

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: DRIFTWOOD ELEMENTARY SCHOOL

District Name: Broward

Principal: Gladys F. Donovan

SAC Chair: Clifton Roach

Superintendent: James F. Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-16-2009

Dr. Eric J. Smith, Commission
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325 West Gaines Street
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VISION and MISSION STATEMENTS

The vision of Driftwood Elementary School is to provide all students with educational opportunities that will enable each child to reach his or her potential through the cooperative efforts of the home, school, and community.

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

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Driftwood Elementary School was built in 1959. It is a neighborhood school located in the city of Hollywood. We serve 660 students and are a Title 1 school with approximately 70% of our students qualifying for Free or Reduced Lunch.

Unique School Strengths for Next Year

Driftwood Elementary's strengths are that we have 8 National Board Certified Teachers. In addition, our school is a recipient of the 5 Star School Award and the Golden School Award.

Unique School Weaknesses for Next Year

Some of the weaknesses our school will be facing for the upcoming school year are as follows. The mobility rate of our students has increased due to the number of families moving in and out of our neighborhood. We also have an increased number of students qualifying to receive free & reduced lunch. In addition, due to the current economic situation our school has experienced a decrease in enrollment/FTE which in turn decreases the funding we receive from the State. The District & State mandated budget cuts, outdated technology, an increase in the number of homeless families with children registered at the school are also greatly affecting us. Moreover, this school year we will not have Art as a Special. Our parental involvement has decreased greatly due to the number of our parents who now need to work.

Student Demographics

Driftwood Elementary School's Demographics are as follows: 3% Asian, 18% Black, 46% Hispanic, 4% Multi Racial, 3% Native American, 26% White. 11% of our students are ESOL and 20% of our students are classified as ESE. In addition, 70% of our students participate in the Free or Reduced Lunch program.

Student Attendance Rates

Our student attendance rates for the 2008-2009 school year were 94.40, This was .10 increase from the previous school year when our attendance rate was 94.30.

Student Mobility

Our student mobility rate for the 2008-2009 school year was 23.80. This increased from 19.50 in the 2007-2008 school year. Mobility in our area is on the rise.

Student Suspension Rates

Our student suspension rate for the 2008-2009 school year was .60. This was a .20 decrease from the previous school year.

Student Retention Rates

Our school's retention rates over the last 3 school years are as follows: In 2007, 5.42, in 2008 4.08 and in 2009, 4.80.

Class Size

Our class size average for PK – 3rd grade was 16.72. In 4th – 5th grade our class size average was 20 during the 2008-2009 school year.

Academic Performance of Feeder Pattern

N/A

Partnerships and Grants

Partnerships and Grants- City of Hollywood Education Grant was awarded to our first grade team for the purchase of leveled readers, TDIF grants are awarded so that teachers can attend educational conferences, Business Partners: Memorial Hospital, BJ's, Publix, Papa Johns Pizza, Vocelli's Pizza are all actively involved in providing excellent motivators and incentives for our students. These partners are also involved in school activities that directly impact students, such as being mystery readers and judging Science Fair Projects.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Gladys Donovan	Ed. S/Guidance & Counseling PK-12, School Leadership	14	17	The school has been awarded a grade of an "A" by the state for the past 7 years and made AYP 4 out of the past 5 years.
Assis Principal	Lourdes Cruz	Elementary Education 1-6, Reading Education K-12, Educational Leadership	4	1	School received a grade of A by the State and made AYP.

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Gislaine Petigny Bennett	Varying Exceptionalities K-12, Elementary Education 1-6, Reading Endorsement	12		n/a

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1.Partnering of new teachers with Veteran teacher.	NESS Liaison	June 10, 2010	
2. Partnering of teachers that are new to our school with Veteran teachers.	NESS Liaison	June 10, 2010	
3. Partnering of new teachers to a grade level with an experienced teacher on that grade level.	NESS Liaison & Leadership Team	June 10, 2010	
4.NESS Induction & Orientation	NESS Liaison	June 10, 2010	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
N/A	N/A	N/A	N/A

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
44	0	32	32	36	30	100	7	18	86

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Despina Kefalas	Joyce Hill	Mrs. Hill was formerly a Kindergarten teacher at school. This school year she is new to third grade. Ms. Kefalas is the third grade Team Leader.	Mentor & Mentee will meet on a weekly basis to plan and discuss research based strategies to be utilized across all areas of the curriculum. In addition, release time will be provided for the Mentor to observe, coach and provide feedback to the mentee.
Maritza Morales	Toni Webb	Ms. Webb was formerly our Art Teacher. This school year she is new to second grade and Mrs. Morales is the second grade Team Leader.	Mentor & Mentee will meet on a weekly basis to plan and discuss research based strategies to be utilized across all areas of the curriculum. In addition, The Reading Resource Specialist will model lessons in the classroom. In addition, release time will be provided for the Mentor to observe, coach and provide feedback to the mentee.
Robin Guffey	Danielle Tamarit	Mrs. Tamarit was formerly a first grade teacher at our school. This school year she is new to fourth grade. Mrs. Guffey is an experienced, NBCT of fourth grade.	Mentor & Mentee will meet on a weekly basis to plan and discuss research based strategies to be utilized across all areas of the curriculum. In addition, release time will be provided for the Mentor to observe, coach and provide feedback to the mentee.
Eileen Quinones	Angela Cernovich	Ms. Cernovich is a second year teacher but a new teacher to our school. Mrs. Quinones is an experienced and highly effective first grade teacher.	Mentor & Mentee will meet on a weekly basis to plan and discuss research based strategies to be utilized across all areas of the curriculum. In addition, release time will be provided for the Mentor to observe, coach and provide feedback to the mentee.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only
Title I, Part A

Title I Funds are utilized to plan parental activities that will assist parents in helping their child improve his/her academic performance. In addition, 2.5 teaching positions are funded through Title I. Funds for staff development activities for teachers also comes from Title I funds.
The District coordinates with Title I to ensure staff development needs are provided.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

Homeless students are provided additional academic and emotional support. Bus transportation is provided so that students do not need to change schools mid year.

Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional reading and or math instruction to level one students.

Violence Prevention Programs

Violence prevention programs are presented to all students via classroom guidance activities, teacher activities and programs on our closed circuit TV channel.

Nutrition Programs

Nutrition programs are taught by the classroom teacher and are also part of the physical education curriculum.

Housing Programs

N/A

Head Start

Our Head Start Program follows all of the guidelines set forth by the District.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Linda Justin (Guidance Counselor), Gislaine Petigny Bennett (Reading Coach), Ronnie Leff (ESE Specialist), Lourdes Cruz (Assistant Principal), Gladys Donovan (Principal) Stephanie Fox-Nohrden (School Psychologist), Damaris John (School Social Worker) The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School reading, math, science, and behavior specialists
- Member of advisory group
- Community stakeholders

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. The RTI Leadership Team functions as follows:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - How will we determine if the students have learned? (common assessments)
 - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

RtI Implementation

Describe the data management system used to summarize tiered data.

1. Data will be used to guide instructional decisions and system procedures for all students to:
 - adjust the delivery of curriculum and instruction to meet the specific needs of students
 - adjust the delivery of behavior management system
 - adjust the allocation of school-based resources
 - drive decisions regarding targeted professional development
 - create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
 - Academic
 - FAIR assessment
 - Benchmark, Mini BATS, Q-BATS Assessments
 - State/Local Math and Science assessments
 - FCAT
 - Student grades
 - School site specific assessments
 - Behavior
 - Discipline Management System data
 - Attendance
 - Referrals to special education programs

Describe the plan to train staff on RtI.

Professional Development will be provided on Planning Days and Professional Learning Communities will take place throughout the school year. Two Professional Development sessions will be provided by the District: RTI Problem Solving & RTI Challenges to Implementation from mid August 2009 through October 2009.

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

In Third Grade our areas of strength(s) were Comparisons and Words. Our areas of weaknesses were Reference and Main Idea. In Math our areas of strength were Data Analysis, Algebraic Thinking and Number Sense. Our areas of Weakness were Geometry and Measurement.

In Fourth Grade our areas of strength in Reading were Words and Reference. Our areas of weakness were Main Idea and Comparisons. In Math our areas of strengths are Number Sense and Data Analysis. Our areas of weakness were Measurement, Geometry and Algebraic Thinking.

In Fifth Grade our area of strength in Reading was Reference. Our areas of weakness are: Words, Main Idea and Comparisons. In Math our area of strength is Number Sense. Our areas of weakness are: Measurement, Geometry, Algebraic Thinking and Data Analysis.

In Science we showed a need for improvement in all strands.

In Writing, our weakness is that we have few students scoring at the upper levels.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The school will utilize the District's Instructional Focus Calendar and will adapt it to the school's needs identified via data analysis. The District's Instructional Focus Calendars were created in July 2009 and the school's Instructional Focus Calendars which focus on secondary benchmarks were created in August 2009. The IFC's will be updated in November as determined by the disaggregation of data from the November 2009's Benchmark Assessment and then again in January 2010 as determined by the disaggregated data from the January Florida Assessment in Reading scores. The creation of the school's IFC took place in August when select teachers were brought back to look at the school's specific data. Once the 2009 FCAT data was analyzed, benchmarks where students performed poorly were placed on the IFCs as secondary benchmarks to be covered. All tested benchmarks were scheduled to be covered before the Spring Assessment in 2010. Administrator's utilized copies of each grade levels' IFCs during Classroom Walkthroughs to insure that all teachers were following it with fidelity. If teachers were having difficulty following the IFC, they will be teamed up with a mentor to assist in its implementation.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Math: We will focus on Geometry as a school as this was an area of weakness across the board.

Reading: We will focus on Main Idea as this was also an area of weakness across the board.

Writing: We will focus on Voice and adding vivid vocabulary.

Science: We will focus on Strand H; the Nature of Science.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Data will be analyzed by classroom teachers in order to develop an instructional plan and design differentiated instruction. The school leadership team will meet monthly to monitor the implementation of the Instructional Focus Calendars with rigor and fidelity. In addition, the Leadership Team will conduct data chats with teachers in order to monitor students' progress. Based on those discussions and data analysis, teachers will adjust their Instructional Focus to assure mastery of benchmarks.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

The Sunshine State Standards are the driving force when developing lessons and delivering instruction among grade levels and subject areas. Teachers meet vertically and then horizontally to identify those areas we are weakest in as a school and/or grade level. The SSS and information gathered from the vertical & horizontal meetings are utilized in the creation of the school's IFCs created by the teachers. IFCs will be monitored and adapted on an ongoing basis throughout the school year. Teachers will participate in Professional Learning Communities where they will learn about research based best practices and share those practices that are working effectively in their classrooms.

How are instructional focus lessons developed and delivered?

Instructional Focus Lessons have been developed by the District and are accessible via BEEP. These lessons will be delivered using best practices and research based strategies.

How will instructional focus lessons be revised and monitored?

Lessons will be revised and monitored through progress monitoring and ongoing assessments.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Benchmark Assessment II, Mini-BATS, QBATS, DAR, DRA and specific data gathered from FAIR will be utilized to measure student progress in core, supplemental and intensive instruction/intervention programs. Supplemental Evaluations are assessed through FCAT Explorer and Destination Reading/Math. Intensive Intervention and Instructional Programs are assessed via pre & posttests provided by each of the utilized programs: Phonics for Reading, Wilsons, Foundations, Intermediate REWARDS, Quick Reads, TRIUMPHS and Multi-Syllabic Speed Drills. Assessments will be administered monthly and will include 7 - 10 questions on each of the tested benchmarks.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Assessment results are analyzed and a set criteria is applied to determine mastery of skills. Mastery will be set at 80%. Mastery is set at higher than the traditional score of 70% to ensure student proficiency of each benchmark.

The assessment results will be used to determine the instructional focus of whole group lessons. An item analysis of the assessment will be utilized to re-teach the questions that students missed most frequently.

Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 50-70%, and enrichment/advanced instruction to students earning 80-100%.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project based activities, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Grade levels meet on a weekly basis to analyze data and progress monitor students. Via these data chats teachers in each grade level will revise Instructional Focus Calendars and differentiate instruction as needed,

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team will meet with teachers during weekly data chats, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring data will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing. In addition, Classroom walkthroughs are conducted on a daily basis to identify school trends. Support is provided by the Leadership Team in the development of Professional Growth Plans and identification of Professional Development needs.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

The core Reading program for grades K-3 is Treasures and for grades 4 & 5 it is Trophies. Both provide supplemental, intensive instruction and intervention programs. In addition we will use Phonics for Reading, Wilson, Foundations, Quick Read, Great Leaps and Destination Reading as additional support for students needing intensive instruction and interventions. Junior Great Books and chapter books are used as supplemental enrichment material. The core Math program for all grade levels is Harcourt, the core Science program is the Delta Science kits and resource material. Both programs provide supplemental material for enrichment and intensive instruction. The core writing program is the District based program.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Resources available with the core textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software (Destination Reading), in addition to Internet instructional Web sites such as FCAT Explorer will also be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions before or after school.

How does the school identify staff's professional development needs to improve their instructional strategies?

A survey was conducted of all instructional staff to determine areas of need. The staff development committee will plan Professional Learning Communities based on the expressed need of teachers. Common areas of concern in the areas of instructional delivery, classroom management, etc., as evidenced by administrators' observations, teacher surveys, and student performance/data analysis, will also be used to determine the need for professional development sessions.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions. Students not meeting mastery will be offered after-school assistance, as well as assistance during the regular school day.

How will the effectiveness of the interventions be measured throughout the year?

The teacher will meet with all personnel providing services to a student not meeting mastery to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through FCAT Explorer will also be utilized to determine the effectiveness of supplemental instruction

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students who consistently exceed mastery are placed in a gifted/high achiever classroom with a gifted endorsed teacher. They will receive above grade level instruction and a project based learning approach.

Describe how students are identified for enrichment strategies.

All students in second grade take the Nagliery Nonverbal Ability Test (NNAT), those who score above the 80th percentile are

referred for further testing for possible placement in the gifted program. In addition, FCAT results, student progress, and assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Reading K-5	Eileen Quinones	2 hrs. per month	2nd & 4th Wednesday of the month	Literacy Centers & Small Group Differentiated Instruction
Math K-5	Susan Walker & Valencia Major	2hrs. per month	2nd & 4th Wednesday of the month	New Generation Standards & Test Specs.
Writing K-5	Ana Alonso	2 hrs. per month	2nd & 4th Wednesday of the month	Grabbers & Hookers, vivid language incorporated into BEEP lessons
Science K-5	Joseph LaMonica & Anne Matthews	2 hrs. per month	2nd & 4th Wednesday of the month	Science Test Specs & Next Generation Standards, DELTA Hands On Kits

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

All Kindergarten students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Screening data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and the need for changes to the instructional/intervention programs.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
According to the 2009 FCAT Reading scores for grades 3-5, an average of 71% of the students scored a Level 3 or higher.		By May 2010, an average of 73% of the students in grades 3-5 will score a Level 3 or higher on the FCAT Reading SSS.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All teachers in grades K-5 will follow the District Reading Instructional Focus Calendar to ensure that all Standards for each grade level are taught.	Administration, Team Leaders, Reading Resource Specialist	Classroom Walkthroughs, Team Meetings	Bi-Weekly review of Classroom Walkthrough Data, Quarterly Data Chats
2	Analyze student achievement data to identify specific curriculum needs.	Teachers, Team Leaders, Leadership Team, Administration	Quarterly Data Chats	Mini - BAT, Benchmark Assessment II and FCAT 2010
3	FCAT Reading Camp for select students in Grades 3-5 will be offered.	Administration, Reading Resource Specialist and Team Leaders	Mini BAT Assessments administered during Camp.	Mini-BATS, Benchmark Assessment II, FCAT 2010
4	Differentiated Instruction Reading groups will be established during small group instruction with teachers working in teams to meet students instructional needs.	Teachers, Team Leaders, Reading Resource Specialist, Administration	Group progress monitoring for effective grouping, Classroom Walkthroughs, Grade Level Meetings	Weekly Reading Assessments, Mini - BATS, Benchmark Assessment II and FCAT 2010

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
66% of our Hispanic Students met high standards in the area of Reading.		By May 2010, 72% of our Hispanic students will meet high standards in the area of Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Hispanic Students will receive a double dose of reading instruction.	Teacher, Reading Resource Specialist, Reading Support Personnel	Classroom Walkthroughs, Quarterly Data Chats, Weekly Team Meetings	Weekly Classroom Assessments, Mini BATS, Benchmark Assessment II, 2010 FCAT.
2	Hispanic students will participate in Reading Camps.	Teacher, Reading Resource Specialist	Classroom walkthroughs, Quarterly Data Chats, Weekly Team Meetings	Mini BATS, Benchmark Assessment II, 2010 FCAT

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
49% of our Students with Disabilities met high standards in Reading.		By May 2010, 55% of our Students with Disabilities will meet high standards in Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool

1	Students with Disabilities will receive a double dose of reading instruction utilizing Wilson, Phonics for Reading and/or Quick Reads based on the students' specific areas of weakness.	ESE Specialist, ESE Teacher, Reading Resource Specialist, Administration	Progress Monitoring of IEP Goals, Classroom walkthroughs	Weekly Assessments, Mini BATS, Benchmark Assessment II, 2010 FCAT.
2	Students with disabilities will participate in Reading Camps in order to receive additional instruction & review in the area of reading.	ESE Specialist, ESE Teachers, Reading Resource Specialist	Progress Monitoring of IEP goals, Classroom walkthroughs	Mini BATS, Benchmark Assessment II & 2010 FCAT

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
67% of our Economically Disadvantaged students met high standards on the Reading portion of the 2009 FCAT.		By May 2010, 72% of our economically disadvantaged students will meet high standards on the Reading portion of the FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Our Economically Disadvantaged Students will receive a double dose of Reading Instruction.	Reading Resource Specialist, Teacher, Reading Support Personnel, Administration	Classroom Walkthroughs, Quarterly Data Chats	Weekly Classroom Assessments, Mini BATS, Benchmark Assessment II.
2	Economically Disadvantaged Students will be enrolled in our Extended Day Reading Camp.	Teacher, Reading Resource Specialist, Camp Teacher, Administration	Classroom Walkthroughs, Quarterly Data Chats	Camp Assessments, Mini BATS, Benchmark Assessment II, 2010 FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Train 3rd grade and new teachers in Treasures' Reading series	Reading Curriculum	District Reading Trainers	August 2009	Classroom Walkthroughs, Effective utilization of Reading series and related assessments	Team Leaders, Reading Resource Specialist, Administration
Teachers will be trained on Instructional Focus Calendars and new Sunshine State Standards.	Reading/Curriculum	Reading Resource Specialist, Administration	September 2009	Classroom Walkthroughs, Data Chats	Administration, Reading Resource Specialist
Teachers will be trained on the New Struggling Readers' Chart	Reading/Curriculum	Reading Resource Specialist	September 2009	Classroom Walkthroughs, Data Chats	Reading Resource Specialist, RTI Team, Administration
Teachers will participate in PLCs which will focus on effective reading strategies, small group differentiated instruction and in setting up effective Literacy Centers.	Reading/Curriculum	Reading Resource Specialist, Reading PLC Leader	Ongoing Sept. 2009 - May 2010	Classroom Walkthroughs, Data Chats, Minutes from PLC Meetings	Reading Resource Specialist, Team Leaders, Administration

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Extended Day Reading Camps	Accountability Funds & Title I Funds	\$3,000.00
		Total: \$3,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute Coverage for TRIUMPHS Training	Inservice Funds	\$630.00
Total: \$630.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$3,630.00		

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT scores, 68% of our Black students met high standards in Mathematics.		By May 2010, 74% of our Black students will meet high standards in Mathematics.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All teachers in grades K-5 will follow the District Math Instructional Focus Calendar to ensure that grade specific Standards for each grade level are covered.	Administration	Classroom Walkthroughs, Quarterly Data Chats	Classroom Assessments, Mini BATS, Benchmark Assessment II, 2010 FCAT.
2	Fifth Grade Students will utilize FCAT Explorer in order to maintain skills and receive individualized instruction	Teacher, Administration	Classroom Walkthroughs, FCAT Explorer Usage Reports, Quarterly Data Chats	FCAT Explorer Scores, Mini BATS, Benchmark Assessment II, 2010 FCAT
3	Students in the Black subgroup not meeting the fifth grade math benchmarks, will be enrolled in our Extended Day Math Camp.	Teacher, Camp Teacher, Administration	Classroom Walkthroughs, Quarterly Data Chats	Camp Assessments, Mini BATS, Benchmark Assessment II, 2010 FCAT

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Math scores, 68% of our students with disabilities met high standards in Math.		By May 2010, 74% of our students with disabilities will meet high standards in Math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students with Disabilities will receive a double dose of Mathematics Instruction.	ESE Specialist, ESE Teacher, Administration	Classroom Walkthroughs, Progress Monitoring of IEP Goals, Quarterly Data Chats	Classroom Assessments, Mini BATS, Benchmark Assessment II, 2010 FCAT.
2	Students with Disabilities will utilize Touch Math to reinforce previously taught skills and teach new ones.	ESE Specialist, ESE Teacher, Administration	Classroom walkthroughs, Progress Monitoring of IEP Goals, Quarterly Data Chats	Classroom Assessments, Mini BATS, Benchmark Assessment II, 2010 FCAT.
3	Students with Disabilities will participate in Extended Day Math Camp.	ESE Specialist, ESE Teacher, Administration	Classroom Walkthroughs, Progress Monitoring of IEP Goals, Quarterly Data Chats	Camp Assessments, Mini BATS, Benchmark Assessment II, 2010 FCAT.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Teachers will be trained on the Next Generation Standards and new ICFs.	Math/Item Test Specifications	District Personnel	September 2010	QBATS, Chapter Tests & Mini BATS	Administration
Teachers will receive training on effective Math strategies specifically addressing the Geometry and Measurement strands which are the weakest across the board.	Math/Curriculum	PLCs & District	September 2009-May 2010	QBATS, Benchmark II, Mini BATS, FCAT 2010	Administration, Team Leaders, PLC Leader

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Extended Day Math Camps	Accountability Funds & Title I Funds	\$3,000.00
Total: \$3,000.00		
Final Total: \$3,000.00		

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT scores, 25% of our fifth graders met high standards in Science.		By May 2010, 35% our fifth grade students will meet high standards on the Science portion of the FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All teachers in grades K-5 will follow the District Science Instructional Focus Calendar to ensure that all required strands are taught at the appropriate grade level.	Science Resource Teacher, Administration	Classroom Walkthroughs, Quarterly Data Chats	Mini BATS, Science Journals, 2010 FCAT Assessment
2	Students in K - 5 will attend a Science Special a minimum of one time per week for additional Science instruction.	Science Resource Teacher, Administration	Classroom Walkthroughs, Quarterly Data Chats	Mini BATS, Science Journals, 2010 FCAT Assessment
3	Third - Fifth Grade Students	Teacher, Science	Classroom Walkthroughs,	Mini BATS, Science Journals,

	will take a pre-test to determine areas of strengths and weaknesses based on the Science Strands for that grade level.	Resource Teacher, Administration	Data Chats	FCAT Assessment
4	Students will perform one experiment per week from the Delta Science Kits.	Teacher, Science Resource Teacher, Administration	Classroom Walkthroughs, Data Chats	Mini BATS, Science Journals, 2010 FCAT
5	Students will view the Science Alive and Soaring Into Science videos via BECON.	Teacher, Administration	Classroom Walkthroughs, Data Chats	Participation in Science Alive & Soaring into Science contests, Mini BATS, Science Journals, 2010 FCAT
6	K-2 students will complete a Class Science Fair Project and 3rd - 5th grade students will complete an individual Science Fair Project.	Science Resource Teacher, Science Committee, Teacher, Administration	Science Fair Submission and score.	Submission of project into school Science Fair, 2010 FCAT Assessment
7	Fifth Grade Students will utilize FCAT Explorer in order to maintain learned skills and receive individualized instruction.	Teacher, Administration	Classroom Walkthroughs, FCAT Explorer Usage Reports, Data Chats	FCAT Explorer Reports showing mastered benchmarks, 2010 FCAT Assessment

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement			
Based on the 2009 Science FCAT, 6% of our students were proficient in the Scientific Thinking cluster.		15% of our students were score proficient on the Scientific Thinking cluster of the Science FCAT.			
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool		
1	Students will keep Science journals where they will document Scientific Thinking processes based on weekly experiments and the creation of a Science Fair Project.	Science Resource Teacher, Classroom Teacher, Team Leaders, Administration	Classroom walkthroughs, Mini BATS, Data Chats, Weekly Team Meetings	Mini BATS, 2010 FCAT	
2	Scientific Thinking vocabulary and processes will be presented via CCTV on a weekly basis.	Science Resource Teacher	Classroom Walkthroughs, Data Chats, Weekly Team Meetings	Mini BATS, 2010 FCAT	

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Next Generation Science Standards and IFCs	Science Item Test Specs	Science Resource Teacher	September 2009	Implementation of new standards and IFCs and Lesson Plan reviews	Science Resource Teacher, Administration
DELTA Experiment Kits Training	Science Experiments	Science Committee	Ocotber 2009	Completion of 2- 3 experiments per month	Science Committee, Administration
Scientific Thinking Process	Science/Curriculum	Science Resource Teacher, Classroom teachers	September 2009-May 2010	Scientific thinking will be utilized in Science Journals on a daily basis	Science Resource Teacher, Science Committee, Classroom Teachers, Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		

Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of *Science Goal*

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
87% of our fourth grade students scored a level 3.5 or above on the 2009 FCAT Writes.		By March 2010, 90% of our fourth grade students will score a level 3.5 or above on the FCAT Writes.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will follow the Broward County Writing Program as outlined in the Instructional Focus Calendar.	Reading Resource Specialist, Administration	Classroom Walkthroughs, Data Chats, Quarterly review of writing samples	Pre/Mid/Post Writing Prompt scores, 2010 FCAT
2	During the last quarter of school, the fourth grade teachers will teach writing in the third grade classrooms.	Reading Resource Specialist, Administration	Classroom Walkthroughs, Data Chats, Quarterly review of scored writing prompts.	Pre/Mid/Post Writing Prompt score, 2010 FCAT
3	Each month a student from each class will be selected to participate in an "Author's Tea". During this event students will share their piece and be awarded a certificate, a pencil and a certificate.	Reading Resource Specialist, Writing Committee	Classroom Walkthroughs, Data Chats, Quarterly review of scored writing prompts.	Pre/Mid/Post Writing Prompt, 2010 FCAT
4	Provide differentiated writing instruction and individual conferencing with an emphasis on the area of expository & narrative writing.	Reading Resource Specialist, Teachers	Lesson plans will be reviewed during grade level meetings and classroom walkthroughs will be conducted to ensure that differentiated writing instruction is being planned for and delivered.	Teachers' Lesson Plans, Classroom Walkthrough Logs, and monthly writing performance.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
87% of our fourth grade students scored a level 3.5 or above on the 2009 FCAT Writes.	Writing/Curriculum State Writing Rubric and Using Data from Writing Samples to guide targeted instruction.	Reading Resource Specialist & District Trainers	October 2009	Lesson Plans Classroom Walkthroughs Students' progress on monthly writing samples	Reading Resource Specialist & Administration

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:
 Were parent involvement activities and strategies targeted to areas of academic need?
 Based on information from surveys, evaluations, agendas, or sign-ins:
 Was the percent of parent participation in school activities maintained or increased from the prior year?
 Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
During the 2008-2009 school year, the number of parents participating in school events decreased by 10%.			By May 2010, the number of parents participating in school events will increase by 10%.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Pre-K & Kindergarten parents will be invited to attend an Orientation on August 20th.	Teachers, Team Leaders, Support Staff, Administration	Number of parents present at the Orientation	Sign In Sheet, Data from Parent Satisfaction Survey
2	Parents will be invited to attend Open House.	Teachers, Administration	Number of parents present at Open House	Sign In Sheets, Data from Parent Satisfaction/Involvement Surveys
3	Parents will be invited to attend Family Nights at the school to receive training on topics pertinent to their children.	Teachers, Support Staff, Administration	Number of parents attending Family Nights	Sign In Sheets, Data from Parent Satisfaction/Involvement Surveys
4	Teachers will hold a minimum of two Parent Conferences at the school.	Teachers, Team Leaders, Administration	Number of parents attending conferences	Signed Conferences, Data from Parent Satisfaction Surveys
5	Parents will be kept abreast of happenings at the school via newsletters, parent links and the school's web page.	Teachers, Administration	Reduced number of inquiries from parents regarding school events.	Data from Parent Satisfaction Surveys
6	Parents will be elected to become members of our School Advisory Committee (SAC).	SAC Chairs, Administration	Sign In Sheets from SAC Meetings	Data from Parent Satisfaction Survey, Attendance Logs

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By May 2010, the number of parents participating in school events will increase by 10%.	Parent Meetings/Trainings will focus on topics parents expressed as high interest and at times indicated as preferential by parents on the April 2009 Parent Survey.	Teachers, ReadingResource Specialist, Guest Speakers	Sept. 2009 - May 2010	Sign In Sheets, Results of Parent Satisfaction Surveys sent home in April 2010	Administration, Teachers, Reading Resource Specialist

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Family Night for parents. Parents will be trained in the areas of Math, Reading, Science, and Writing.	Title I Parent Involvement Funds	\$2,742.00
		Total: \$2,742.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,742.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Extended Day Reading Camps	Accountability Funds & Title I Funds	\$3,000.00
			Total: \$3,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Substitute Coverage for TRIUMPHS Training	Inservice Funds	\$630.00
Parental Involvement	Family Night for parents. Parents will be trained in the areas of Math, Reading, Science, and Writing.	Title I Parent Involvement Funds	\$2,742.00
			Total: \$3,372.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Extended Day Math Camps	Accountability Funds & Title I Funds	\$3,000.00
			Total: \$3,000.00
			Final Total: \$9,372.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

Projected use of SAC Funds	Amount
Accountability Funds for Extended day Camps	6000

Describe the Activities of the School Advisory Council for the Upcoming Year

The School Advisory Council's major role will be to assist with the Needs Assessment and in the creation and monitoring of the School Improvement Plan. This committee will work collaboratively with the teachers, parents and community to properly utilize the school's Accountability funds.

SAC Members

Members

- 1) Gladys Fernandez Donovan, Principal
- 2) Clifton Roach, SAC Chair

- 3) Despina Kefalas, SAC Chair
- 4) Ana Alonso, Teacher
- 5) Gislaine Petigny, Teacher
- 6) Susan Walker, Teacher
- 7) Toni Webb, Teacher
- 8) Theresa Garcia, Business Member
- 9) Maytee Gonzalez, Parent
- 10) Alfredo Lopez, Parent
- 11) Craig Alexander, Parent
- 12) Stacey Wyckoff, Parent
- 13) Ana Strachan, Parent
- 14) Gloria Newton, Parent
- 15) Allison Mendell, Parent
- 16) Siury Perez, Parent
- 17) Dora Casanova, Parent
- 18) Cindy Bensen, School Support Personnel
- 19) Bonnie Mauck, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward DRIFTWOOD ELEMENTARY SCHOOL 0721													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 330 Math: 330		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	100	Y	100	Y	71	Y	80	Y			94			NA	33	29	NA	22	20	NA	68	NA	79	NA		
WHITE	99	Y	99	Y	75	Y	84	Y			NA			NA	31	25	NA	21	16	NA	66	NA	84	NA		
BLACK	100	Y	100	Y	75	Y	68	Y			NA			NA	45	25	NA	29	32	NA	76	NA	73	NA		
HISPANIC	100	Y	100	Y	66	Y	83	Y			Y			NA	32	34	NA	20	17	NA	65	NA	80	NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	67	Y	79	Y			Y			NA	34	33	NA	22	21	NA	66	NA	77	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y	49	N	68	Y			NA			NA	57	51	Y	43	32	NA	53	NA	68	NA		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward DRIFTWOOD ELEMENTARY SCHOOL 0721													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 325 Math: 325		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress? NO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	100	Y	100	Y	67	Y	78	Y			94			NA	31	33	NA	26	22	NA	63	NA	78	NA		
WHITE	99	Y	99	Y	69	Y	79	Y			NA			NA	24	31	NA	24	21	NA	64	NA	81	NA		
BLACK	100	Y	100	Y	55	N	71	Y			NA			NA	36	45	N	37	29	NA	52	N	70	NA		
HISPANIC	100	Y	100	Y	68	Y	80	Y			Y			NA	38	32	NA	26	20	NA	66	NA	78	NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	66	Y	78	Y			Y			NA	35	34	NA	29	22	NA	63	NA	81	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	98	Y	98	Y	43	N	57	N			NA			NA	53	57	N	39	43	N	52	N	65	Y		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward DRIFTWOOD ELEMENTARY SCHOOL 0721													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 345 Math: 345		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	99	Y	100	Y	69	Y	74	Y			Y			NA	40	34	NA	30	26	NA	67	NA	71	NA		
WHITE	99	Y	99	Y	76	Y	76	Y			Y			NA	38	27	NA	26	24	NA	74	NA	72	NA		
BLACK	99	Y	100	Y	64	Y	63	Y			NA			NA	49	34	NA	39	37	NA	57	NA	63	NA		
HISPANIC	100	Y	100	Y	62	Y	74	Y	90		Y			NA	40	43	NA	27	26	NA	62	NA	72	NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	99	Y	100	Y	65	Y	71	Y	92		Y			NA	45	39	NA	33	29	NA	64	NA	70	NA		
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	98	Y	98	Y	47	N	61	Y			NA			NA	70	59	Y	52	39	NA	53	NA	63	NA		

SCHOOL GRADE DATA

Broward School District DRIFTWOOD ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	75%	82%	87%	25%	269
% of Students Making Learning Gains	66%	76%			142
Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. 3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level					

						1 or 2	
Adequate Progress of Lowest 25% in the School?	68% (YES)	70% (YES)				138	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned						549	
Percent Tested = 100%							Percent of eligible students tested
School Grade						A	Grade based on total points, adequate progress, and % of students tested

Broward School District DRIFTWOOD ELEMENTARY SCHOOL 2007-2008							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	72%	82%	87%	43%	284	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.	
% of Students Making Learning Gains	64%	74%			138	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 	
Adequate Progress of Lowest 25% in the School?	69% (YES)	87% (YES)			156	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.	
Points Earned					578		
Percent Tested = 100%						Percent of eligible students tested	
School Grade						A	Grade based on total points, adequate progress, and % of students tested

Broward School District DRIFTWOOD ELEMENTARY SCHOOL 2006-2007							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	76%	77%	81%	40%	274	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.	
% of Students Making Learning Gains	67%	65%			132	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 	
Adequate Progress of Lowest 25% in the School?	54% (YES)	76% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.	
Points Earned					536		
Percent Tested = 99%						Percent of eligible students tested	
School Grade						A	Grade based on total points, adequate progress, and % of students tested