

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: DRIFTWOOD MIDDLE SCHOOL

District Name: Broward

Principal: Mr Steven Williams

SAC Chair: Mike Burke/Francine Wilcox

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 11/5/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Steven Williams	Bachelors in Business; Master's in Counseling; Certification in Counseling and Administration	4	15	<p>2008-2009: The school did not make AYP (Students with Disabilities in Reading and Math) Reading Mastery: 78% Math Mastery: 81% Writing Performance Improved</p> <p>Driftwood Middle School is an "A" school.</p> <p>2009-2010: The school did not meet AYP (Students with Disabilities and Whites in Reading, Students with Disabilities in Math) Reading Mastery: 71% Math Mastery: 73% Writing Performance Improved</p> <p>2010-2011: The school did not meet AYP Reading Mastery: 73% Math Mastery: 75% Writing Performance Improved</p> <p>2011-2012: The school did not meet AMO Reading Mastery: 61% Level 3 or above; 70% overall made learning gains; 67% of</p>

					lowest 25% made learning gains Math Mastery: 60% Level 3 or above; 64% overall made learning gains; 52% of lowest 25% made learning gains Writing Performance Improved
Assis Principal	Ron Golembieski	Bachelors in Psychology; Master's in Counseling; Specialist's in Reading Education; Certification: School Principal, Middle Grades Language Arts (5-9), Reading (K-12), Psychology (6-12), Sociology (6-12)	4	20	2008-2009: The school did not make AYP in any subgroup except Hispanic students in Math. Reading Mastery: 48% Math Mastery: 54% Driftwood Middle School is an "A" school. 2009-2010: The school did not meet AYP (Students with Disabilities and Whites in Reading, Students with Disabilities in Math) Reading Mastery: 71% Math Mastery: 73% Writing Performance Improved 2010-2011: The school did not meet AYP Reading Mastery: 73% Math Mastery: 75% Writing Performance Improved 2011-2012: The school did not meet AMO Reading Mastery: 61% Level 3 or above; 70% overall made learning gains; 67% of lowest 25% made learning gains Math Mastery: 60% Level 3 or above; 64% overall made learning gains; 52% of lowest 25% made learning gains Writing Performance Improved
Assis Principal	Raheela Bello	Bachelors in Sociology; Masters in English Education; Specialist's in Educational Leadership; Certification: Educational Leadership; Elementary Education; Reading Endorsement	3	6	2008-2009: The school did not make AYP (Econ Disadv, ELL, ESE in Reading and Math; and Black in Math) Reading Mastery: 73% Math Mastery: 73% Writing Performance Improved 2009-2010: The school did not make AYP in any subgroup except White in Reading and Math, and Hispanic in Reading. Reading Mastery: 71% Math Mastery: 70% Writing Performance Improved 2010-2011: The school did not meet AYP Reading Mastery: 73% Math Mastery: 75% Writing Performance Improved 2011-2012: The school did not meet AMO Reading Mastery: 61% Level 3 or above; 70% overall made learning gains; 67% of lowest 25% made learning gains Math Mastery: 60% Level 3 or above; 64% overall made learning gains; 52% of lowest 25% made learning gains Writing Performance Improved
Assis Principal	Gwen Lampkin	B.S. Business Administration Master's in Educational Leadership Certification: Math (5-9); School Principal; ESOL Endorsement (K-12)	4	14	2008-2009: The school did not make AYP (Students with Disabilities in Reading and Math) Reading Mastery: 78% Math Mastery: 81% Writing Performance Improved Driftwood Middle School is an "A" school. 2009-2010: The school did not meet AYP (Students with Disabilities and Whites in Reading, Students with Disabilities in Math) Reading Mastery: 71% Math Mastery: 73% Writing Performance Improved 2010-2011: The school did not meet AYP Reading Mastery: 73% Math Mastery: 75% Writing Performance Improved 2011-2012: The school did not meet AMO Reading Mastery: 61% Level 3 or above; 70% overall made learning gains; 67% of lowest 25% made learning gains Math Mastery: 60% Level 3 or above; 64% overall made learning gains; 52% of lowest 25% made learning gains Writing Performance Improved

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Sieglinde Diggins	Bachelors in English Masters in Educational Leadership Florida Certification in English 6-12; Reading Endorsement K-12; ESOL Endorsement K-12	4	4	<p>2008-2009: The school did not make AYP (Students with Disabilities in Reading and Math) Reading Mastery: 78% Math Mastery: 81% Writing Performance Improved</p> <p>Driftwood Middle School is an "A" school.</p> <p>2009-2010: The school did not meet AYP (Students with Disabilities and Whites in Reading, Students with Disabilities in Math) Reading Mastery: 71% Math Mastery: 73% Writing Performance Improved</p> <p>2010-2011: The school did not meet AYP Reading Mastery: 73% Math Mastery: 75% Writing Performance Improved</p> <p>2011-2012: The school did not meet AMO Reading Mastery: 61% Level 3 or above; 70% overall made learning gains; 67% of lowest 25% made learning gains Math Mastery: 60% Level 3 or above; 64% overall made learning gains; 52% of lowest 25% made learning gains Writing Performance Improved</p>

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Interview potential candidates	Steven Williams, Principal Ron Golembieski, Asst. Principal Gwen Lampkin, Asst. Principal Raheela Bello, Asst. Principal	Ongoing as vacancies arise	
2	New Teacher Orientation	Kellee Davis, Title I Specialist	One year from start date, ongoing as new teachers are hired	
3	Professional Learning Communities, Professional Development, Coaching	-Sieglinde Diggins, Reading Coach -Kellee Davis, Title I Specialist/Magnet Coordinator -All Department Chairpersons -Administration	Ongoing	
4	Familiarize staff with Academy of Health and Wellness initiatives	Kellee Davis, Magnet Coordinator	Ongoing	
5	Posting of vacancies on District Staffing Website	Kim Thompson, Office Manager-Confidential	N/A	
6	Support new hires through the successful completion of the NESS Program	Sherwood Brooks, NESS Liaison	May 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an

effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

<p>Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.</p>	<p>Provide the strategies that are being implemented to support the staff in becoming highly effective</p>
<p>2.1% (3) instructional staff members are teaching out-of-field</p>	<p>-Teachers are being supported by coaching/mentoring (Subject Area Dept. Chairpersons, Team Teachers, Content Area Teachers, Reading/Literacy Coach, Grade Level Administrators, and Administrator over Curriculum) -Participation in weekly Lesson Study Groups -Participation in school-wide or subject specific PD/PLC onsite -Administrator over Certification provides guidance on certification exams and/or endorsement recommendations/requirements -District Staff Development Workshop Calendar of relevant instructional delivery/strategies workshops is distributed and staff is encouraged to attend -Classroom Walkthroughs with feedback/planning follow up sessions are conducted by Administration/Teacher, or Dept. Chairperson/Teacher, Reading/Literacy Coach/Teacher</p>

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

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 Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
70	8.6%(6)	30.0%(21)	41.4%(29)	28.6%(20)	50.0%(35)	95.7%(67)	27.1%(19)	10.0%(7)	80.0%(56)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
			<p>- Mentor and mentee will meet weekly to discuss any questions or concerns, school-wide/curriculum initiatives, program requirements, etc. - Mentors and mentees will attend monthly NESS Learning Community</p>

Dillon Williams	Lynette Forbes	Experienced Math teacher with consistent learning gains, solid instructional delivery, and sound classroom management	workshops led by the NESS Liaison and guest speakers, when applicable, to target Educator Accomplished Practices and program requirements - Mentor and mentee will complete eight Learning Community Reflections - Mentor will conduct four peer observations, one per quarter and discuss strengths and develop a strategy/action plan to address any areas of weaknesses - Mentors will assist mentees with creating portfolios demonstrating mastery of the state competencies
Sarah Armstrong	Jennifer House	Experienced Science teacher with solid instructional delivery, and sound classroom management	- Mentor and mentee will meet weekly to discuss any questions or concerns, school-wide/curriculum initiatives, program requirements, etc. - Mentors and mentees will attend monthly NESS Learning Community workshops led by the NESS Liaison and guest speakers, when applicable, to target Educator Accomplished Practices and program requirements - Mentor and mentee will complete eight Learning Community Reflections - Mentor will conduct four peer observations, one per quarter and discuss strengths and develop a strategy/action plan to address any areas of weaknesses - Mentors will assist mentees with creating portfolios demonstrating mastery of the state competencies
Gisela McGugan	Joel Marco	Reading Dept. Co-Chariperson, experienced Reading teacher with consistent learning gains, solid instructional delivery, and sound classroom management	- Mentor and mentee will meet weekly to discuss any questions or concerns, school-wide/curriculum initiatives, program requirements, etc. - Mentors and mentees will attend monthly NESS Learning Community workshops led by the NESS Liaison and guest speakers, when applicable, to target Educator Accomplished Practices and program requirements - Mentor and mentee will complete eight Learning Community Reflections - Mentor will conduct four peer observations, one per quarter and discuss strengths and develop a strategy/action plan to address any areas of weaknesses - Mentors will assist mentees with creating portfolios demonstrating mastery of the state competencies
			- Mentor and mentee will meet weekly to discuss any questions or

Sherwood Brooks	Darcy Penichet	Reading Dept. Co-Chair, has experienced Reading teacher with consistent learning gains, solid instructional delivery, and sound classroom management, has worked as Instructional Coach and is well versed in instructional delivery in the content areas using reading strategies.	<p>concerns, school-wide/curriculum initiatives, program requirements, etc.</p> <ul style="list-style-type: none"> - Mentors and mentees will attend monthly NESS Learning Community workshops led by the NESS Liaison and guest speakers, when applicable, to target Educator Accomplished Practices and program requirements - Mentor and mentee will complete eight Learning Community Reflections - Mentor will conduct four peer observations, one per quarter and discuss strengths and develop a strategy/action plan to address any areas of weaknesses - Mentors will assist mentees with creating portfolios demonstrating mastery of the state competencies
Cristine Orihuela	Renka Friedman	Experienced Language Arts teacher with consistent learning gains, solid instructional delivery, and sound classroom management	<ul style="list-style-type: none"> - Mentor and mentee will meet weekly to discuss any questions or concerns, school-wide/curriculum initiatives, program requirements, etc. - Mentors and mentees will attend monthly NESS Learning Community workshops led by the NESS Liaison and guest speakers, when applicable, to target Educator Accomplished Practices and program requirements - Mentor and mentee will complete eight Learning Community Reflections - Mentor will conduct four peer observations, one per quarter and discuss strengths and develop a strategy/action plan to address any areas of weaknesses - Mentors will assist mentees with creating portfolios demonstrating mastery of the state competencies
Victoria Trujillo	Tanya Sessner	Experienced Math teacher with consistent learning gains, solid instructional delivery, and sound classroom management	<ul style="list-style-type: none"> - Mentor and mentee will meet weekly to discuss any questions or concerns, school-wide/curriculum initiatives, program requirements, etc. - Mentors and mentees will attend monthly NESS Learning Community workshops led by the NESS Liaison and guest speakers, when applicable, to target Educator Accomplished Practices and program requirements - Mentor and mentee will complete eight Learning Community Reflections - Mentor will conduct four peer observations, one per quarter and discuss strengths and develop a strategy/action plan to address any areas of weaknesses - Mentors will assist mentees with creating portfolios demonstrating mastery of the state competencies
			- Mentor and mentee will

Marnie Weissmark	Julio Caracciolo	Experienced ESE Support Facilitator/Behavior Specialist, able to provide support and guidance for instructing and handling issues unique to the ESE/SVE population.	meet weekly to discuss any questions or concerns, school-wide/curriculum initiatives, program requirements, etc. - Mentors and mentees will attend monthly NESS Learning Community workshops led by the NESS Liaison and guest speakers, when applicable, to target Educator Accomplished Practices and program requirements - Mentor and mentee will complete eight Learning Community Reflections - Mentor will conduct four peer observations, one per quarter and discuss strengths and develop a strategy/action plan to address any areas of weaknesses - Mentors will assist mentees with creating portfolios demonstrating mastery of the state competencies
------------------	------------------	---	--

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I funds at Driftwood Middle School provide additional teachers to assist students, particularly low performing students. Staff Development funds are used to develop a comprehensive professional training program to improve delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement.

Parental Involvement Funds are utilized to ensure parent engagement initiatives are met. This includes, but is not limited to, the purchase of student agenda books for every student to promote communication between school and families, and to aid in Title I Parent Curriculum Night functions throughout to the school year.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funds will be utilized to fund an in school academic enrichment program to assist struggling students. Highly qualified teachers work with small classes in order to maximize individual attention to student needs. They employ effective instructional and assessment strategies and methods to prepare students to increase their achievement levels.

Violence Prevention Programs

Driftwood Middle School in collaboration with the Office of Prevention Programs (OPP) offers school based violence prevention and anti-bullying programs. The Project Bridge curriculum is offered to students through their elective classes. Students participate in a variety of field trips, community service projects and counseling services that assist with the development of strategies promoting safe and healthy school communities. The core component of Project Bridge includes drugs, alcohol and tobacco prevention activities, mental health services, anti-bullying initiatives and student behavioral, social, and emotional supports.

Nutrition Programs

As a Health and Wellness academy, Driftwood Middle is committed to offering nutritional choices in the school cafeteria. Driftwood is a Healthy Generation Alliance School and has a partnership with the Florida Department of Agriculture which provides students with healthy meal choices as a part of the Fresh for Florida Kids program (FFVP). Students are offered healthy meal alternatives during regular school hours for both breakfast and lunch.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Driftwood Middle will ensure students receive Career and Technical Education through the full implementation of Broward County's 2012-2013 adoption of the new Civics/Social Studies curriculum for seventh grade students. The new Civics curriculum includes career information components.

The eighth grade Social Studies curriculum then supports the seventh grade curriculum with the culmination of a field trip to Junior Achievement World. Junior Achievement World is a center that provides students with real-world, hands-on exposure to various careers, financial wellness, entrepreneurship, and living/coping skills. The center is designed to aid students in gaining a broad view of career opportunities and financial wellness that will enable them to be successful in the global marketplace.

Job Training

N/A

Other

N/A

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- **Administration:** The school administration team is responsible for leading the school's staff in effective policies and procedures that create a positive and stimulating learning environment. The Principal and Grade Level administrators are responsible for monitoring the teaching in the classroom, targeting teachers and staff members in need of additional training and mentoring, ensuring that the school environment is safe and secure, and addressing student behavioral needs and concerns.
- **Reading/Literacy Coach:** The Reading/Literacy Coach is responsible for implementing and monitoring the teaching practices taking place within the classroom. The Reading/Literacy Coach will facilitate staff development that will enhance student achievement in all subgroups. The Reading/Literacy Coach will monitor the implementation of effective teaching practices within the classroom environment and target teachers and staff members in need of additional training and mentoring. When a tier 2 or tier 3 student is identified, the curriculum coaching team will go into the classroom setting to observe and recommend appropriate teaching strategies to enhance student learning.
- **Guidance Department, School Social Worker, Family Counselor, and School Psychologist:** The school guidance department, school social worker, family counselor, and school psychologist are responsible for assisting students in their academic performance and providing necessary support to assist with overall success. Mr. Moreland, the guidance director, is responsible for coordinating team activities/meetings. The guidance department and school psychologist will assist with the monitoring of all students and help to target tier 2 and tier 3 students in need of additional assistance.
- **ESE Specialist, Behavior Specialist, and Support Facilitators:** The ESE Specialist, Behavior Specialist, and Support Facilitators

are responsible for ensuring that all students with disabilities are receiving the appropriate accommodations, as outlined in the IEP, within the classroom setting and are provided individualized instruction when necessary. The ESE Specialist and Support Facilitators will lend assistance to the classroom teacher and coaching team to assist with the delivery of instructional material that will ultimately enhance student achievement.

- ESOL Resource Teacher: The ESOL Resource Teacher is responsible for ensuring that all ELL students are receiving the appropriate accommodations, as outlined in the ESOL Instructional Matrix, within the classroom setting and are provided individualized instruction when necessary. The ESOL Resource Teacher will lend assistance to the classroom teacher and coaching team to assist with the delivery of instructional material that will ultimately enhance student achievement.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The Leadership Team will focus meetings around one question: "Why are we doing what we are doing and is it effective?"

The School-based MTSS Leadership Team meets weekly to discuss curriculum management, student achievement, and staff development needs. Meetings are used to disaggregate data and develop strategies to address instructional learning needs across grade levels and AMO subgroups.

- The Reading/Literacy Coach, ESE Support Facilitators, and ESOL Resource Teacher are available to model scientifically-based lessons within the classroom setting.
- The Reading/Literacy Coach, ESE Support Facilitators, and ESOL Resource Teacher provide in-service on classroom set-ups for effective instruction (word walls, small and whole group instruction, differentiated instruction, etc.)
- The Reading/Literacy Coach, ESE Support Facilitators, and ESOL Resource Teacher work with the administration and classroom teachers to analyze data to ensure that all students are receiving the appropriate instruction.
- The Leadership Team utilizes classroom walkthroughs and progress monitoring tools to identify model classrooms for other teachers to observe.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RTI Problem-solving process is used in developing and implementing the SIP?

The School Advisory Committee, along with MTSS Leadership Team input, is responsible for creating the School Improvement Plan. Needs assessments are evaluated and effective strategies and monitoring components are put into place to address student achievement and Annual Measurable Objectives. The School-based MTSS Team is responsible for monitoring the implementation and delivery of the instructional focus calendar and the teaching of benchmarks and strands identified by the district in all content areas. Progress monitoring tools are used to monitor student strengths and weaknesses. Utilizing progress monitoring tools, teacher data meetings, and classroom-walkthroughs assists with the monitoring of the implementation of the School Improvement Plan.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Daily, classroom teachers monitor student progress and immediately identify areas of concern. When a teacher recognizes a student considered to be "at risk" the teacher notifies the MTSS Leadership team for further observation. Individual student data is pulled from Data Warehouse/BASIS and strengths and weaknesses are identified and disaggregated according to AMO subgroups. Individual teacher data meetings are held with the Reading/Literacy Coach and/or Administration. Within these data meetings, effective instructional strategies are discussed and student needs are assessed. Students are identified according to FCAT SSS levels and placed in courses accordingly. Tier I students are placed in regular education courses according to both academic performance and behavior. Tier II students are considered "fragile" and require some interventions and monitoring by the MTSS Leadership Team. Tier III students are the "most fragile" and require individualized instruction, tutoring, and other support services provided by the MTSS Leadership Team. Among the data sources used with tier II and tier III students, intervention records and progress monitoring graphs will be generated for individual students and used as a primary sources of identification and monitoring. The grade level counselors are responsible for managing Tier I, II, and III cases. The grade level counselor will meet frequently with the individuals providing identified students with interventions and ensuring the students are properly receiving the identified interventions.

- Baseline Data: Benchmark Assessment Test (BAT 2 for reading and math), Florida Comprehensive Assessment Test (FCAT)
- Progress Monitoring: Mini-Assessments, FAIR, Student Portfolio, Teacher Portfolio
- Midyear: FAIR
- End of the Year: FCAT Reading, Math, Science, and Writing, FAIR, and EOC
- Frequency of Data Days: Twice a month through Teacher Data Meetings and Team Data Meetings

Describe the plan to train staff on MTSS.

Prior to the start of the school year, all staff members are introduced to the School-based MTSS/RTI Team and the expectations for the implementation of instructional delivery and progress monitoring of student achievement. During the pre-planning week, the teaching staff will attend a school-wide faculty meeting that will discuss the roles of the members of the

MTSS/RTI leadership team, and process and procedures. Additionally, during pre-planning week, the ESE Support Facilitators will meet with each team of teachers to review their students' IEPs.

Describe the plan to support MTSS.

Faculty meetings will be used to address concerns of the MTSS/RTI Team and review proper procedures, as necessary. Over the duration of the school year, staff members attend monthly grade level meetings providing clarification on various aspects of RTI and effective strategies for instructional delivery and progress monitoring. Teachers will participate in weekly team meetings to address student achievement and academic strengths and weaknesses. Guidance counselors with regularly monitor individual students are actively going through the RTI process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Reading/Literacy Coach and Department Chairpersons: The Reading/Literacy Coach (Ms. Diggins) along with each Department Chairperson, is responsible for implementing and monitoring the teaching of literacy taking place within the classroom. The Reading/Literacy Coach will be considered an expert in the development of literacy trainings and initiatives. The Reading/Literacy Coach will facilitate staff development that will enhance student achievement in all subgroups regarding literacy development. The Reading/Literacy Coach will monitor the implementation of effective literacy development strategies within the classroom environment and target teachers and staff members in need of additional training and mentoring.

- ESE Specialist and Support Facilitators: The ESE Specialist (Ms. Axelrod) and Support Facilitators (Mr. Burke, Ms. Henderson, and Ms. Binder) are responsible for ensuring that all students with disabilities are receiving the appropriate accommodations, as outlined in the IEP, within the classroom setting and are provided individualized instruction when necessary. The ESE Specialist and Support Facilitators will lend assistance to the classroom teacher and Reading/Literacy Coach to assist with the delivery of literacy instruction that will ultimately enhance student achievement. The ESE Specialist and Support Facilitators will meet bi-weekly with the Reading/Literacy Coach to continue developing teaching strategies to enhance student achievement.
- ESOL Resource Teacher: The ESOL Resource Teacher (Ms. Portales) is responsible for ensuring that all students with varying language needs are receiving the appropriate accommodations. The ESOL Resource teacher will lend assistance to the classroom teachers and the Reading Coach to assist with the delivery of literacy instruction that will ultimately enhance student achievement. The ESOL teacher will meet bi-weekly with the Reading/Literacy Coach to continue developing strategies to enhance student achievement.
- Administration: The school administration team (Ms. Bello, Ms. Lampkin, and Mr. Golembieski) is responsible for leading the school's staff in effective policies and procedures that create a positive and stimulating learning environment. The Principal (Mr. Williams) and Grade Level administrators are responsible for monitoring the implementation of literacy instruction taking place in the classroom and targeting teachers and staff members in need of additional training and mentoring.
- Guidance Department: The Guidance Department (Ms. Vazquez, Mr. Moreland, and Ms. Byrd) is responsible for assisting and leading the school's staff in creating an environment conducive to learning. The guidance department will assist with monitoring individual student progress through frequent communication with both students and staff members.
- Media Specialist: The media specialist (Ms. Katz) will assist with the development of reading across the school. Ms. Katz will host a monthly book club to provide enrichment opportunities for students. Additionally, students will be scheduled to visit the media center through their reading class on a monthly basis. Along with the reading coach, Principal, and LLT, the media specialist will assist in promoting, enriching, and supporting school-wide reading initiatives.
- Reading and Content Area Teachers: Teachers will also participate on the Literacy Leadership Team. The teachers represent different content areas ensuring that effective reading strategies are implemented with fidelity across the curriculum. The following teachers participate on the LLT:
Ms. Stasiw (Science Department Co-Chairperson), Mr. Moussignac (Science Department Co-Chairperson), Ms. McGugan (Reading Department Co-Chairperson), Ms. Brooks (Reading Department Co-Chairperson), Ms. Troche (Social Studies Department Co-Chairperson), Ms. Capeletti (Social Studies Co-Chairperson), Ms. Wilcox (Language Arts Department Co-Chairperson), Ms. Reguero (Language Arts Department Co-Chairperson), Mr. Jones (Math Department Co-Chairperson), Ms. Goldberg (Math Department Co-Chairperson) Ms. Portales (ESOL Resource Teacher), Ms. Orihuela (Language Arts Teacher), Mr. D. Williams (Intensive Math Teacher)

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Reading/Literacy Coach serves as the Literacy Leadership Team facilitator and "expert." Together, the Reading/Literacy Coach and Principal will guide the Literacy Leadership Team. The Literacy Leadership Team meets weekly to discuss strategies and teaching taking place within the classroom. The Literacy Leadership Team brainstorms and develops effective instructional delivery strategies that enhance literacy development within all tiers of students.

What will be the major initiatives of the LLT this year?

The major initiatives of the LLT team this year are to continue enhancing the development of literacy within all students. The LLT will desegregate data, focusing on AMO target subgroups and particular benchmarks that are in need of improvement. The LLT team will continue to develop and enhance literacy instruction in all content areas and ensure that effective literacy strategies are being consistently utilized across the curriculum. The Literacy Leadership Team will utilize modeling and classroom demonstrations to showcase effective reading strategies. Teachers will be provided with an instructional focus calendar, focusing on their individual student data. The instructional focus calendar is ever-changing due to the identified needs of the students. The Reading Coach and members of the LLT will facilitate and monitor weekly learning communities as well as study groups where teachers will share and learn new, effective teaching strategies to utilize in the classroom. During these scheduled meetings, teachers will learn about school-wide initiatives that promote literacy.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/17/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

At Driftwood Middle, all teachers will be designated as "Reading Teachers". The Reading Coach will demonstrate research-based reading strategies with students (whole or small group), focusing in particular on struggling readers. The Reading/Literacy Coach will be available to work in classrooms with teachers and students using materials from the Struggling Readers matrices. Administration and Department Chairpersons will also work with individual teachers and teams to analyze data from diagnostic assessments to ensure that interventions are targeted to areas of deficit. Content area teachers will work with reading teachers to effectively implement the reading instructional focus calendar created for their specific students' needs. Along with implementing a weekly instructional focus, content area teachers will utilize effective graphic organizers and reading and writing strategies, including but not limited to, marginal notes, selective underlining, and written responses with textual based evidence to assist students with properly reading and analyzing nonfiction text. The school will offer and encourage teachers to participate in trainings that teach effective reading strategies. Trainings such as CRISS and CRISS in the Content Area will be highly recommended to all reading and content area teachers. Each year at the school's new teacher orientation, teachers will be presented with necessary information regarding the completion of the reading endorsement process.

Members of the School Leadership Team will be well versed in classroom organization and classroom management strategies. Since the individuals are on-site, they will be in classrooms to monitor and support teachers who have identified needs. They will assist teachers with organizing learning centers and work with teachers to appropriately organize groups for small group instruction, as necessary to address identified weaknesses. Members of the School Leadership Team will assist teachers with identifying and implementing effective reading strategies and tools to use during the facilitation and delivery of daily instruction. This will ensure that students are appropriately placed and receive targeted instruction that will ensure academic progress.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	All students will receive ongoing effective classroom instruction ensuring that all reading benchmarks established by the state of Florida and Broward County are effectively taught for mastery in a timely manner and target AMO are met.
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
------------------------------------	-------------------------------------

By June 2012, 29% (437) of students at Driftwood Middle School demonstrated proficiency on the FCAT Reading Assessment.	By June 2013, 31% (463) of students at Driftwood Middle School will demonstrate proficiency on the FCAT Reading Assessment.
---	---

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of vocabulary skills to assist with comprehension	-Word Walls will depict current vocabulary being presented during classroom instruction -Weekly introduction of mature word choice and comprehension techniques through the use of graphic organizers and teacher modeling -Appropriate use of vocabulary resources such as a dictionary and thesaurus -Provide strategies across the curriculum regarding the use of context clues in determining word meaning	Administration, Sieglinde Diggins (Reading/Literacy Coach), Sherwood Brooks (Reading Department Co-chairperson), Gisela McGugan (Reading Department Co-chairperson), All Department Chairpersons	-Bi-weekly vocabulary assessments report analysis -Classroom Walkthroughs focusing on utilization of word wall (Frequency: Weekly, Focus: Word Walls, Feedback: Monthly Meeting with Administrators, Plan of Action: Coaching and Modeling as necessary) -Student/Teacher Data Discussion	-2012 FCAT and BAT II data comparison -FAIR data -Mini-benchmark Assessments -FCAT
2	Bubble and climber students who are narrowly reaching proficiency (Level 3) demonstrate a decline in reading performance	-Instructional focus calendars emphasizing individual student needs, addressed in all content areas -Reading stamina practice to build students' ability to remain focused during extended periods of time -Provide individualized instruction for remediation -Florida Achieves will be monitored by teachers to determine individual student strengths and weaknesses regarding benchmarks taught in the classroom	Administration, Sieglinde Diggins (Reading/Literacy Coach), Sherwood Brooks (Reading Department Co-chairperson), Gisela McGugan (Reading Department Co-chairperson)	-Reading stamina practice data report analysis -Weekly Classroom Walkthroughs (Frequency: Weekly, Focus: Instructional Focus Calendars, Feedback: Monthly Meeting with Administrators, Plan of Action: Coaching and Modeling as necessary) -Administration/Reading Coach/Teacher data discussion -Student work samples	-BAT II -FCAT -FAIR data -Mini-benchmark assessments
	Reading abilities are dramatically below grade level	-Modifications with grade level reading material will be implemented to	Administration, Sieglinde Diggins (Reading/Literacy	-Classroom Walkthroughs (Frequency: Weekly, Focus: Instructional	-Mini-benchmark Assessments -BAT II

3	<p>address student needs</p> <ul style="list-style-type: none"> -Graphic organizers will be used to assist with comprehension of diverse reading material -Differentiated instruction will be used to address the needs of students and small groups and ensure the teacher is able to provide student specific instruction -Weekly fluency practice will be implemented and monitored to assess improvement -Florida Achieves will be monitored by teachers to determine individual student strengths and weaknesses regarding benchmarks taught in the classroom 	<p>Coach), Sherwood Brooks (Reading Department Co-chairperson), Gisela McGugan (Reading Department Co-chairperson)</p>	<p>Focus Calendars and higher-order questions, Feedback: Monthly Meeting with Administrators, Plan of Action: Coaching and Modeling as necessary</p> <ul style="list-style-type: none"> -Student work samples 	<ul style="list-style-type: none"> -FAIR data -FCAT -Teacher-created Rubrics
---	--	--	--	---

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p> <p>Reading Goal #1b:</p>	<p>All students will receive ongoing effective classroom instruction ensuring that all reading benchmarks established by the state of Florida and Broward County are effectively taught for mastery in a timely manner and target AMO are met.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>By June 2012, 26% (5) of students at Driftwood Middle School demonstrated proficiency at Levels 4, 5, and 6 on the Florida Alternate Assessment.</p>	<p>By June 2013, 36% (7) of students at Driftwood Middle School will demonstrate proficiency at Levels 4, 5, or 6 on the Florida Alternate Assessment.</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of vocabulary skills to assist with comprehension	<ul style="list-style-type: none"> -Pictorial representation -Provide strategies across the curriculum regarding context clues to determine word meaning -Word Walls: weekly introduction of new vocabulary 	<p>Administration, Kim Punzi (ESE Teacher), Julio Caracciolo (ESE Teacher), Alyson Axelrod (ESE Specialist), All grade level ESE Support Facilitators</p>	<ul style="list-style-type: none"> -Student work samples -Classroom Walkthroughs -Review lesson plans 	<ul style="list-style-type: none"> -Mini-assessments -Informal and/or alternate assessments -Student portfolio -Monitor IEP goals/targets -Florida Alternate Assessment
2	Lack of comprehension skills	<ul style="list-style-type: none"> -Pictorial representation -Read aloud/think aloud conducted by the teacher -Hands on projects to assist with comprehension skills -Utilize graphic organizers 	<p>Administration, Kim Punzi (ESE Teacher), Julio Caracciolo (ESE Teacher), Alyson Axelrod (ESE Specialist), All grade level ESE Support Facilitators</p>	<ul style="list-style-type: none"> -Student work samples -Classroom Walkthroughs -Review lesson plans 	<ul style="list-style-type: none"> -Mini-assessments -Informal and/or alternate assessments -Student portfolio -Monitor IEP goals/targets -Florida Alternate Assessment
3	Limited access to various types of level appropriate reading materials	<ul style="list-style-type: none"> -Schedule bi-weekly visits to Media Center to utilize resources and allow students to check-out books 	<p>Kim Punzi (ESE Teacher), Julio Caracciolo (ESE Teacher), Yvette Katz (Media Specialist)</p>	<ul style="list-style-type: none"> -Review schedule and/or lesson plans 	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students obtaining levels 4 and 5 on the FCAT Reading Assessment will receive ongoing instruction emphasizing higher-order activities to further enrich their learning potential.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2012, 32% (481) of students at Driftwood Middle School received a level 4 and/or 5 on the FCAT Reading Assessments.	By June 2013, 35% (522) of students at Driftwood Middle School will receive a level 4 and/or 5 on the FCAT Reading Assessments.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All classes, including but not limited to, gifted/high achieving reading classes must incorporate consistent high-order questioning strategies and infuse text complexity	-Novel Study, Literature Circles, will be used to assist with the development of reading comprehension in level 4 and 5 students -Monthly nonfiction reading and writing opportunities will continue to build on the retention of concepts taught across the curriculum -Weekly lesson study groups will meet and discuss current lessons	Administration, Sieglinde Diggins (Reading/Literacy Coach), Sherwood Brooks (Reading Department Co-chairperson), Gisela McGugan (Reading Department Co-chairperson), All Department Chairpersons	-Classroom Walkthroughs (Frequency: Weekly, Focus: Instructional Focus Calendars and Higher-order Questions, Feedback: Monthly Meeting with Administrators, Plan of Action: Coaching and Modeling as necessary) -Student work samples -Monitoring of higher-order thinking within teacher-created lesson plans	-Portfolios -Teacher-created Rubrics -Student work samples
2	Increased participation in reading enrichment opportunities	-Collaborative learning groups, research, and activities within the classroom and Media Center -Class/Team Participation in Distance Learning opportunities -School book club will meet monthly and discuss enriching reading opportunities and enhance understanding through dialogue -Reading Across Broward will be highly encouraged through the reading classes to continue enhancing reading opportunities both in and out of the classroom -District and school-wide reading and writing competitions will be highly encouraged to continue fostering a passion for reading	Sieglinde Diggins (Reading/Literacy Coach), Yvette Katz (Media Specialist), Sherwood Brooks (Reading Department Co-chairperson), Gisela McGugan (Reading Department Co-chairperson)	-Lesson Plans -Periodic review of Reading Across Broward participant's log -Membership in school book club -Classroom Walkthroughs	-End of novel collaborative projects and discussions -Chapter/Novel assessments -Student/group work samples

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.	All students will receive ongoing effective classroom instruction ensuring that all reading benchmarks established by the state of Florida and Broward County are effectively taught for mastery in a timely manner and target AMO are
---	--

Reading Goal #2b:		met.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
By June 2012, 21% (4) of students at Driftwood Middle School demonstrated proficiency at or above Levels 7 on the Florida Alternate Assessment.		By June 2013, 31% (6) of students at Driftwood Middle School will demonstrate proficiency at or above Levels 7 on the Florida Alternate Assessment.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of vocabulary skills to assist with comprehension	-Pictorial representation -Provide strategies across the curriculum regarding context clues to determine word meaning -Word Walls: weekly introduction of new vocabulary	Administration, Kim Punzi (ESE Teacher), Julio Caracciolo (ESE Teacher), Alyson Axelrod (ESE Specialist), All grade level ESE Support Facilitators	-Student work samples -Classroom Walkthroughs -Review lesson plans	-Mini-assessments -Informal and/or alternate assessments -Student portfolio -Monitor IEP goals/targets -Florida Alternate Assessment
2	Lack of comprehension skills	-Pictorial representation -Read aloud/think aloud conducted by the teacher -Hands on projects to assist with comprehension skills -Utilize graphic organizers	Administration, Kim Punzi (ESE Teacher), Julio Caracciolo (ESE Teacher), Alyson Axelrod (ESE Specialist), All grade level ESE Support Facilitators	-Student work samples -Classroom Walkthroughs -Review lesson plans	-Mini-assessments -Informal and/or alternate assessments -Student portfolio -Monitor IEP goals/targets -Florida Alternate Assessment
3	Limited access to various types of level appropriate reading materials	-Schedule bi-weekly visits to Media Center to utilize resources and allow students to check-out books	Kim Punzi (ESE Teacher), Julio Caracciolo (ESE Teacher), Yvette Katz (Media Specialist)	-Review schedule and/or lesson plans	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Driftwood Middle School will require teachers to monitor and evaluate individual student learning needs and identify effective methods of instruction to increase student learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2012, 70% (1023) of students demonstrated learning gains on the FCAT Reading Assessment.	By June 2013, 74% (1082) of students will demonstrate learning gains on the FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students school-wide demonstrate a weakness in Cluster 4: Reference and Research and Cluster 2: Main Idea, Plot, and Purpose on the FCAT assessment	-Every student will participate in Reading -Instructional focus calendars are designed to meet the individual needs of students and address areas of weakness in a	Administration, Sieglinde Diggins (Reading/Literacy Coach), Sherwood Brooks (Reading Department Co-chairperson),	-Mini-benchmark assessment report analysis -Classroom Walkthroughs (Frequency: Weekly, Focus: Instructional Focus Calendars and	-Benchmark assessment data -2012 FCAT, BAT II data comparison -FAIR data -FCAT

1		timely manner - Reading strategies will be implemented across all curriculum - Florida Achieves! and FCAT Explorer will be used to supplement classroom instruction	Gisela McGugan (Reading Department Co-chairperson), All Department Chairpersons	Higher-order Questions, Feedback: Monthly Meeting with Administrators, Plan of Action: Coaching and Modeling as necessary) - Reading teacher monitor student progress reports in Florida Achieves!	
2	Limited critical thinking skills	- Read, analyze, and discuss nonfiction pieces of writing - Incorporate higher-order questioning and thinking strategies in all lesson plans - Facilitate whole and small group discussions - Infuse text complexity in lesson planning/materials used - Use differentiated instruction and proven strategies, including but not limited to, CRISS, Thinking Maps / graphic organizers, CIS, marginal notes, etc.	Administration, Sieglinde Diggins (Reading/Literacy Coach), Sherwood Brooks (Reading Department Co-chairperson), Gisela McGugan (Reading Department Co-chairperson), All Department Chairpersons	- Classroom Walkthroughs (Frequency: Weekly, Focus: Instructional Focus Calendars and Higher-order Questions, Feedback: Monthly Meeting with Administrators, Plan of Action: Coaching and Modeling as necessary) - Teacher-created assessments with higher-order thinking questions report analysis	- Benchmark mini-assessment data - FAIR data - 2012 FCAT, BAT II data comparison - FCAT - Student work samples

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	All students will receive ongoing effective classroom instruction ensuring that all reading benchmarks established by the state of Florida and Broward County are effectively taught for mastery in a timely manner and target AMO are met.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2012, 31% (5) of students at Driftwood Middle School made learning gains on the Florida Alternate Assessment.	By June 2013, 41% (7) of students at Driftwood Middle School made learning gains on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of comprehension skills	- Pictorial representation - Read aloud/think aloud conducted by the teacher - Hands on projects to assist with comprehension skills - Utilize graphic organizers	Administration, Kim Punzi (ESE Teacher), Julio Caracciolo (ESE Teacher), Alyson Axelrod (ESE Specialist), All grade level ESE Support Facilitators	- Student work samples - Classroom Walkthroughs - Review lesson plans	- Mini-assessments - Informal and/or alternate assessments - Student portfolio - Monitor IEP goals/targets - Florida Alternate Assessment
2	Lack of vocabulary skills to assist with comprehension	- Pictorial representation - Provide strategies across the curriculum regarding context clues to determine word meaning - Word Walls: weekly introduction of new vocabulary	Administration, Kim Punzi (ESE Teacher), Julio Caracciolo (ESE Teacher), Alyson Axelrod (ESE Specialist), All grade level ESE Support Facilitators	- Student work samples - Classroom Walkthroughs - Review lesson plans	- Mini-assessments - Informal and/or alternate assessments - Student portfolio - Monitor IEP goals/targets - Florida Alternate Assessment
	Limited access to various types of level appropriate	- Schedule bi-weekly visits to Media Center to	Kim Punzi (ESE Teacher), Julio	- Review schedule and/or lesson plans	

3	reading materials	utilize resources and allow students to check-out books	Caracciolo (ESE Teacher), Yvette Katz (Media Specialist)	
---	-------------------	---	--	--

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Students will receive ongoing instruction in all reading benchmarks and strands mandated by the state of Florida and Broward County. Student progress will be monitored and individual areas of weakness addressed with effective classroom and individualized instruction.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2012, 66% (260) of students in the lowest 25% demonstrated learning gains on the FCAT Reading Assessment.	By June 2013, 70% (273) of students in the lowest 25% will demonstrate learning gains on the FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of grade level reading comprehension skills	-Extended reading block -Differentiated instruction -Teacher modeling of comprehension, fluency, decoding -Daily implementation of effective reading strategies, including but not limited to, selective underlining and marginal note taking -Participation in individualized learning opportunities -Florida Achieves will allow teachers the opportunity to monitor individual student strengths and weaknesses and identify areas of concern -Weekly Reading Logs	Administration, Sieglinde Diggins (Reading/Literacy Coach), Sherwood Brooks (Reading Department Co-chairperson), Gisela McGugan (Reading Department Co-chairperson), All Department Chairpersons	-Student work samples -Classroom Walkthroughs (Frequency: Weekly, Focus: Instructional Focus Calendars and Higher-order Questions, Feedback: Monthly Meeting with Administrators, Plan of Action: Coaching and Modeling as necessary) -Effective scheduling -Teacher/student and Teacher/administrator data chats	-2012 FCAT, BAT II data comparison -FCAT -FAIR data comparison -Teacher-created Rubrics -Benchmark mini-assessments
2	Consistent reading strategies implemented across all content areas	-Consistent graphic organizers will be shared with all reading/content area teachers to create consistency across the grade level and school -Word walls will expose students to current vocabulary being presented in the classroom -Consistent instructional reading strategies, including but not limited to, selective underlining and marginal notes -Lesson study groups will meet weekly to share lessons and effective strategies	Administration, Sieglinde Diggins (Reading/Literacy Coach), Sherwood Brooks (Reading Department Co-chairperson), Gisela McGugan (Reading Department Co-chairperson), All Department Chairpersons	-Student work samples -Classroom Walkthroughs (Frequency: Weekly, Focus: Instructional Focus Calendars and Higher-order Questions, Feedback: Monthly Meeting with Administrators, Plan of Action: Coaching and Modeling as necessary)	-2012 FCAT, BAT II data comparison -FAIR data -FCAT -Teacher-created student assessment data -Teacher-created Rubrics

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In six years, Driftwood will reduce their achievement gap by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67	68	71	74	81	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Students within all AMO subgroups, including but not limited to ethnicity, will increase their proficiency level by 2% through effective classroom instruction and progress monitoring to ensure that the requirements established by Broward County and the state of Florida target AMO are achieved.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2012, students demonstrated proficiency on the 2012 FCAT Reading Assessment as follows: White: 61% (245) Black: 64% (197) Hispanic: 58% (388) Asian: 72% (43) American Indian: 45% (5)	By June 2013, students will demonstrate an increase in proficiency on the 2013 FCAT Reading Assessment as follows: White: 68% (275) Black: 70% (216) Hispanic: 65% (435) Asian: 77% (47) American Indian: 54% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading strategies and skills taught, modeled, and practiced in all content area classes	-Graphic organizers will be shared and used when teaching reading in the content areas to assist with comprehension of grade level material -Content area teachers trained on reading strategies, including but not limited to, marginal notes and selective underlining	Administration, Sieglinde Diggins (Reading/Literacy Coach), Sherwood Brooks (Reading Department Co-chairperson, Gisela McGugan (Reading Department Co-chairperson), Literacy Leadership Team	-Student work samples -Classroom Walkthroughs (Frequency: Weekly, Focus: Instructional Focus Calendars and Higher-order Questions, Feedback: Monthly Meeting with Administrators, Plan of Action: Coaching and Modeling as necessary)	-Mini-benchmark assessment data -FAIR data -Informal assessment data -Teacher-created Rubrics
2	Implementing differentiated instructional strategies in the reading classroom focusing on the needs of individual students	-Incorporate hands-on learning opportunities to assist with student focus and retention of grade level reading material -Projects/presentations and other informal assessment opportunities to allow all students the opportunity to express their overall understanding of concepts taught in the classroom -Lesson Study Groups meet weekly to share lessons and effective strategies	Administration, Sieglinde Diggins (Reading/Literacy Coach), Sherwood Brooks (Reading Department Co-chairperson, Gisela McGugan (Reading Department Co-chairperson), Literacy Leadership Team	-Classroom Walkthroughs (Frequency: Weekly, Focus: Instructional Focus Calendars and Higher-order Questions, Feedback: Monthly Meeting with Administrators, Plan of Action: Coaching and Modeling as necessary) -Student work samples	-2012 FCAT, BAT II data comparison -FAIR data -FCAT -Teacher-created Rubric -Formal and informal assessment data
	Students need to be exposed to more rigorous instruction and materials	-Utilize collaborative learning groups to increase independent learning -Infuse text complexity -High order questioning	Administration, Sieglinde Diggins (Reading/Literacy Coach), Sherwood Brooks (Reading Department Co-	-Classroom Walkthroughs (Frequency: Weekly, Focus: Instructional Focus Calendars and Higher-order Questions, Feedback: Monthly	-2012 FCAT, BAT II data comparison -FAIR data -FCAT -Teacher-created Rubric

3		- Scaffold and spiral lessons - Lesson Study groups meet weekly to develop and share lessons/effective strategies - Teacher modeling of the critical thinking process	chairperson, Gisela McGugan (Reading Department Co-chairperson), Literacy Leadership Team	Meeting with Administrators, Plan of Action: Coaching and Modeling as necessary) - Student work samples	- Formal and informal assessment data
4	Students need to become independent learners	- Utilize collaborative learning groups to increase independent learning - Infuse text complexity - High order questioning - Scaffold and spiral lessons - Lesson Study groups meet weekly to develop and share lessons/effective strategies - Teacher modeling of the critical thinking process	Administration, Sieglinde Diggins (Reading/Literacy Coach), Sherwood Brooks (Reading Department Co-chairperson, Gisela McGugan (Reading Department Co-chairperson), Literacy Leadership Team	- Classroom Walkthroughs (Frequency: Weekly, Focus: Instructional Focus Calendars and Higher-order Questions, Feedback: Monthly Meeting with Administrators, Plan of Action: Coaching and Modeling as necessary) - Student work samples	- 2012 FCAT, BAT II data comparison - FAIR data - FCAT - Teacher-created Rubric - Formal and informal assessment data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Students within all AMO subgroups, including but not limited to, English Language Learners, will receive effective classroom instruction and progress monitoring to ensure that the requirements established by Broward County and the state of Florida's target AMO are achieved.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2012, 20% (12) English Language Learners did demonstrated proficiency on the FCAT Reading Assessment.	By June 2013, 46% (28) English Language Learners will demonstrate proficiency on the FCAT Reading Assessment to meet the target AMO.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effective implementation of effective ESOL instructional strategies to enhance reading comprehension skills	- Lesson study groups will meet weekly to share effective lesson planning and remediation and enrichment opportunities - Training on ESOL Instructional Matrix will be provided and monitored by the ESOL Resource teacher - ESOL Resource teacher will be responsible for monitoring the progress of the ESOL students and assisting teachers with effectively implementing ESOL strategies in the classroom	Administration, Sieglinde Diggins (Reading/Literacy Coach), Karen Portales (ESOL Resource Teacher), All Department Chairpersons	- Classroom Walkthroughs (Frequency: Weekly, Focus: Proper implementation of ESOL strategies, Feedback: Monthly Meeting with Administrators, Plan of Action: Coaching and Modeling as necessary) - Lesson Plan Monitoring	- Mini-assessments - BAT II - FAIR data - FCAT - Student work samples
2	English Language Learners scheduled according to K-12 ESOL Program Plan regarding sheltering and clustering of students	- ESOL Resource Teacher will monitor and work with students in whole group, small group, and individually - Classroom teachers utilize ESOL Instructional Matrix in the classroom	Administration, Sieglinde Diggins (Reading/Literacy Coach), Karen Portales (ESOL Resource Teacher), All Department	- Lesson Plan Monitoring - Scheduling	- Mini-assessments - BAT II data - FCAT

		and through lesson planning	Chairpersons		
3	Testing accommodations must be provided throughout the school year	-Providing classroom teachers with translation dictionaries -Training on proper testing accommodations for ELL students	Administration, Sieglinde Diggins (Reading/Literacy Coach), Karen Portales (ESOL Resource Teacher), All Department Chairpersons	-Classroom Walkthroughs (Frequency: Weekly, Focus: Implementation of appropriate accommodations, Feedback: Monthly Meeting with Administrators, Plan of Action: Coaching and Modeling as necessary)	-Mini-assessments data -BAT II -FAIR data -FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students within all AMO subgroups, including but not limited to students with disabilities, will receive effective classroom instruction and progress monitoring to ensure that the requirements established by Broward County and the state of Florida's target AMO are achieved.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2012, 29% (51) of students with disabilities demonstrated proficiency on the FCAT Reading Assessment.	By June 2013, 42% (74) students with disabilities will demonstrate proficiency on the FCAT Reading Assessment to meet the target AMO.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effective implementation of designated accommodations to enhance reading comprehension skills	-Lesson study groups will meet weekly to discuss lesson planning and effective strategies/accommodations to correlate to overall lesson objective -Assistance/Training from ESE specialist and support facilitators will be ongoing with classroom teachers and staff to enhance student achievement	Administration, Sieglinde Diggins (Reading/Literacy Coach), Allison Axelrod (ESE Specialist), All Support Facilitators, All Department Chairpersons	-Classroom Walkthroughs (Frequency: Weekly, Focus: Instructional Focus Calendars and Higher-order Questions, proper use of designed accommodations, Feedback: Monthly Meeting with Administrators, Plan of Action: Coaching and Modeling as necessary) -Lesson plan monitoring	-2012 FCAT, BAT II data comparison -FAIR data -FCAT -Benchmark mini-assessments -Formal and informal teacher created assessments
2	Providing necessary support for both students and classroom teachers	-Lesson study groups will meet weekly to discuss lesson planning and effective strategies/accommodations to correlate to overall lesson objective -Availability of support facilitators, ESE Specialist, and Behavior Specialist in and out of the classroom will be ongoing to ensure that the learning environment is conducive to learning -Modeling will be provided to both students and teachers to enhance the learning process	Administration, Sieglinde Diggins (Reading/Literacy Coach), Allison Axelrod (ESE Specialist), All Support Facilitators, Gisela McGugan (Reading Department Chairperson), Sherwood Brooks (Reading Department Co-chairperson)	-Progress monitoring -Classroom Walkthroughs (Frequency: Weekly, Focus: Effective support strategies based on student learning needs Feedback: Monthly Meeting with Administrators, Plan of Action: Coaching and Modeling as necessary) -Student work samples	-2012 FCAT, BAT II data discussions -Review of student IEP -Teacher-created Rubric

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making	Students within all AMO subgroups, including but not limited
--	--

satisfactory progress in reading. Reading Goal #5E:	to economically disadvantaged students, will receive effective classroom instruction and progress monitoring to ensure that the requirements established by Broward County and the state of Florida's target AMO are achieved.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2012, 58% (636) of economically disadvantaged students demonstrated proficiency on the FCAT Reading Assessment.	By June 2013, 62% (680) economically disadvantaged students will demonstrate proficiency on the FCAT Reading Assessment to meet the target AMO.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited out of school resources such as technology and/or reading materials	-Monthly visits to school media center will be scheduled through the reading classroom -Daily access to technology within the school environment will be provided to students to enhance the understanding and retention of grade level material	Administration, Sieglinde Diggins (Reading/Literacy Coach), Yvette Katz (Media Specialist), Gisela McGugan (Reading Department Chairperson), Sherwood Brooks (Reading Department Co-chairperson)	-Weekly reading logs -Completion of research-based projects	-2012 FCAT, BAT II data comparison -FCAT -FAIR data comparisons
2	Improvement in parent involvement in the educational process	-Bi-monthly Parent Curriculum Nights to expose parents to academic initiatives and active parenting workshops	Administration, Robin Moreland (Guidance Director), Sieglinde Diggins (Reading/Literacy Coach), All Department Chairpersons	-Effective communication initiatives (ParentLink phone calls, flyers, school website) -Parent sign-in Sheets	-Parent surveys -Teacher feedback
3	Students who are narrowly reaching proficiency (Level 3) demonstrate a decline in reading performance	-Instructional focus calendars emphasizing individual student needs, addressed in all content areas -Reading stamina practice to build students' ability to remain focused during extended periods of time -Provide individualized instruction for remediation -Florida Achieves will be monitored by teachers to determine individual student strengths and weaknesses regarding benchmarks taught in the classroom	Administration, Sieglinde Diggins (Reading/Literacy Coach), Sherwood Brooks (Reading Department Co-chairperson), Gisela McGugan (Reading Department Co-chairperson)	-Reading stamina practice data report analysis -Weekly Classroom Walkthroughs (Frequency: Weekly, Focus: Instructional Focus Calendars, Feedback: Monthly Meeting with Administrators, Plan of Action: Coaching and Modeling as necessary) -Administration/Reading Coach/Teacher data discussion -Student work samples	-BAT II -FCAT -FAIR data -Mini-Benchmark assessments

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
IMPACT	6-8 Reading	-Reading/Literacy Coach	Reading Department	Beginning October 2012 and Ongoing through the end of the school year	-Reflections -Lesson Study -Classroom Walkthroughs -Monitoring of teacher lesson plans	-Administration -Reading/Literacy Coach -Reading Department Chairs
CIS Strategies	6-8 All Content Areas (except Math Department)	-Reading/Literacy Coach -Department Chairs	-All Grade Level Content Area Teachers (except Math Department)	Beginning August/September 2012 and Ongoing through the end of the school year	-Reflections -Lesson Study -Classroom Walkthroughs -Monitoring of teacher lesson plans	-Administration -Reading/Literacy Coach -All Department Chairs
Lesson Study Groups: Reading strategies with a focus on sharing effective teaching practices and lesson planning	6-8	-Reading Department Chairs	-Subject specific, all grades school-wide	Beginning August/September and Ongoing every Tuesday throughout the month	-Lesson Study Notes/Reflection Sheets -Lesson Study Classroom Walkthroughs -Monitoring of teacher lesson plans	-Administration -Reading/Literacy Coach -Reading Department Chairs
Common Core State Standards Introduction and Strategies	6-8 All Content Areas	-Reading/Literacy Coach -Department Chairs	-All Grade Level Content Area Teachers	Beginning October 2012 and Ongoing through the end of the school year	-Reflections -Lesson Study -Classroom Walkthroughs -Monitoring of teacher lesson plans	-Administration -Reading/Literacy Coach -All Department Chairs
Reading Strategies	6-8 All Content Area Teachers	-Reading/Literacy Coach -Reading Department Chairs	-All Grade Level Content Area Teachers	Beginning August/September 2012 and Ongoing through the end of the school year	-Reflections -Lesson Study -Classroom Walkthroughs -Monitoring of teacher lesson plans	-Administration -Reading/Literacy Coach -All Department Chairs

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Intensive/Enrichment Supplemental Materials	Jamestown, Class sets of novels	Title I	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase learning gains in reading	Compass Odyssey, FCAT Explorer, Florida Achieves!	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Effective Reading/Teaching Strategies: Common Core Introduction/Strategies	PLC/Training Materials	Title I	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		All students will receive ongoing, effective classroom instruction ensuring that all Listening, Speaking, Reading, and Writing benchmarks established by the state of Florida and Broward County are effectively taught in a timely manner within the classroom setting.			
2012 Current Percent of Students Proficient in listening/speaking:					
By June 2012, 17% (10) students showed proficiency on the listening/speaking section of the CELLA.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have a limited English language vocabulary	-Fluency drills weekly -Visions book series on a weekly basis to improve skills -Students will participate in read-aloud activities -Implementation of ESOL matrix/strategies in all classes -Provide alternate assessments that require ESOL students to use speaking and listening skills	Karen Portales, ESOL Coordinator	-Student work samples -Teacher lesson plans -Teacher assessments	-CELLA -IPT Test -Teacher formative assessments

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		All students will receive ongoing, effective classroom instruction ensuring that all Listening, Speaking, Reading, and Writing benchmarks established by the state of Florida and Broward County are effectively taught in a timely manner within the classroom setting.			
2012 Current Percent of Students Proficient in reading:					
By June 2012, 12% (7) of students showed proficiency on the reading section of the CELLA.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have limited English language vocabulary including	-Work on Tier 2 and 3 vocabulary strategies -Utilize graphic	-Karen Portales, ESOL Coordinator -Sieglinde Diggins,	-Student portfolios -Teacher lesson plans -Teacher assessments	-CELLA -IPT -BAT II

1	advanced prefixes and suffixes	organizers and visual representations of new vocabulary -Utilize native language dictionaries to assist with word translation and vocabulary development	Reading/Literacy Coach -All classroom teachers		-FCAT -Formal and informal teacher assessments
2	Students have difficulty with reading comprehension due to limited English language skills	-Implementation of ESOL strategies from the district approved ESOL matrix in all classes -Teachers will provide alternate assessments to verify reading comprehension	-Karen Portales, ESOL Coordinator -Sieglinde Diggins, Reading/Literacy Coach -All classroom teachers	-Student work samples -Monitor teacher lesson plans for evidence of ESOL strategies	-CELLA -IPT -BAT II -FCAT -Formal and informal teacher assessments

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

All students will receive ongoing, effective classroom instruction ensuring that all Listening, Speaking, Reading, and Writing benchmarks established by the state of Florida and Broward County are effectively taught in a timely manner within the classroom setting.

2012 Current Percent of Students Proficient in writing:

By June 2012, 12% (7) of students showed proficiency on the writing section of the CELLA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack basic English language grammar and convention skills.	-Reinforce grammar concepts -Writing process will be explicitly taught using proven strategies and curriculum -Utilize dictionaries to translate and identify correct vocabulary	Karen Portales, ESOL Coordinator Sieglinde Diggins, Reading/Literacy Coach Francine Wilcox, Language Arts Dept. Co-chairperson, Carla Reguero, Language Arts Dept. Co-Chairperson	-Student portfolios -Monitoring of teacher lesson plans -Classroom Walkthroughs	-CELLA -Writing BAT -Florida Writes! Assessment -Formal and informal teacher assessments
2	Students lack adequate support in expository and persuasive writing	-Reinforce grammar concepts -Writing process will be explicitly taught using proven strategies and curriculum -Teacher will model both expository and persuasive writing strategies/techniques -Students will receive extended learning opportunities	Karen Portales, ESOL Coordinator Sieglinde Diggins, Reading/Literacy Coach Francine Wilcox, Language Arts Dept. Co-chairperson, Carla Reguero, Language Arts Dept. Co-Chairperson	-Student portfolios -Monitoring of teacher lesson plans -Classroom Walkthroughs	-CELLA -Writing BAT -Florida Writes! Assessment -Formal and informal teacher assessments

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	All students will receive ongoing effective classroom instruction ensuring that the mathematical benchmarks and target AMO established by the state of Florida and Broward County are effectively taught in a timely manner within the classroom setting.
--	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
------------------------------------	-------------------------------------

By June 2012, 30% (451) of Driftwood Middle School students demonstrated proficiency on the FCAT Math Assessment.	By June 2013, 35% (527) of Driftwood Middle School students will demonstrate proficiency on the FCAT Math Assessment.
---	---

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in 8th grade are not demonstrating proficiency in geometry	-Mini-lessons and instructional focuses created to address geometry benchmarks -Professional Learning Communities collaboration focusing on geometry skills	Administration, Erika Goldberg (Math Department Co-chairperson), Michael Jones (Math Department Co-chairperson)	-Teacher observation and monthly meetings to discuss enhancements to the geometry curriculum and continue creating strategies to address identified needs -Monitoring frequency of correct student responses through the use of class work and mini-assessments -Modification to instructional focus calendars based on identified needs in assessments	-Weekly formal and informal assessments -Common assessment data -2012 FCAT, BAT II data comparisons *All data is evaluated and used to determine the understanding and retention of assessed math standards. Students not demonstrating proficiency are provided with remediation opportunities and the teacher creates mini-lessons to readdress the standard.
2	Students lacking necessary math skills from previous school years	-Spiraling mini-lessons addressing previous year's math curriculum -PLC collaboration on spiraling initiative -Math parent night to disseminate information regarding math instruction	Administration, Erika Goldberg (Math Department Co-chairperson), Michael Jones (Math Department Co-chairperson)	-Weekly teacher observation by leadership to determine how math teachers are addressing the lack of math skills from previous school years and collection of data through student classwork to determine if skills are being taught and retained -Monitoring frequency of correct responses through the use of class work, homework, and assessments -Modification to instructional focus calendars based on identified needs in assessments	-Weekly formal and informal assessments -Common assessment data -2012 FCAT, BAT II data comparisons -All data is evaluated and used to determine the understanding and retention of assessed math standards. Students not demonstrating proficiency are provided with remediation opportunities and the teacher creates mini-lessons to readdress the standard.
	Understanding and implementation of the Common Core State	-Ensure teachers are properly trained on Common Core State	Administration, Erika Goldberg (Math Department	-Classroom Walkthroughs conducted weekly to observe the	-Classroom Walkthrough Feedback (Monthly

3	Standards and establishing rigor in all lessons	Standards through professional learning communities	Co-chairperson), Michael Jones (Math Department Co-chairperson) Sieglinde Diggins (Reading/Literacy Coach)	implementation of the Common Core Standards -Progress Monitoring through student samples	meetings with administration to review implementation of standards) Administrator/Teacher Strategic Planning Sessions
---	---	---	--	--	---

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	All students will receive ongoing effective classroom instruction ensuring that all mathematics benchmarks established by the state of Florida and Broward County are effectively taught for mastery in a timely manner and target AMO are met.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2012, 21% (4) of students at Driftwood Middle School demonstrated proficiency at Levels 4, 5, 6 on the Florida Alternate Assessment.	By June 2013, 31% (6) of students at Driftwood Middle School will demonstrate proficiency at Levels 4, 5, 6 on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of basic skills as building blocks for comprehension of level material	-Use manipulatives and hands on learning opportunities -Conduct mini-lessons and mini-assessments to determine areas of weakness and provide individualized remediation	Administration, Kim Punzi (ESE Teacher), Julio Caracciolo (ESE Teacher), Alyson Axelrod (ESE Specialist), All grade level ESE Support Facilitators	-Student work samples -Classroom Walkthroughs -Review of lesson plans	-Mini-assessments -Informal and/or alternate assessments -Florida Alternate Assessment -Analyze mastery of IEP goals/targets

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	Students obtaining levels 4 and 5 on the FCAT Math Assessment will receive ongoing instruction emphasizing enrichment activities to reinforce high-achieving students' knowledge base.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2012, 29% (445) students at Driftwood Middle School received a level 4 or 5 on the FCAT Math Assessment	By June 2013, 33% (497) of students at Driftwood Middle School will receive a level 4 or 5 on the FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Creating and providing effective and engaging enrichment learning opportunities	-Utilize county math curriculum -Emphasize the use of technology within the creation of lesson planning -PLC collaboration and lesson study groups focusing on enrichment opportunities	Administration, Erika Goldberg (Math Department Co-chairperson), Michael Jones (Math Department Co-chairperson)	-Math Lesson Study Group Discussion and Evaluation -Professional Development Opportunities -Classroom Walkthroughs to acquire and provide teachers with feedback to enhance and modify	-Informal and Formal Assessments -Common Assessments

1				the delivery of enrichment opportunities both in and outside of the classroom -Monthly data chats to review overall impact of enrichment opportunities on student performance -Modification to instructional focus calendars based on identified needs in assessments	
2	Providing math challenges and competition that stimulate thinking and high-order questioning	-Participation in school and district-wide math competitions -Offering a school math club	Administration, Erika Goldberg (Math Department Co-chairperson), Michael Jones (Math Department Co-chairperson)	-Progress monitoring of an increase in enrollment in math-related competitions -Participation in math related extra-curricular activities -Accuracy in math--related competition responses	- Informal and Formal Assessments - Common assessment data
3	Differentiate instruction to challenge advanced students using adopted textbook materials	-PLC and trainings across each grade level focusing on differentiated instruction	Administration, Erika Goldberg (Math Department Co-chairperson), Michael Jones (Math Department Co-chairperson)	-Classroom Walkthroughs to acquire and provide teachers with feedback to enhance and modify the delivery of differentiated instructional opportunities both in and outside of the classroom -Lesson plan monitoring to determine if differentiated instructional opportunities are being offered to students and how those opportunities are enhancing the delivery of instruction in the classroom setting -Monthly data chats to review overall impact of enrichment/differentiated opportunities on student performance -Modification to instructional focus calendars based on identified needs in assessments	- Common assessment data - BAT II - FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	All students will receive ongoing effective classroom instruction ensuring that all mathematics benchmarks established by the state of Florida and Broward County are effectively taught for mastery in a timely manner and target AMO are met.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2012, 10% (2) of students at Driftwood Middle School demonstrated proficiency at or above Level 7 on the Florida Alternate Assessment.	By June 2012, 20% (4) of students at Driftwood Middle School demonstrated proficiency at or above Level 7 on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
--	--	--	-----------	-----------------	--

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of basic skills as building blocks for comprehension of level material	-Use manipulatives and hands on learning opportunities -Conduct mini-lessons and mini-assessments to determine areas of weakness and provide individualized remediation	Administration, Kim Punzi (ESE Teacher), Julio Caracciolo (ESE Teacher), Alyson Axelrod (ESE Specialist), All grade level ESE Support Facilitators	-Student work samples -Classroom Walkthroughs -Review of lesson plans	-Mini-assessments -Informal and/or alternate assessments -Florida Alternate Assessment -Analyze mastery of IEP goals/targets

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Driftwood Middle School will require teachers to monitor and evaluate individual student learning needs and identify effective methods of instruction to increase student learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2012, 63% (938) of Driftwood Middle School students demonstrated learning gains on the FCAT Math Assessment.	By June 2013, 68% (1033) of students at Driftwood Middle School will demonstrate learning gains on the FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's lack of vocabulary comprehension strategies to identify key words in mathematical word problems	- Implementation of vocabulary building strategies within the classroom such as selective underlining and identifying words in context - Word Walls providing words to assist with the comprehension of math word problems and daily review of key math concepts through discussion and usage	Administration, Erika Goldberg (Math Department Co-chairperson), Michael Jones (Math Department Co-chairperson)	- Student Work Samples - Mini-benchmark assessments incorporating word problems - Modification to instructional focus calendars to include all and any vocabulary terms requiring remediation	- Administration/Teacher data discussions - Comparison of 2012 FCAT and BAT II data - Common assessment data
2	Lack of basic skills in order to build on mathematical knowledge	- Daily mini-lessons incorporating current and previous taught math concepts - PLC collaboration focusing on addressing prior knowledge as it pertains to grade level material	Administration, Erika Goldberg (Math Department Co-chairperson), Michael Jones (Math Department Co-chairperson)	- Progress monitoring of common assessments and the reassessment of skills requiring remediation - Classroom Walkthroughs to observe the use of daily warm-ups focusing on the building of previous mathematical skills	- Administration/Teacher data discussions - Common assessment data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	All students will receive ongoing effective classroom instruction ensuring that all mathematics benchmarks established by the state of Florida and Broward County are effectively taught for mastery in a timely manner and target AMO are met.
2012 Current Level of Performance:	2013 Expected Level of Performance:

By June 2012, 32% (5) of students at Driftwood Middle School made learning gains on the Florida Alternate Assessment.			By June 2013, 42% (7) of students at Driftwood Middle School made learning gains on the Florida Alternate Assessment.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of basic skills as building blocks for comprehension of level material	-Use manipulatives and hands on learning opportunities -Conduct mini-lessons and mini-assessments to determine areas of weakness and provide individualized remediation	Administration, Kim Punzi (ESE Teacher), Julio Caracciolo (ESE Teacher), Alyson Axelrod (ESE Specialist), All grade level ESE Support Facilitators	-Student work samples -Classroom Walkthroughs -Review of lesson plans	-Mini-assessments -Informal and/or alternate assessments -Florida Alternate Assessment -Analyze mastery of IEP goals/targets

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students will receive ongoing instruction in all math benchmarks mandated by the state of Florida and Broward County. Student progress will be monitored and individual areas of weakness addressed with effective classroom and individualized instruction.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2012, 51% (195) students in the lowest 25% demonstrated learning gains on the FCAT Math Assessment.	By June 2013, 55% (211) of students in the lowest 25% will demonstrate learning gains on the FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of basic math skills as building blocks for comprehension of grade level material	-Use of manipulatives and hands-on learning opportunities -Daily mini-lessons of basic math skills -Remediation of identified areas of weakness through individualized learning opportunities -PLC collaboration focusing on the creation and implementation of remedial math skills	Administration, Erika Goldberg (Math Department Co-chairperson), Michael Jones (Math Department Co-chairperson)	-Implement weekly formal and informal assessments -Common assessments -Modification to instructional focus calendars based on identified needs in assessments	-Comparison of assessment data on common assessments, BAT II, and FCAT -Progress Monitoring
2	Limited integration of technology to enhance overall student engagement	-Lesson study groups share implementation of technology in math lessons -Provide teacher training on various technology-based programs to enhance math instruction such as Florida Achieves	Administration, Erika Goldberg (Math Department Co-chairperson), Michael Jones (Math Department Co-chairperson)	-Classroom Walkthroughs to observe the use of technology within the classroom setting	-Progress Monitoring through administrative observations to determine whether or not technology is being incorporated in math lessons

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

Middle School Mathematics Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

In six years, Driftwood will reduce their achievement gap by 50%.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60%	68%	72%	75%	78%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.

Students within all AMO subgroups, including but not limited to students of varying ethnicity, will receive effective classroom instruction and progress monitoring to ensure that the requirements established by Broward County and the state of Florida are achieved.

Mathematics Goal #5B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

By June 2012, 62% (258) of White students, 57% (179) of Black students, 58% (397) of Hispanic students, 74% (45) of Asian students, and 33% (4) American Indian students demonstrated proficiency on the FCAT Math Assessment.

By June 2013, 70% (287) White students, 68% (210) Black students, 67% (451) Hispanic students, 84% (51) of Asian students, and 32% (3) of American Indian students will demonstrate proficiency on the FCAT Math Assessment

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of basic skills in order to build on mathematical knowledge	-Daily mini-lessons incorporating current and previous taught math concepts -PLC collaboration focusing on the remediation of math skills	Administration, Erika Goldberg (Math Department Co-chairperson), Michael Jones (Math Department Co-chairperson)	-Classroom Walkthroughs are used to ensure that mini-lessons and warm-up activities are present in the classroom reinforcing math skills from prior school years - Administration/Teacher data discussions observing each student's knowledge of prior math skills - Informal and Formal Assessments -Modification to instructional focus calendars based on identified needs for remediation through the use of formal and informal assessments	- Informal and Formal Assessments - Common assessments - Assessment data comparison
2	Implementation of differentiated instructional opportunities to meet the needs of all students	-Lesson study groups -Project-based learning opportunities -Designated parent curriculum night	Administration, Erika Goldberg (Math Department Co-chairperson), Michael Jones (Math Department Co-chairperson)	-Student work samples showcasing various types of learners - Classroom Walkthroughs to monitor the variation of instructional strategies meeting the needs of all learners in the classroom setting -Modification to instructional focus calendars and the delivery of instruction based on observable needs through the use of assessments and class work	-2012 FCAT, BAT II data comparison -FCAT - Common assessment data - Accurate responses to high-order questioning

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Students within all AMO subgroups, including but not limited to English Language Learners, will receive effective classroom instruction and progress monitoring to ensure that the requirements established by Broward County and the state of Florida are achieved.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2012, 40% (18) English Language Learners demonstrated proficiency on the FCAT Math Assessment.	By June 2013, 49% (30) English Language Learners will demonstrate proficiency on the FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effective implementation of effective ESOL instructional strategies to enhance math skills	-Lesson study groups focusing on effective strategies to utilize with ELL students -Training on ESOL Instructional Matrix	Administration, Karen Portales (ESOL Resource Teacher), Erika Goldberg (Math Department Co-chairperson), Michael Jones (Math Department Co-chairperson)	-Classroom Walkthroughs to ensure that teachers are utilizing strategies to assist with the understanding and retention of math concepts among ESOL learners -Lesson Plan Monitoring to ensure ESOL strategies are being included in the planning process -Monitoring of assessment data to determine if modification to strategies are necessary to meet the needs of the students	-Progress Monitoring of the implementation of ESOL strategies in the classroom setting -Common Assessments -Formal and Informal Assessments
2	Testing accommodations must be provided throughout the school year	-PLC collaboration focusing on the effective implementation of accommodations for ELL students	Administration, Karen Portales (ESOL Resource Teacher), Erika Goldberg (Math Department Co-chairperson), Michael Jones (Math Department Co-chairperson)	-Classroom Walkthroughs to ensure that students are being provided with designated accommodations during testing -Lesson Plan Monitoring to ensure that accommodations are planned and present during the implementation of an assessment	-Progress Monitoring of student assessment data to determine if designated accommodations are meeting the needs of the student

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Students within all AMO subgroups, including but not limited to students with disabilities, will receive effective classroom instruction and progress monitoring to ensure that the requirements established by Broward County and the state of Florida are achieved.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2012, 33% (59) of students with disabilities demonstrated proficiency on the FCAT Math Assessment.	By June 2013, 40% (72) students with disabilities will demonstrate proficiency on the FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effective implementation of designated accommodations to enhance necessary math skills	-Lesson study group focusing on the effective implementation of required accommodations -Assistance/Training from ESE specialist and support facilitators	Administration, Erika Goldberg (Math Department Co-chairperson), Michael Jones (Math Department Co-chairperson), Allison Axelrod (ESE Specialist), All grade level ESE Support Facilitators All Department Chairpersons	-Classroom Walkthroughs to determine if the designated accommodations are being implemented with fidelity and if students receiving accommodations are demonstrating proficiency in assessed areas -Lesson plan monitoring to ensure designated accommodations are being provided -Providing students with remediation activities as deemed necessary through assessment data	-2012 FCAT, BAT II data comparison -FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Students within all AMO subgroups, including but not limited to economically disadvantaged students, will receive effective classroom instruction and progress monitoring to ensure that the requirements established by Broward County and the state of Florida are achieved.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2012, 56% (618) of economically disadvantaged students demonstrated proficiency on the FCAT Math Assessment.	By June 2013, 66% (729) economically disadvantaged students will demonstrate proficiency on the FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources such as technology and math manipulatives outside of the school environment	-Daily access to computer lab -Student created manipulatives -Class set of calculators and other technology-based resources for classroom use	Administration, Erika Goldberg (Math Department Chairperson), Michael Jones (Math Department Co-chairperson)	-Classroom Walkthroughs to ensure technology and math manipulatives are being provided to students in the classroom setting -Data comparisons to determine if the use of technology and manipulatives impact student achievement	-2012 FCAT, BAT II data comparison -FCAT -Common assessment data -Informal and Formal Assessments

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Students taking High School Level Algebra I Honors will receive effective classroom instruction and progress monitoring to ensure that the requirements established by Broward County and the state of Florida are achieved.
--	--

2012 Current Level of Performance:			2013 Expected Level of Performance:		
By June 2012, 22% (10) of students demonstrated proficiency of Level 3 on the Algebra EOC.			By June 2012, 24% (12) students will demonstrate proficiency of Level 3 on the Algebra EOC.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of basic Algebra skills	-Review and spiral lessons when necessary during daily lessons -Conduct mini-lessons (Warm-Ups or Wrap-Ups) geared toward review and EOC practice -Exposure to Khan Academy lessons and exercises to practice concepts that should have been mastered	-Administration -Michael Jones (Math Dept. Co-chairperson) -Erika Goldberg (Math Dept. Co-chairperson) -Classroom Teachers	-Classroom Walkthroughs -Teacher/Student and Teacher Administration Data Chats -Monitor lesson plans	-Common Assessments -Mini-Benchmark Assessments -EOC -Informal and formal assessments -Student work samples

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Students taking High School Level Algebra I Honors will receive effective classroom instruction and progress monitoring to ensure that the requirements established by Broward County and the state of Florida are achieved.
--	--

2012 Current Level of Performance:			2013 Expected Level of Performance:		
By June 2012, 77% (35) of students demonstrated proficiency at or above Level 4 on the Algebra EOC.			In June 2013, 79% (37) of students will demonstrate proficiency at or above Level 4 on the Algebra EOC.		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to difficult test item and complex questions	-Increased used of test item specs in the development lessons and assessments -Utilize Spiraling assignments that provide a review of prior grade skills to ensure retention and mastery	Administration Erika Goldberg (Math Dept. Co-chairperson) Michael Jones (Math Dept. Co-chairperson) All Math teachers	-Data collection and teacher/student, teacher/administration data chats -Analyze assessment data to monitor progress -Classroom Walkthroughs -Review of Lesson Plans	-BAT II -EOC -Formal and informal assessments -Mini-Benchmark Assessments -Student work samples

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:		Students taking High School Level Geometry will receive effective classroom instruction and progress monitoring to ensure that the requirements established by Broward County and the state of Florida are achieved.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
By June 2012, 0% (0) students performed at a Level 3 on the Geometry EOC. (All students performed at or above a Level 4.)		By June 2013, 100% (32) of students will demonstrate proficiency at or above a Level 3 on the Geometry EOC.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of basic Algebra skills to apply in Geometry.	-Review and spiral lessons when necessary during daily lessons -Conduct mini-lessons (Warm-Ups or Wrap-Ups) geared toward review and EOC practice -Exposure to Khan Academy lessons and exercises to practice concepts that should have been mastered	-Administration -Michael Jones (Math Dept. Co-chairperson) -Erika Goldberg (Math Dept. Co-chairperson) -Classroom Teachers	-Classroom Walkthroughs -Teacher/Student and Teacher Administration Data Chats -Monitor lesson plans	-Common Assessments -Mini-Benchmark Assessments -EOC -Informal and formal assessments -Student work samples

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:		Students taking High School Level Geometry will receive effective classroom instruction and progress monitoring to ensure that the requirements established by Broward County and the state of Florida are achieved.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
By June 2012, 100% (31) of students demonstrated proficiency at or above a Level 4 on the Geometry EOC.		By June 2013, 100% (34) of students will demonstrate proficiency at or above a Level 4 on the Geometry EOC.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Integration of technology to enhance overall student engagement and enrichment	-PLC and Lesson Study groups to share implementation of technology in math lessons -Teacher training on various technology-based programs to enhance math instruction	-Administration -Erika Goldberg (Math Dept. Co-chairperson) -Michael Jones (Math Dept. Co-chairperson) -All Math teachers	-Classroom Walkthroughs -Monitoring of lesson plans to identify use of technology in activities	-BAT II -EOC -Informal and formal assessments -Teacher reports/feedback

End of Geometry EOC Goals

or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction Refresher/Trainin Follow up	All grade levels	Talent Development Dept. and Math Dept. Co-chairpersons	Math Teachers	Beginning September 2012, ongoing throughout the year	-Classroom Walkthroughs -Administrative Informal and formal observations	-Administration -Erika Goldberg (Math Dept. Co-chairperson) -Michael Jones (Math Dept. Co-Chairperson)
Common Core State Standards	All grade levels	Sieglinde Diggins (Reading/Literacy Coach) Erika Goldberg (Math Dept. Co-chairperson) Michael Jones (Math Dept. Co-chairperson)	School-wide	Beginning September 2012, ongoing throughout the year	-Classroom Walkthroughs -Monitor lesson plans -Student work samples	-Administration -Erika Goldberg (Math Dept. Co-chairperson) -Michael Jones (Math Dept. Co-chairperson) -Sieglinde Diggins (Reading/Literacy Caoch)
Lesson Study Groups	All grade levels	-Administration -Math Dept. Co-charipersons	Subject specific school-wide	Beginning every Tuesday in September 2012, ongoing throughout the school year	-Classroom Walkthroughs -Teacher feedback -Lesson Study Notes/Reflection Sheets	-Administration -Erika Goldberg (Math Dept. Co-Chairperson) -Michael Jones (Math Dept. Co-chairperson)
Khan Academy Training	All grade levels	Rayner Garranchan, AP/Visiting PD Facilitator Gwen Lampkin, Curriculum and 7th Grade Administrator	Math Teachers	October 2012, follow-up ongoing	-Monitor lesson plans -Teacher, student, parent feedback	-Administration -Erika Goldberg (Math Dept. Co-Chairperson) -Michael Jones (Math Dept. Co-chairperson)

Mathematics Budget:

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

End of Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	All students, including 8th graders, will receive ongoing instruction in Science related concepts, including but not limited to, Physical and Chemical Sciences, Life and Environment Science, Earth and Space Science, and Scientific Thinking, in preparation for the 2013 FCAT Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2012, 36% (176) of 8th grade students at Driftwood Middle School demonstrated proficiency on the FCAT Science Assessment.	By June 2013, 39% (190) of students at Driftwood Middle School will demonstrate proficiency on the FCAT Science Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students making connections between scientific concepts taught in the classroom and real world situations.	-Participation in projects, including but not limited to research opportunities, that foster real world science connections - Inquiry-based learning opportunities, including but not limited to labs, that are aligned with designated science benchmarks Lesson Study to facilitate sharing of effective instructional delivery strategies and engaging activities.	Administration, Debbie Stasiw Carmello Moussignac (Science Department Co-chairperson)	-Bi-weekly department meetings to discuss benchmark data and realign instructional focus calendar as needed -Progress Monitoring of student work samples, including but not limited to, student lab reports -Monthly Teacher/Administration/ Curriculum Coach Data Chats	-Lab Journals -District Mini-benchmark Tests
2	Lack of student comprehension of science concepts and vocabulary required for Science FCAT proficiency	-Participation in weekly FCAT related vocabulary improvement strategies, ensuring all teachers are reading teachers -use of in context labs, activities, and journals -Daily mini-lessons focusing FCAT Science vocabulary -Classroom word walls demonstrating important science terms and concepts	Administration, Debbie Stasiw (Science Department Chairperson), Carmello Moussignac (Science Department Co-chairperson)	-Progress Monitoring of student work samples, including but not limited to, student lab reports -Administration monitors the use of word walls during active teaching and proper implementation of mini-lessons to identify student strengths and weaknesses	-Bi-weekly benchmark assessment data -Accurate implementation of science vocabulary in student work samples -Classroom Walkthroughs -Lesson Plans
3	Student lack of background knowledge in previous science material	-Participation in projects and research opportunities that enhance understanding of science in the world -Labs and activities -Daily mini-lessons reviewing concepts from both 6th and 7th grade Science curriculum	Administration, Debbie Stasiw (Science Department Chairperson), Carmello Moussignac (Science Department Co-chairperson)	-Monthly Teacher/Administration/ Curriculum Coach Data Chats	-Bi-weekly benchmark assessment data -Student work samples -Classroom Walkthroughs

4	Students with low reading comprehension levels	-Provide CRISS and other proven reading strategies during instructional delivery -Use of graphic organizers and note-taking strategies -Differentiated instruction to meet the needs of all students	Administration, Debbie Stasiw (Science Dept. Co-chairperson), Carmello Moussignac (Science Dept Co-chairperson), Sieglinde Diggins (Reading/Literacy Coach)	-Classroom Walkthroughs -Monitoring of lesson plans - Administrator/Teacher/Literacy Coach follow-up meetings	-Student work samples -Formal and informal assessments
---	--	--	---	---	---

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	All students will receive ongoing effective classroom instruction ensuring that all reading benchmarks established by the state of Florida and Broward County are effectively taught for mastery in a timely manner and target AMO are met.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2012, 0% (0) students demonstrated proficiency at Levels 4, 5, and 6 on the Florida Alternate Assessment.	By June 2013, 10% (2) will demonstrate proficiency at Levels 4, 5, and 6 on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty recognizing/understanding the concept physical changes in the environment.	-Provide hands-on, real-word labs and or learning experiences	-Administration -Kim Punzi (ESE Teacher) -Julio Carracciolo (ESE Teacher)- Alyson -Axelrod (ESE Specialist) -All grade level ESE Support Facilitators	-Classroom Walkthroughs -Monitoring of lesson plans to identify lab opportunities	-Student work samples -Florida Alternate Assessment -Teacher created formal, informal, and/or alternate assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students obtaining Levels 4 and 5 on the FCAT Science Assessment will receive ongoing instruction emphasizing enrichment activities to reinforce high-achieving students' knowledge base and skills.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2012, 16% (81) of students at Driftwood Middle School received a level 4 or 5 on the FCAT Science Assessment.	By June 2013, 19% (88) of Driftwood Middle School students will receive a level 4 or 5 on the FCAT Science Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students lack of problem solving skills as it pertains to science concepts	-Implement weekly lessons and labs that require problem solving skills -Participation in	Administration, Debbie Stasiw (Science Department Chairperson),	-Accurate completion of lab reports demonstrating problem solving skills	-Lab report rubric

1		research-based projects and learning opportunities	Carmello Moussignac (Science Department Co-chairperson) All Science Teachers		
2	Limited structured and enrichment opportunities to apply scientific knowledge to real world situations	-Participate in community-based competitions -Participate in school and county Science Fair -Integration of mathematical concepts through mini-lessons and teacher-created assignments as they pertain to enriching science activities	Debbie Stasiw (Science Department Chairperson), Carmello Moussignac (Science Department Co-chairperson), All Science Teachers	-Scoring and evaluation of overall quality and effectiveness of student projects and work samples	-Science project rubric(s) -Number of participants in county-related Science competitions and events
3	Lack of opportunities for teachers to share enrichment activities that are both challenging and present high-order thinking opportunities	-Weekly participation in lesson study groups to share best practices	Debbie Stasiw (Science Department Chairperson), Carmello Moussignac (Science Department Co-chairperson) All Science Teachers	-Progress Monitoring -Overall effectiveness of lesson plans	-Meeting notes and discussion log from lesson study group meetings -Classroom Walkthrough

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	All students will receive ongoing effective classroom instruction ensuring that all reading benchmarks established by the state of Florida and Broward County are effectively taught for mastery in a timely manner and target AMO are met.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 16% (1) of students at Driftwood Middle demonstrated proficiency at or above Level 7 on the Florida Alternate Assessment.	By June 2013, 18% (2) of students at Driftwood Middle will demonstrate proficiency at or above Level 7 on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty recognizing/understanding the concept of physical changes in the environment.	-Provide hands-on, real-word labs and or learning experiences	-Administration -Kim Punzi (ESE Teacher) -Julio Carracciolo (ESE Teacher)- Alyson -Axelrod (ESE Specialist) -All grade level ESE Support Facilitators	-Administration -Kim Punzi (ESE Teacher) -Julio Carracciolo (ESE Teacher)- Alyson -Axelrod (ESE Specialist) -All grade level ESE Support Facilitators	-Student work samples -Florida Alternate Assessment -Teacher created formal, informal, and/or alternate assessments

(PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Best Practices: Innovative and Differentiated Instructional Strategies in the Science Classroom Follow-up sessions	All Grade Levels/Science	-Debbie Stasiw (Science Dept. Co-chairperson) -Carmello Moussignac (Science Dept. Co-chairperson)	6-8 Science Teachers	Monthly meetings beginning Sept. 2012, ongoing throughout the school year	-Classroom Walkthroughs -Bi-weekly discussions with teacher/dept. chairpersons	-Administration -Science Dept. Chairpersons
Lesson Study	All Grade Levels/Science	-Debbie Stasiw (Science Dept. Co-chairperson) -Carmello Moussignac (Science Dept. Co-chairperson)	Subject specific, all grades, school-wide	Beginning Sept. 2012, ongoing meetings every Tuesday throughout the school year	-Classroom Walkthroughs -Monitoring lesson plans -Lesson Study Notes/Reflection Sheet	-Administration -Science Dept. Chairpersons
Common Core State Standards	All Grades/Science	-Sieglinde Diggins (Reading/Literacy Coach) -Debbie Stasiw (Science Dept. Co-chairperson) -Carmello Moussignac (Science Dept. Co-chairperson)	School-wide	Beginning September 2012, ongoing throughout the year	-Classroom Walkthroughs -Monitor lesson plans -Student work samples	-Administration -Science Dept. Chairpersons -Reading/Literacy Coach

Science Budget:

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

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	All students, including 8th graders, will receive ongoing instruction in both expository and persuasive writing in preparation for the 2013 FCAT Writes Assessment. School-wide teachers will emphasize a 4.0 and above as demonstrating proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2012, 92% (458) of students achieved adequate yearly progress in writing obtaining a 4.0 or above on the FCAT Writes Assessment.	By June 2012, 95% (472) of students will achieve adequate yearly progress on the FCAT writes Assessment obtaining a 4.0 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge in creating nonfiction writing instructional opportunities across the grade levels and content areas	-Consistent writing opportunities in the content areas that require the use of text-based factual information demonstrating the importance of making connections when writing -Ensuring all teachers are writing teachers	Administration, All Department Chairpersons	-Progress monitoring of nonfiction writing samples to evaluate the students' use of concrete and factual information in an effort to enhance focus and support in a writing sample -Student Work Samples	-End of the marking period student writing portfolio check and determination of the development of background knowledge and nonfiction writing skills through the completion of various writing samples
2	Students entering the 8th grade demonstrating a lack understanding in the effective implementation of focus, organization, support, and conventions in a writing sample	-Reteaching and revisions will be focused on in the classroom -Peer and teacher conferencing will be used as a method to address individual student needs -Use of the acronym S.C.O.P.E. to foster elaboration within student writing samples	Administration, Francine Wilcox (Language Arts Department Chairperson), Carla Reguero (Language Arts Department Co-chairperson)	-Student work samples demonstrating improvement in focus, organization, support, and conventions -Progression of writing samples in student portfolio	-End of the marking period student writing portfolio check -Comparison of diagnostic writing data and various samples over the course of the school year
3	Students inability to plan and draft an essay demonstrating proficiency in the mandated 45 minutes	-Frequent timed writing opportunities	Administration, Francine Wilcox (Language Arts Department Chairperson), Carla Reguero (Language Arts Department Co-chairperson)	-Student work samples are monitored to demonstrate progress in completing a proficient essay in 45 minutes -Student Writing Portfolios	-End of the Marking Period Portfolio Check -Comparison of diagnostic writing data and 45-minute practice assessments over the course of the school year
4	Students lack of organization and development of strong support within a writing sample	-School-wide planning strategy to ensure consistency in the planning and development of support, focus and organization within a writing sample -Extensive writing across the curriculum where students produce nonfiction writing samples based on their use of text-based and factual information to support a particular topic	Francine Wilcox (Language Arts Department Chairperson), Carla Reguero (Language Arts Department Co-chairperson)	-Monitoring of student planning and writing samples demonstrating improvement in the ability to plan and organize thoughts including support to meet proficiency -Student Writing Portfolios	-End of the Marking Period Portfolio Check demonstrating enhancements to the overall support present within a writing sample -Comparison of diagnostic writing data and 45-minute practice assessments over the course of the school year

5	Lack of consistency with FCAT terminology across all content areas and grade levels	-Providing all teachers with training and information regarding FCAT terminology	Sieglinde Diggins (Reading/Literacy Coach)	-Classroom Walkthroughs (Frequency: Weekly, Focus: Use of consistent terminology Feedback: Monthly Meeting with Administrators, Plan of Action: Coaching and Modeling as necessary)	-Progress Monitoring by administrators to observe classroom teachers presentation of writing concepts using consistent vocabulary
6	Lack of grammar skills in a writing sample	-Students will complete daily warm-up activities at the beginning of class that review and/or enhance grammar or writing skills in which they are currently working	Administration, Francine Wilcox (Language Arts Department Chairperson), Carla Reguero (Language Arts Department Co-chairperson)	-Classroom Walkthroughs (Frequency: Weekly, Focus: Grammar activities as warm-ups Feedback: Monthly Meeting with Administrators, Plan of Action: Coaching and Modeling as necessary) - Student Writing Samples	-End of the Marking Period Portfolio Check -Evaluation of Student Writing Samples Focusing on Grammar Usage -Monitoring and student ability to accurately complete warm-up activities based on grammar deficiencies present in a writing sample

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	All students, including 8th graders, will receive ongoing instruction in both expository and persuasive writing, and conventions, in preparation for the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2012, 16% (1) of students demonstrated proficiency on the Florida Alternate Assessment Writing section.	By June 2013, 40% (2) of students will demonstrate proficiency on the Florida Alternate Assessment Writing section.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty drafting complete sentences and/or identifying conventions	-Provide students with opportunities to see, hear, speak, and write sentences using pictorals and sentence strips -Teacher modeling	Administration Kim Punzi (ESE Teacher), Julio Caracciolo (ESE Teacher), Alyson Axelrod (ESE Specialist), All grade level ESE Support Facilitators	-Classroom Walkthroughs -Monitoring lesson plans	-Student work samples -Student progress reports -Review of IEP for mastery of goals/targets.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

				Target Dates	
--	--	--	--	--------------	--

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	All Grade Levels/Science	Francine Wilcox (Language Arts Dept. Co-chairperson) Carla Reguero (Language Arts Dept. Co-chairperson)	Subject specific, all grades, school-wide	Beginning Sept. 2012, ongoing meetings every Tuesday throughout the school year	-Classroom Walkthroughs -Monitoring lesson plans -Lesson Study Notes/Reflection Sheet	Administration Francine Wilcox (Language Arts Dept. Co-chairperson) Carla Reguero (Language Arts Dept. Co-Chairperson)
Consistent Writing Curriculum	All Grade Levels/Language Arts	Andrea Sanholtz (Trainer) Francine Wilcox (Language Arts Dept. Co-chairperson)	All Grade Levels/Language Arts	Weekly meetings beginning August 2012	-Student Writing Portfolios -Teacher Data Meetings -Classroom Walkthroughs -Progress Monitoring	Administration Francine Wilcox (Language Arts Dept. Co-chairperson) Carla Reguero (Language Arts Dept. Co-Chairperson) Sieglinde Diggins (Reading/Literacy Coach)
Nonfiction Writing in the Content Area	Social Studies, Science, and Reading/All Grade Levels	Sieglinde Diggins (Reading/Literacy Coach)	All Grade Levels/Social Studies, Science, Reading	Beginning Sept. 2012 and monthly throughout the school year	-Monitoring of student writing portfolios -Instructional Focus Calendars determining high-order writing topics based on each content area curriculum	Administration Sieglinde Diggins (Reading/Literacy Coach)
SpringBoard Beginner and/or SpringBoard Refresher Workshop	All Grade Levels/Language Arts	-Francine Wilcox (SpringBoard Trainer and Language Arts Dept. Co-chairperson) -SpringBoard Provided Trainers	All Grade Levels/Language Arts	Summer 2012, and as posted in the District Staff Development Calendar	-Classroom Walkthroughs -Monitoring lesson plans -Monitoring student portfolios	Administration Francine Wilcox (Language Arts Dept. Co-chairperson) Carla Reguero (Language Arts Dept. Co-chairperson) Sieglinde Diggins (Reading/Literacy Coach)
Common Core State Standards Introduction and Strategies	6-8 All Content Areas	-Sieglinde Diggins (Reading/Literacy Coach) -All Department Chairs	-All Grade Level Content Area Teachers	Beginning October 2012 and Ongoing through the end of the school year	-Reflections -Lesson Study -Classroom Walkthroughs -Monitoring of teacher lesson plans	-Administration -Reading/Literacy Coach -All Department Chairs

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Consistent Writing Curriculum and Instruction	PLC/School-based Training	Title I	\$5,592.00
			Subtotal: \$5,592.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,592.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Civics.				
Civics Goal # 1:		N/A		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.				
Civics Goal # 2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Driftwood Middle School will monitor and encourage students attending school on a daily basis and the requirement to arrive on time will be clearly presented within the first weeks of school in all content areas.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
By June 2012, Driftwood Middle School's overall attendance rate was 94% (1560).	By June 2013, Driftwood Middle School's overall attendance rate will increase to 95% (1577).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

By June 2012, Driftwood Middle School's number of students with excessive absences was 7% (108).	By June 2013, Driftwood Middle School's number of students with excessive absences will decrease to 6% (99).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
By June 2012, Driftwood Middle School's number of students with excessive tardies was 6.5% (101).	By June 2013, Driftwood Middle School's number of students with excessive tardies will decrease to 5% (83).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing students with appropriate incentives to attend school regularly and arrive on time	-Attendance recognition for those students with regular attendance	Administration, Guidance Department, School Support Staff, All Classroom Teachers	-End of marking period attendance/tardy monitoring -Increase in students receiving positive recognition	-Decrease in excessive absences each marking period
2	Consistent classroom monitoring and documentation of frequent absences and tardies	-All teachers document absences and tardies and report high frequency offenses to Guidance Department for parent/guardian follow-up	Administration, Guidance Department, School Support Staff, All Classroom Teachers	-End of marking period attendance/tardy monitoring	-Decrease in excessive absences each marking period
3	Increase in absences on early release days	-Provide students with meaningful lessons	Administration, All Classroom Teachers	-End of marking period attendance/tardy monitoring	-Decrease in excessive absences/tardies each marking period

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Reinforcement/Increasing home/school communication	6-8/All Subject Areas	Robin Moreland, Guidance Director Carmen Vazquez, Guidance Counselor Sandra Byrd, Guidance Counselor	School-wide	Pre-Planning/August 2012 Follow-up training ongoing as needed	-Daily completion of student agenda book -Guidance/Teacher follow-up focusing on students with frequent absences and tardies	-Guidance Department -Administration -Title I Coordinator -All Classroom Teachers
Review attendance policy and procedures	6-8/All Subject Areas	Administration	School-wide	Pre-Planning/August 2012	-Review attendance records	-Administration -School Support Staff
						-Robin Moreland,

BASIS and RtI Training	6-8/All Subject Areas	Robin Moreland, Guidance Director	School-wide	Pre-Planning/August 2012 Follow-up training ongoing as needed	-Monitor RtI referrals and interventions -Conduct RtI meetings and take appropriate action as indicated by data	Guidance Director -Carmen Vazquez, Guidance Counselor -Sandra Byrd, Guidance Counselor -Administration
------------------------	-----------------------	-----------------------------------	-------------	--	--	---

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students complete daily record of class activities and assignments	Student Agenda Books	Title I	\$7,983.00
			Subtotal: \$7,983.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$7,983.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Driftwood Middle School will utilize both a school-based and district-wide discipline plan to reinforce positive behaviors within the school environment. Our goal is to limit the number of students participating in outside of the classroom behavioral interventions in order to maximize instructional learning opportunities.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
By June 2012, 10% (15) of students at Driftwood Middle School received an in-school suspension.	By June 2013, the percentage of students receiving in-school suspensions will decrease to 6% (9).
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
By June 2012, 8% (12) of students at Driftwood Middle School were suspended in school.	By June 201, the percentage of students suspended in school will decrease to 5% (8).

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
By June 2012, 25.5% (410) of students at Driftwood Middle School received out-of-school suspensions.	By June 2013, the percentage of students at Driftwood Middle School receiving out-of-school suspensions will decrease to 20% (338).
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
By June 2012, 14% (220) of students at Driftwood Middle School were suspended out of school.	By June 2013, the percentage of students at Driftwood Middle School receiving suspensions out of school will decrease to 10% (166).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ensuring teachers use consistency when following the school's discipline plan	-Provide training opportunities to review school-wide discipline strategies -Monitoring teacher referral reports located in Data Warehouse to determine effectiveness	Administration, Guidance Department, All Classroom Teachers	-Documentation of offenders and monitoring of repeat offenders	-Progress Monitoring and Evaluation of Data Collection
2	Assisting teachers with developing and implementing effective classroom management strategies	-Provide training and modeling opportunities to assist teachers with creating and maintaining a classroom environment conducive to learning.	Administration, Guidance Department, and All Classroom Teachers	-Classroom Management Observations -Progress Monitoring	-Administration/Guidance/Teacher Conferences -Classroom Management Observation Feedback
3	8-District's Character Education Traits	All Grade Levels and Subjects	Administration and Guidance	-Documentation of offenders and monitoring of repeat offenders	-Progress Monitoring and Evaluation of Data Collection

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS	6-8 Teachers	-Talent Development/District Trainers -School-wide Positive Behavior Plan Committee	-All new hires -Veteran teachers with identified needs	-August 2012 and ongoing as needed based on Talent Development course schedules	-Classroom Walkthroughs -Progress Monitoring	-Administration -All Department Chairs

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		By June, 2013, 60% (996) of parents will participate in the school orientation and other school-related parent involvement activities.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
By June 2012, 54% (858) of parents participated in the school orientation and other school-related parent involvement activities.		By June 2013, 60% (996) of parents will participate in the school orientation and other school-related parent involvement activities.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	See PIP	See PIP	See PIP	See PIP	See PIP

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SEE PIP	SEE PIP	SEE PIP	SEE PIP	SEE PIP	SEE PIP	SEE PIP

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide effective school-parent communication training	Student Agenda Books	Title I	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

(PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		100% of 7th grade students will receive direct instruction on Career and Technical Education through the new 7th grade Civics curriculum.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effective implementation of Broward County Civics/Social Studies curriculum	-Ensure all teachers properly trained on new 7th grade Civics/Social Studies curriculum -PLC/Lesson Study	-Administration -Lucia Troche (Social Studies Dept. Co-chairperson) -Victoria	-Classroom Walkthroughs -Progress monitoring through student work samples -Monitoring of lesson	-Classroom Walkthrough follow-up/feedback with Dept. Chairpersons/Adminstration -Administrator/Teacher Strategic Planning

	collaboration (weekly) focusing on new curriculum, lesson planning, sharing best practices	Capeletti (Social Studies Dept. Co-chairperson)	plans	Sessions
--	--	---	-------	----------

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study groups	All Grade Levels/Content Areas	Social Studies Dept. Chairpersons	Subject specific/school-wide	Beginning Sept. 2012, ongoing every Tuesday through the end of the school year	-Reflections -Lesson Study -Classroom Walkthroughs -Monitoring of teacher lesson plans	-Administration -Reading/Literacy Coach -Social Studies Department Chairs

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

Recess for older students Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Recess for older students Goal		Physical activity helps student perform better.			
Recess for older students Goal # 1:					
2012 Current level:		2013 Expected level:			
By June 2012, 10% (155) of students engage in physical activity per day.		By June 2013, 50% (830) of students will engage in physical activity for 15 minutes per day.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited opportunities for students to engage in physical activity outside of P.E./Health and Wellness Magnet related classes.	-Provide opportunities in the morning and/or during lunch time for students to engage in physical activities. -Design and implement intramural games/activities before school and during grade level lunches	-Administration -Linda Gacitano, Magnet Physical Ed Teacher -Staff Members assisting Ms. Gacitano	-Data collection of participating students	-Data Analysis

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

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

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

End of Recess for older students Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Intensive/Enrichment Supplemental Materials	Jamestown, Class sets of novels	Title I	\$1,500.00
Writing	Consistent Writing Curriculum and Instruction	PLC/School-based Training	Title I	\$5,592.00
Attendance	Students complete daily record of class activities and assignments	Student Agenda Books	Title I	\$7,983.00
Parent Involvement	Provide effective school-parent communication training	Student Agenda Books	Title I	\$0.00
				Subtotal: \$15,075.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase learning gains in reading	Compass Odyssey, FCAT Explorer, Florida Achieves!	N/A	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Effective Reading/Teaching Strategies; Common Core Introduction/Strategies	PLC/Training Materials	Title I	\$200.00
				Subtotal: \$200.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$15,275.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/25/2012)

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. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Extended Learning Opportunities	\$6,000.00
Staff Development	\$2,000.00
Materials and Supplies	\$1,000.00

Describe the activities of the School Advisory Council for the upcoming year

Driftwood Middle School's SAC will conduct activities in compliance with the School Improvement Process Checklist provided by the District. Additionally, activities will include discussion/input and participation in school-wide academic and extracurricular initiatives. The following topics of discussion will be addressed at SAC meetings: School Improvement Plan, academic goals, AMO target goals, and allocation of school accountability funds. The SAC meetings will be an opportunity for parents, administration, teachers, staff, community members, and students to discuss all aspects of the school, and develop goals and strategies to increase student achievement and stakeholder involvement in the educational process.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Broward School District DRIFTHOOD MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	75%	94%	55%	297	Writing and Science: Takes into account the % scoring 4.0 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	66%	68%			134	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?	68% (YES)	63% (YES)			131	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.
FCAT Points Earned					562	
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 DRIFTHOOD MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	78%	97%	59%	310	Writing and Science: Takes into account the % scoring 4.0 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	71%	74%			145	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?	66% (YES)	72% (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.
FCAT Points Earned					593	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested