



Executive Summary

Driftwood Elementary School

Broward County Public Schools

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Introduction

The Executive Summary (ES) provides Driftwood Elementary school an opportunity to describe, in a narrative form, our vision as well as strengths and challenges within the context of continuous improvement. →

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Location:

Driftwood Elementary School was established in 1973 and is located in Hollywood, FL. The school is a part of the South Area schools system within Broward County Schools. The majority of the students who complete fifth grade will go to Driftwood Middle School and then Hollywood Hills School. A smaller percentage attends Charter Schools in the area, depending on the location of their residence.

Currently, 551 students are enrolled in grades PreK-5 at Driftwood Elementary School. Of these students 71 are White, 13 are Asian, 93 are Black, 17 are Hispanic Black, 288 are Hispanic White, 43 are American Indian/Alaska Native, 26 are Multi-Racial.

The majority of our students reside in single-family homes, however, we do not have strong parent involvement; the school is not supported with a high volume of volunteers which could enhance school academic programs and extracurricular activities. Parent volunteers would be beneficial in supporting special programs such as iReady, the media center and a variety of afterschool special events including, Spring Fling, Family Nights (Reading and Math) and our Summer Dance.

Staff Information

The certified teaching staff consists of 24 female and 5 male teachers. One hundred percent of Driftwood's classroom teachers meet the federal standard of highly qualified status. Additional services are provided by intenerate teachers in the areas of music, physical education, technology and special education.

Administrators- 2 Guidance Counselor-1 Principal's Secretary-1

Instructional Support Teacher-2 Special Education Teachers-2 Social Worker-1

Media Support Facilitator- 1 Speech Therapist- 1 Clinic Assistant-1

Teacher Assistants- 2 Technology Specialist-1 Teachers (Pre K-5)- 29

Data Specialist- 1 Professional Assistants- 3 ESE Specialist- 1

Recent Changes:

Since the 2014-2015 school year Driftwood Elementary has experienced noteworthy change both at school and system wide levels. We have gone from a school grade of "D" in 2014 to a "C" in 2015.

Driftwood Elementary has also encountered changes as it relates to the instructional practice and the curriculum, in the year 2015-2016, which continued with the implementation of the Florida Standards Curriculum in Reading, English Language Arts and Mathematics. These standards provide a consistent framework to prepare students for success in college and/or the 21st century workplace. The Florida Department of Education further stated that the standards also represented a common sense next step from the previously used Next Generation Sunshine State Standards (NGSS). With the continuation of the Florida Standards, Broward County implemented the balanced literacy framework. Broward County's Balanced Literacy Model is a K-5 literacy instructional approach that creates a gradual release of responsibility from the teacher to the student. To further support this literacy model and to equip teachers with resources that would promote

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students progressing at his or her optimum pace and depth, teachers are collaborating more often with one another, coaches, administration, and district personnel.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

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School's Purpose:

Driftwood Elementary School's purpose is to cultivate high achieving, critically thinking, civically responsible 21st century learners and tomorrow's global leaders. As a staff, we collectively work towards reaching this goal by upholding the belief that respect for each individual is fundamental to teaching and learning. At Driftwood Elementary, we understand that education is a shared responsibility and in order to nurture such learners, we embrace and foster partnerships with all stakeholders; including family members, community members, students, and faculty and staff members.

The school embodies the purpose of cultivating high achievers by offering students multiple opportunities to reach their full potential by advancing through the curriculum at their optimum pace. One of the unique features of Broward County is that it employs a framework for advancement that allows each child to progress in language arts and math at their optimum pace and depth. This structure is referred to as the Continuous Achievement Framework and is implemented in all elementary and middle schools within the county. This process allows for advancement in the current grade level and an acceleration process, which allows a student to advance above grade level.

Additionally at Driftwood, teachers have an opportunity to offer enrichment and remediation opportunities throughout the school day. This year, we have a built in 30-minute block as a part of our master schedule that will serve as a time for teachers throughout the building to work with small groups of students who either need enrichment or remediation of a given skill or standard. Our purpose is further supported through our after-school programs. Moreover, students at Driftwood have the opportunity to campaign and vote for our Just Say No program's officials and those who are elected participate in leading fundraisers for community organizations, which promote the belief that our students will be civically responsible.

Other programs offered that support our purpose includes the Safety Patrol and our news crew for WDESTV. At Driftwood Elementary, students are provided with a multitude of opportunities to demonstrate their leadership skills and to exercise their talents.

Mission Statement:

Our Mission is to immerse all Driftwood students in rigorous learning experiences, which allow them to become:

1. 21st century lifelong learners
2. Civically responsible
3. Socially competent
4. Character-driven
5. Community-engaged

Vision Statement:

Our Vision is to equip all Driftwood students with the technical and innovative skills to exhibit:

1. Tomorrow's global leadership
2. Academic excellence
3. Intellectual curiosity

4. Celebration of diversity

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

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Notable Achievements:

Driftwood Elementary School has had a long history of high academic achievement, parental and community support, and student involvement in service and extracurricular development through campus activities. Our school is fortunate to have staff members whom are extremely motivated and highly equipped with the dedication. During the 2014-2015 school year our staff worked hard to increase our school rating from a "D" to a "C." Using our expertise, and innovation to further the extraordinary levels of student achievement we have facilitated at Driftwood Elementary School the use of Digital 5 and Digital 4. These programs have brought Driftwood Elementary school into the 21st Century. In the 2015-2016 school year Driftwood received our SMART Bond financing which gave our school the opportunity to update our technology. Although our rating has changed, our desire for continued higher achievement levels are a testament to the expertise and dedication of our staff, the unbridled support of our parents and community partners, and the motivation, skills, and talents of our students.

Since 2013, Driftwood Elementary School has taken the proactive approach to leverage much of the required new curricular and assessment shifts at the federal, state, and local levels as opportunities to self-assess our own practices in order to enhance and improve the overall educational experience our school facilitates for our students. Based on a number of stakeholder inputs analyzed since 2013, we have made changes to enhance our internal practices related to classroom instruction, curricular planning, assessment strategies and uses, data analysis, school-to-home communications, classroom-to-home communications, solicitation of stakeholder feedback, safety and security protocols, curricular resources and materials, community relationships, collaborative teacher teams, educational technology integration, and fund raising.

Our notable recent achievements in the realms of curriculum, instruction, and assessment include our integration of the Common Core Florida Performance Standards, balanced literacy and workshop frameworks across the curriculum, adoption and integration of a new text series and uniformed lesson and unit plan frameworks, implementation of protected enrichment/remediation time within the master schedule, integration of career pathways education across the grade levels, implementation of the balanced assessment approach, (including Broward County Schools Mini-Benchmark reading and math unit assessments), formative math and reading diagnostic tools: iReady Benchmark Assessment System for reading and math, Fountas & Pinnell Benchmark Assessment System for the Primary grades Reflex Math for fact fluency.

The changes related to our curricular, instructional, and assessment practices have coincided with our school's successful adoption and implementation of new educational resources. The most recent school year (2013-14) offers the best examples of our teachers' work to integrate new curricular materials into their instructional practices. During the 2013-14 school year we adopted a new text series, during the 2014-2015 school year we integrated the use of Collaboration Assessment Remediation Enrichment Plans, and finally in 2016 our third graders implemented the use of the District Portfolio Tasks for Reading. These new resources have greatly enhanced our school's capacity to personalize and individualize literacy instruction regardless of students' existing skills, levels, grade, interests, etc.

Since 2012 Driftwood has committed to increasing opportunities for students to engage with educational technology hardware and software materials as a means to actualize our school's mission and vision statements. Our school's recent achievements within these realms include that in partnership with our PTO, Title 1, and SMART Bond Money, we have purchased/received approximately 200 touchscreen/non-

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touchscreen laptops available for teachers and students for educational classroom usage. We have also ensured that every classroom in our school has an operational SMART/Mimeo boards to allow students the opportunity to engage with curricular material in collaborative and engaging ways. As of January 2016, 100% of the teaching staff is 21st Century Technology certified.

In order to successfully implement the curricular, instructional, assessment, resource shifts mentioned above, our staff identified the implementation of authentic Professional Learning Communities (PLCs) as a school-wide area of focus during the most recent school year. Therefore the success of our year long journey around PLCs is another of our school's recent achievements. This particular journey is ongoing but is an example of our staff's propensity for teamwork, collaboration, and mutual support. The staff expressed an earnest desire to grow in their practices around PLCs to support the collective understanding to ensure the most meaningful learning experiences possible for our students, despite the many educational shifts teachers were asked to navigate simultaneously. Our school, during the 2014 school year worked with district personnel and neighboring schools for sustained support, training, follow up, feedback, and recommendations for improvement around our school's PLC procedures. This work led to marked improvement and new familiarity with the practice of authentic PLCs for our entire teaching staff.

Areas of Improvement:

After analyzing a variety of data points (inputs, outputs, and outcomes), Driftwood Elementary School staff determined our schools most critical areas for growth. As a result, the following long-term areas of focus have been identified and will drive our school improvement plan from 2013 through 2016, and beyond:

Area of Focus 1: Educational Technology Integration

The rationale for this Area of Focus is to ensure the effective and salient incorporation of educational technology resources (hardware and software) to ensure that our Driftwood students engage in rigorous self-directed, 21st century learning experiences. Doing so will support our school's ability to cultivate our students as lifelong learners and tomorrow's global leaders. This process includes the need for our teachers to seamlessly and continuously integrate technology resources into the classroom and instructional experiences. This Area of Focus is identified as a priority based on the findings of both staff and parent surveys, administrator observations, and School Quality Review data.

Area of Focus 2: Integration of Authentic Professional Learning Communities

The rationale for this Area of Focus is for our school to adopt a professional learning community model which allows our staff to effectively focus on learning by building a structured collaborative culture and create a results-driven approach, in order to advance student achievement. Goals of this area of focus include that our school will build the foundations of our teams as cooperative units of teamwork and mutual support for the betterment of the team and student learning. This Area of Focus is identified as a priority based on School Quality Review data, review and analysis of formative and summative student achievement data, both staff and parent surveys, and administrator observations.

Area of Focus 3: Adoption of the Balanced Literacy and Workshop Frameworks

The rationale for this Area of Focus is to integrate an instructional approach for literacy and numeracy that allows teachers to gradually release from teacher modeling and direct instruction to student-driven guided and independent practice. This framework aligns with our school's and district's mission to provide personalized and customized learning experiences that serves students at their current levels of understanding. This Area of Focus is identified a priority based on School Quality Review data, review and analysis of formative and summative student achievement data, staff surveys, and administrator observations.

Area of Focus 4: Revision of School-wide Response to Intervention and Instruction Practices

The rationale for this Area of Focus is to provide customized, personalized, and meaningful learning experiences for all Driftwood students, regardless of their present levels of understanding or achievement. Implementing the Response to Intervention and Instruction framework with fidelity will ensure that Driftwood students are provided the appropriate access to enhanced, remediated, and/or retaught learning content based on real-time progress monitoring and formative/summative assessment data.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

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The Driftwood Elementary School free and reduced lunch rate has increased from 80.49% in 2013-2014 school year to 81.57% in 2015-2016. Our school operates as a School Wide Title 1 building, which allows us to qualify every student as a Title I student. We offer free breakfast, for all students.

Our faculty is dedicated to their own learning. ~33% of our staff has a master's degree and or educational endorsements, but continuous learning is the norm. At Driftwood Elementary we have 100% of our staff certified in Anti-Bullying and Identifying and Reporting Child Abuse. Teachers and Staff at Driftwood Elementary are endlessly striving to increase their knowledge and awareness in all areas that will benefit the positive progression of our students, our school and our community.