher utilized for Tier 2, Tier 3, and supplement assistance.</i>			
	510100000000		0721 - Driftwood Elementary School	Other Federal		\$60,387.69
			<i>Notes: ESSER Teacher utilized for Tier 2, Tier 3, and supplement assistance.</i>			
Total:						\$120,775.38

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes