

Broward County Public Schools

Silver Lakes Elementary School



2016-17 Schoolwide Improvement Plan

Silver Lakes Elementary School

2300 SW 173RD AVE, M IR Amar, FL 33029

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	B*	B	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Silver Lakes Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Silver Lakes Elementary's mission is to provide a high quality education ensuring that students are college and career ready while implementing Broward County Public Schools BEST Blueprint.

BEST: Beyond Expected Student Targets

Practice 1: Focused and Authentic PLCs

Practice 2: Response to Intervention

Practice 3: Optimal Internal/External Relationships

Practice 4: Scaling Up Best Practices

b. Provide the school's vision statement.

Our staff at Silver Lakes Elementary will strive to provide quality education to all students through rigorous instruction, dedication, motivation, and creativity in a safe and welcoming learning environment with the support and collaboration of its families and the community.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Relationships are built between teachers and students prior to the school year beginning through an "Meet and Greet" welcome back to school event, where students can meet their new teacher and explore their assigned classroom. In the first 20 days of school, this time is spent learning about student cultures and building relationships through a variety of instructional experiences and activities such as parent and/or student interviews, team building exercises, or student surveys and/or presentations about their world.

In the first quarter of the school year, Silver Lakes Elementary holds several curriculum nights (e.g. Open House, Reading/Math/Science Nights, etc.), where parents and children can attend an evening of learning about expectations for the current school year by grade level. Curriculum Nights and Family Nights are also held throughout the school year, to build relationships with both students and parents in a fun and engaging learning environment.

Throughout the year, students engage in a variety of school-wide activities to celebrate our cultural diversity and enhance appreciation of differences and kindness. One of our most celebrated events is our Annual Multicultural Expo where families are invited to celebrate our unique cultural heritage and diversity.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Silver Lakes Elementary has developed a school wide positive behavior plan which outlines behavior expectations before, during, and after school. The three main school rules are: Be Responsible, Be Respectful, Be Kind. Teachers and staff use common language to communicate these rules in different settings around campus such as cafeteria, hallway, bus area, playground, etc. Every morning, our school begins our day with a morning show, where the 3 school rules are being reinforced. School rules are also displayed via visually welcoming bulletin boards placed in strategic areas throughout campus. With the collaboration of our fifth grade students serving as Safety Patrols and other staff members, the hallways are always monitored during arrival and dismissal times.

Silver Lakes Elementary creates a culture that positively reinforces student behavior that aligns to our three behavioral expectations for student success and school-wide safety (e.g. Caught Being Good Program, Kids of Character, etc.). Several times throughout the year, students participate in school-wide events to promote, kindness, peace, and appreciation of differences. Additionally, 100% of faculty members participate in our in house mentoring program. Teachers serve as a mentor to a student who exhibits an emotional/social need. Monthly events provide ongoing support and TLC for the mentees.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Silver Lakes Elementary has three school-wide guidelines for success: Be Responsible, Be Respectful, Be Kind. These are posted in every classroom and in all common areas. Teachers use positive behavior system throughout the day (individual and class as a whole) in conjunction with classroom DoJo for rewards and consequences. Our Cafeteria Behavior plan further includes an internal monetary system. Each class earns dollars when behavioral expectations are met. The dollars can then be traded to "purchase" a class party, additional recess, etc.

Our school expectations are reviewed every morning on the morning show with the common language used by all faculty and staff. Our school follows the District's suggested discipline matrix and utilizes minor incident referrals, as well as major incident referrals for disciplinary incidents. Our PBS Team meets monthly to review our discipline data to look for trends and create a plan accordingly. The team consists of administration, the Multi-Tiered System of Support Liaison (MTSS), Support Staff, and Team Leaders. All faculty and staff have received training on the PBS system and incident referral types during pre-planning and continues to be ongoing. Team Leaders disseminate information to every team within the school as to the progress of the program and the incident referral updates, as well as actions and steps each grade level needs to take to monitor students' behavior and reinforce positive decision making.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our Administration and Support Staff work closely with the classroom teachers to ensure the social-emotional needs of all students are met. Our School Counseling Program schedules developmental guidance lessons, provides targeted counseling groups, individual counseling, consultation with parents/caregivers, and referrals to community resources based on the needs of our students.

All faculty members participate in our in-house mentoring program. Teachers mentor a student who exhibits an emotional/social need. Mentors meet weekly to offer guidance and support to their mentee. Monthly events that include cooking, arts and crafts, games, etc. with mentors and mentee further provide the emotional support and caring sought by the student.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Attendance:

Attendance data is being monitored closely by Leadership Team and MTSS Team. Attendance Data Dashboard reports are reviewed and discussed and appropriate actions take place to ensure compliance with Broward County's Attendance Policy 5.1.

Silver Lakes Elementary employs a 3 tier system level of support to address attendance concerns (Unexcused Absences, Tardiness, Early Sign outs):

Tier 1: Teacher Intervention - Phone call, email or parent letter.

Tier 2: Guidance Counselor/Administrator Intervention - Phone, email or parent letter. Referral to Rtl.

Tier 3: Social Worker Intervention - Phone, email or parent letter. Conference. Attendance Agreement. Possible referral to community agency/resources.

Unexcused Absences -

Teachers will continue to take attendance daily.

Importance of school attendance is addressed at school wide events including open house, curriculum nights and conferences.

Information will be distributed throughout the school year to parents.

Information regarding attendance will be included the Student Agenda Book.

Students will be recognized for good or perfect attendance.

Attendance Hotline number is included on website and in attendance communications.

Students with 5 unexcused absences will receive a BTIP letter requesting a meeting at the school to discuss attendance concerns.

An attendance agreement will be signed at the BTIP meeting. If parents do not show up to requested meeting follow-up will be done by the counselor or social worker, as appropriate.

Excessive Excused Absences -

(5 or more in a single month)

Teachers will continue to take attendance daily.

Importance of school attendance is addressed at school wide events including open house, curriculum nights and conferences.

Information will be distributed throughout the school year to parents.

Information regarding attendance will be included the Student Agenda Book.

Students will be recognized for good or perfect attendance.

Where there is a pattern of excused absences, the parent will be required to submit documentation regarding absences. Referrals should be made for follow-up by school social worker on as as needed basis.

Tier 1: Teacher Intervention - Phone call, email or parent letter.

Tier 2: Guidance Counselor Intervention - Conference to determine cause and discuss options if chronic illness or other special circumstance.

Tier 3: If excessive without valid excuse, require doctors notes. Possible referral to community agency/resources.

Tardiness -

Students with excessive tardies will be identified by teachers.

Parent will be contacted to inquire as to the reasons for tardiness and will be reminded of the school hours and importance of on-time attendance.

If tardy minutes indicate a pattern of non-attendance, tardy letters will be generated and procedures will be followed for pattern of non-attendance as addressed above.

Interventions will be listed below:

Tier 1: Teacher Intervention - Phone call, email or parent letter.

Tier 2: Guidance Counselor Intervention - Phone, email or parent letter. Referral to Rtl.

Tier 3: Social Worker Intervention - Phone, email or parent letter. Conference. Attendance Agreement.

Excessive Early Sign Out

Continue to prohibit sign-outs after 1:20 pm unless approved by administration.

Students with excessive early sign outs will be identified by teachers.

Parent will be contacted to inquire as to the reasons for early sign outs and will be reminded of the school hours and importance of all day attendance.

If early sign-out minutes indicate a pattern of non-attendance, tardy letters will be generated and procedures will be followed for pattern of non-attendance as addressed above.

Tier 1: Teacher Intervention - Phone call, email or parent letter.

Tier 2: Guidance Counselor Intervention - Phone, email or parent letter. Referral to Rtl.

Tier 3: Social Worker Intervention - Phone, email or parent letter. Conference. Attendance Agreement.

Pattern of Non-Attendance

(Combination of the 4 previous strategies)

Where there is a pattern of non-attendance, the parent will be required to submit documentation regarding absences.

Referrals should be made for follow-up by school social worker on as as needed basis.

Tier 1: Teacher Intervention - Phone call, email or parent letter.

Tier 2: Guidance Counselor Intervention - Phone, email or parent letter. Referral to Rtl.

Tier 3: Social Worker Intervention - Phone, email or parent letter. Conference. Attendance Agreement. Possible referral to community agency/resources.

Chronic Absenteeism

The schools attendance records will continue to be monitored on a monthly basis by the guidance counselor for early warning signs and chronic absenteeism.

Parent contact should be made and an intervention plan established.

School Social Worker will be involved to open lines of communication and enforce attendance policy.

Attendance Agreement will be completed and signed by the parent.

Tier 1: Teacher Intervention - Phone call, email or parent letter.

Tier 2: Guidance Counselor Intervention - Phone, email or parent letter. Referral to Rtl.

Tier 3: Social Worker Intervention - Phone, email or parent letter. Conference. Attendance Agreement. Possible referral to community agency/resources.

A Level 1 score on the statewide, standardized assessments in English Language Arts or

mathematics:

Our school data is disaggregated by all stakeholders and reviewed every three weeks at Data Chat meetings and during weekly grade level Professional Learning Communities (PLC). During PLC meetings, each classroom teacher analyzes their data to determine the fidelity of the core instruction process. If it is determined that 80% of the students are performing and meeting expectations, struggling students may then be identified and placed into the tier process (RTI/MTSS process). During Data Chat meetings that rotate on a three week cycle with each individual teacher, formative data, interim assessment data, and progress monitoring tools are being reviewed to ensure students are mastering their educational standards. Struggling students are identified during those meetings and are referred to MTSS/RTI for additional interventions.

The Multi-Tiered System of Support (MTSS) is the practice of providing high quality instruction and intervention base on student identified needs, changing instruction as needed through frequent progress monitoring and analyzing students' response data to make informed educational decisions. It is a multi-tiered problem solving model which uses researched based interventions and outcome data to help make educational decisions that drive instruction and maximize student achievement. The problem solving model includes four steps: problem identification, problem analysis, intervention development and implementation, and intervention, evaluation and modifications.

Step 1 - Grade level PLCs review data from universal screenings (Common Assessments, FSAs, BAS Running Records, Progress monitoring, PMP plans) for all students.

- Problem Identification: Data is used to identify students with academic deficits (e.g. Level 1 ELA/ MATH) .
- Problem Analysis: Data and other information is considered to target and define the problem(s) (e.g. phonics gaps, fluency, comprehension, language, etc.).
- Intervention Development: Using problem analysis and PLC/MTSS input and recommendations, appropriate interventions are explored and chosen to address the identified needs of these students.
- Intervention Implementation: Students identified with areas of concern need to receive Tier 1 differentiated

instruction within the ninety minute block, as well as targeted Tier 2 intervention outside the 90 minute block. Schedule of intervention is determined for each level : Tier 1 receive interventions 3 times weekly,

Tier 2 and Tier 3 receive their intervention 4 or 5 times a week. Tier 2 and 3 students must have a PMP that

is reviewed, revised and shared with parents throughout the year.

- Intervention Evaluation and modification: Bi-weekly progress monitoring is done for all Tier 2 students in

order to track growth and effectiveness of the chosen intervention. Eight weeks of implementation with

fidelity and data gathering is done before any changes are considered for the intervention. Progress monitoring data is uploaded to a data folder on the server (BASIS) so that Tier 2 and 3 can be monitored

school wide.

Step 2 - At a weekly PLC meetings and during progress monitoring MTSS meetings, Tier 2 and 3 students are discussed and strategies are generated to assist teachers in addressing students' learning needs. We consult our School Psychologist, Curriculum Coaches, MTSS Liaison, Administration, ESE team, and other members for ideas. A Problem Solving/MTSS worksheet is developed on BASIS and is used to guide teacher as they discuss the learning needs of these students.

Step 3 - At the end of at least 6 weeks of interventions and collection or 3 to 4 data points, if the

student is showing little or no progress, cycle back through the Problem Solving/MTSS worksheet at the grade level PLC. Reflect on the data collected, make changes to interventions as necessary and document the results on the worksheet. The teacher implements the changes and continues collecting data.

Step 4 If student continues to show little or no progress after changes are implemented for an additional 6 to 8 week time period. Previous data points and an additional 3 or 4 data points will be analyzed by the MTSS team along with a grade level representative. Based on the data the following considerations will be made:

- Recommend that the teacher continue to implement or change interventions and continue to gather data on Tier 2 or Tier 3 interventions.
- Have the School Psychologist and MTSS Team invite parents and teacher(s) to a conference to begin the initial Tier 3 process. If interventions are not successful, administer appropriate assessments to determine ESE eligibility.

Data of students in Tiers II and III will also be shared during teacher data chats. Differentiated instruction during core instruction and implementation of interventions with fidelity will be monitored by administration through on going walk through and review of weekly lesson plans. Data will reveal the success of the differentiated instruction.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	2	1	1	0	1	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	22	25	26	0	0	0	0	0	0	0	73

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	24	38	42	52	44	0	0	0	0	0	0	0	200

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The following intervention strategies are employed to improve the academic performance of students identified by the early warning system.

- Leadership Team (administration and support staff) facilitate Data Chat meetings with individual teachers on a rotating three week cycle to review student assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
- Administration and MTSS Team will monitor the implementation of high quality instructional practices at the core and implementation of interventions of students in Tiers 2/3 levels.
- Administration will review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
- Communicate school-wide data to PLCs and facilitate problem solving within the content/grade

level teams.

5. Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
6. Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers 2/3.
7. Facilitate a push in model using specials teachers to offer additional support to struggling students.
8. Facilitate the implementation of specific programs (e.g., Academic Camps, After Care tutoring, Peer Tutoring program) that provide intervention support to students identified as having academic difficulties.
9. Determine the school-wide professional development needs of faculty and staff and arrange professional development opportunities to enhance teacher proficiency on state standards, curriculum, and student assessment.
10. Provide teachers with Instructional Focus Calendar developed by school based coaches (math, stem, reading) and assist and monitor teacher use of the calendar to target instruction. Monthly assessments, aligned to the IF calendar will be administered in ELA, mathematics and science. These assessments will be developed through the Florida DOE IBTP by school based instructional coaches and team leaders. These assessments will be recorded and reviewed at Individual Teacher Data Chat sessions every three weeks and during weekly PLCs.
11. Strengthen the Tier 1 (core curriculum) instruction through the implementation and support of weekly PLCs meetings. Support personnel and Instructional coaches will be assigned to grade levels to offer guidance during the PLC process.
12. Ongoing communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
13. Administrative walk-throughs ensure that teachers are utilizing these core instructional programs and materials effectively (e.g. walkthroughs during
14. Each student will have an individual data folder. Students will track and monitor their progress in reading and math to ensure highest student achievement. The objective is to teach students to examine their own data and to set learning goals.
15. Teachers will use Data Folders to track and monitor student data. Teachers will increase their knowledge and experience in examining class and student data and use that data to make instructional decisions.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Silver Lakes Elementary implements the district's Welcoming Schools Initiative by facilitating a variety of programs that communicate to faculty, staff, students and their families that Silver Lakes is an extension of the family unit. From the moment one enters the school and being greeted by a friendly and welcoming office staff, to faculty and staff that put forth a tremendous effort to educate and care for their students. Our cafeteria, custodian, support staff, and administration support all school programming that go well beyond only meeting the students' academic needs. To illustrate the

special atmosphere that resides at the school, we have almost 100% membership of faculty serving as a mentor to a student in need in our school. This particular student is not a student in the teacher's classroom, but rather at the building at large. Through our Teachers as Mentors in-house mentoring program, our teachers provide TLC to students at the school who exhibit an emotional or a social need. Each month, our mentees participate in school wide mentoring events that include snack, arts and crafts, games, and bonding activities with their special mentor.

In addition, throughout interval times during the year, our entire school population participates in anti-bullying activities with the goal of offering proactive activities to promote peace, kindness, empathy, caring, and helping others. For example, during the week of February 14th (Valentine's Day) our students participated in Kindness week activities learning to show kindness to self and others by writing positive notes to self, signing a pledge located in the main hallway to be kind to others, writing positive notes to a mystery class, and creating shoeboxes filled with loving notes and arts and crafts supplies for children who are hospitalized. To further reinforce a culture of collaboration and caring, our students are immersed in daily morning announcements on our WSLE news station that include positive messages and programming that celebrate other students and our multicultural school community.

In order to promote and celebrate the school's positive impact on students, our school success and activities to parents and inform internal and external stakeholders of all success and recognition and activities going on at the school, we have developed a marketing and public relations 'campaign.' The action plan to bring this vision to life includes the following activities:

1. Establishing a Facebook page to showcase all the wonderful things that are going on in our school.
2. Establishing a Twitter account to instantly communicate school messages of success to our community stakeholders. @sleflamingos
3. Organizing Family nights to promote home-school connection (e.g. Movie Night, Texas Roadhouse Family Night, Technology night to showcase new acquired technology at the school, Mathnasium Math Curriculum Night, Barnes and Noble Literacy Family Night and lots more.
4. Parentlink- Continuing to enhance communication with families by informing parents of upcoming events via parent link, app, email & text messaging.
5. Facilitating websites for reading, math, and science with resources and activities for teachers and families that provide education about the Florida Standards, assessments, interventions, strategies, depth of knowledge, and lots more (slemath.weebly.com, slereaders.weebly.com, slscience.weebly.com).

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Silver Lakes Elementary is closely connected to our community and has established relationships with area businesses, resources, and service agencies. Silver Lakes Elementary currently has a long-standing relationship with Texas Roadhouse Restaurant, the YMCA, Mathnasium, City Reach Church, Karate America, Huntington Learning Center, World Finest Chocolate, and more. These community partners support our school programming, offer family nights e.g. math family night, and partner up with our school to offer student and teacher incentives, e.g. free food items as a motivator for students and teachers in Texas Road House Restaurant.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Gilbert, Tammy	Principal
Aguilar, Alicia	Assistant Principal
Lewen, Ronit	School Counselor
Lopez, Michelle	Instructional Coach
Navarro, Delsys	Teacher, ESE
Soto, Janet	Instructional Coach
blandina, gary	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

School Leadership Team (Includes administration, support staff and Instructional Coaches):

Gilbert, Tammy - Principal

Aguilar, Alicia - Assistant Principal

Lewen, Ronit - School Counselor

Navarro, Delsys - ESE Specialist

Blandina, Gary - Autism Coach

Blanco-Soto, Janet - Math Coach

Lopez, Michelle - Reading Coach

Each member is a representative on a Grade Level PLC team which meets weekly. Leadership Team members participate in weekly grade level instructional planning sessions and provide guidance and input as needed. They review compliance with Instructional Focus Calendar, alignment of curriculum and assessment, and discuss assessment data to ensure that students are meeting their instructional goals.

Leadership Team members also participate in Data Chats that take place in a rotating cycle every three weeks to review progress monitoring/formative data and interim assessments data and make referrals for MTSS for struggling students. Leadership Team Members further participate in all MTSS meetings. The instructional coaches (reading, math/science/technology) serve as "experts" on curriculum and based instructional strategies that are research based and proven effective to remediate specific learning difficulties.

The Leadership Team also attends monthly Team Leader meetings to share information and gather input from all grade levels.

Grade Level Team Leaders:

Alcover, Erin (KG Team Leader)

Backman, Monica (1st Grade Team Leader)

Strelzik, Amy (2nd Grade TL)

Biava, Sharon (3rd Grade TL)

Alonso, Jessica (4th Grade TL)

Pristas, Denise (5th Grade TL)

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Each spring, financial resources are allocated using the Broward County Public Schools Budget Guideline and Rules of Engagement. The majority of financial resources are allocated for properly certified personnel to meet the needs of our diverse population. Highly qualified teachers and para-professionals are employed and scheduled based on student academic needs.

For special needs students in specialized programs (ASD and ESE Pre-School), the District supplements the instructional allocation funding to ensure adequate funding for personnel and materials and supplies to meet the needs of these students.

For the 2016-1017 school year, we are receiving funds through Title One for the first year which allowed us to add a mathematics coach to support our teachers and improved instructional practice in mathematics school-wide.

The majority of curricular resources are provided through our District. Supplemental resources are identified through our leadership meetings, visits with other school campuses and research. These resources are considered in the spring during the budget planning process and are paid from available resources.

Additionally, financial support from our Afterschool Program is utilized throughout the year as beneficial resources are brought forward.

The person responsible for proper allocation of resources is the principal. The principal reviews the budget monthly and has access to personnel at the district level for guidance, as needed.

The textbook chair maintains an inventory of resources. As a leadership team, decisions were made prior to the start of the school year to add resources to Tier 1 instruction at various grade levels. Through the Response to Intervention process, supplemental Tier Two and Tier Three resources are identified and applied.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Tammy Gilbet	Principal
Ronit Lewen	Business/Community
Amanda Levine	Teacher
Katherine Pigan	Teacher
Cindy Mion	Parent
Aimee whiteshield	Business/Community
Malva Rodiccio	Parent
Gary Blandina	Education Support Employee
Mia Adames	Parent
Jaqualine Delgado	Teacher
Courtney Boyne	Business/Community
Ms. Pipa	Business/Community
Mr. Ramaya	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, and evaluate progress towards meeting the prior year's school improvement goal(s). That analysis will then guide the development of this year's SIP.

b. Development of this school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, and identify deficiencies that need to be targeted by instructional staff and identify barriers and associated strategies to overcome barriers to meet school improvement goals. Once completed with faculty involvement, the SAC Chair and Administration will inform SAC members on the initial school improvement plan for approval. Faculty will also meet to approve the initial version of the school improvement plan. Once the initial version of the school improvement plan is created, the plan is revisited throughout the school year as data is presented and activities are met with fidelity.

c. Preparation of the school's annual budget and plan

The \$2,214 dollars allocated for Accountability will be utilized for Extended Learning Opportunities.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School improvement funds for the total of \$2214 were used towards Student Extending Learning Opportunities.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Lopez, Michelle	Instructional Coach
Lewen, Ronit	School Counselor
Aguilar, Alicia	Assistant Principal
Gilbert, Tammy	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

LLT Members include:

Principal

Assistant Principal

Reading Coach

MTSS Liaison

Grade Level Team Leaders (K-5)

The Literacy Leadership Team meets the first Thursday of every month. Curriculum updates are discussed. Data is reviewed and trends are discussed. Literacy goals are made and challenges and successes are brought before the team. Grade level PLC's will meet two times a week to plan instruction, analyze data and review intervention strategies. Team Leaders will meet monthly with Administrative team and report back to their individual teams the planning accomplished and information shared at these meetings.

LLT will participate in monthly data chats to analyze data of students in the tier II and tier III process. Interventions will be reviewed to determine the effectiveness of the interventions and adjust based upon data.

The goal of the LLT team is the Implementation of Florida State Standards (Study of Standards, organizing resources, analyzing resources that we have and planning professional development based upon need.) LLT will review data to insure that core instruction and interventions are implemented with fidelity. With the adoption of new standards in reading and writing and Marzano learning scales and goals, LLT will be available resources for classroom instructors. It will be the responsibility of the LLT to make sure that all of the new teachers will be informed of the curriculum in all areas of instruction and offer assistance (modeling, lesson planning) that will insure the success of these new

The LLT Team provides leadership for the implementation of the goals, strategies, and actions steps related reading and writing on the SIP. The reading coach is a critical member of the team and provides extensive expertise in data analysis and reading/writing instruction in all content areas. The LLT is grounded in a shared leadership model where content teachers, the reading coach, instructional support staff, and the principal all participate in the decision-making process based on the team's review of data and its application to the specific SIP reading and writing goals focus. The reading coach follows the district instructional focus calendar and supports teachers with curriculum planning and ensuring that the instructional calendar is followed with fidelity.

The LLT members monitors reading/writing data, identifies school-wide and individual teachers' reading/writing-focused instructional strengths and weaknesses, and creates a professional

development plan to support identified instructional needs. The LLT team participates in MTSS process and provides knowledge and expertise in the areas of effective literacy interventions that are research based and were proven effective in remediating specific learning deficits.

Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Silver Lakes Elementary builds a collaborative culture through regularly scheduled PLC meetings. Instructional coaches and support staff are part of the PLC process and offer guidance and support to grade level. During PLCs, teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.. All teams engage in an ongoing cycle of:

1. Gathering evidence of current levels of student learning
2. Developing strategies and ideas to build on strengths and address weaknesses in that learning
3. Implementing the strategies and ideas
4. Analyzing the impact of the changes to discover what was effective and what was not
5. Applying the new knowledge in the next cycle of continuous improvement results orientation

Additionally, grade levels meet twice a week, beyond PLC structured time to plan and review student data, as well as discuss grade level matters during their planing time. This collaboration and partnership among individuals on the same grade level promotes an alignment in instructional practices.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Silver Lakes Elementary fills vacant positions using intensive selection and interview protocols as outlined by the district. Candidates that are selected to interview must meet highly qualified criteria and are selected based on the specific needs of the school and position being filled. The T.I.E.R Liaison works to support and mentor new teachers. TIER Liaison meets monthly with new teachers and their mentors to discuss ongoing school programs, policies, and professional growth. The district coaches also work directly with all teachers to support their instructional practices and professional development.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Silver Lakes Elementary has two site based mentors who work directly with teachers new to the district, teachers new to Silver Lakes and teachers new to a grade level. This cohort of teachers meet with a mentor on a weekly/and or as needed basis. Monthly New Teacher Meetings are held to discuss school processes and procedures; goals from new teachers' Deliberate Practice Plans; teachers concerns and celebrations; and classroom management. New teachers to the grade level or to SLE also meet with a mentor on their grade level for guidance and assistance with curriculum, lesson implementation, classroom managements, and other concerns.

Rationale for mentor paring is based on a needs assessment and individual personalities of the teachers is taken into consideration. New teachers are also paired with an experienced teacher to assist with any concerns that occur throughout the day.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Silver Lakes Elementary uses district adopted curriculum guides and materials that are aligned to the Florida Standards as well as additional resources that are aligned with the Florida Standards. Teachers receive Standards Mastery Binder which includes grade level standards and an instructional focus calendar to follow. Teacher meet with LLT for Data Chat meetings to review their compliance with meeting Instructional Focus Calendar timeline as well share student assessment data towards mastery of standards. Strategies and interventions to remediate skills for struggling students are discussed and monitored.

Teachers follows research based Marzano tools that are aligned to unpacking the standards to identify critical content and instructional practices. Administrative walk-throughs ensure that teachers are utilizing these core instructional programs and materials effectively .

Team Leader meetings are held monthly for all grade level team leaders. Information is then disseminated to all teachers.

Grade levels meet twice a week for the purpose of collaborative planning in additional to formal weekly PLC meetings.

"Chips and Tips" meeting with all instructional coaches and teachers each month to assist with MTSS process and offer guidance on interventions, data collection, progress monitoring, graphing , etc.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Silver Lakes Elementary utilizes Problem-Solving and Response to Intervention Multi-tiered Systems of Support Framework as defined by Florida. RtI/MTSS is the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. Rt/MTSS involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. To ensure efficient use of resources, Silver Lakes Elementary begins with the identification of trends and patterns using school-wide and grade-level data as soon as scores are received.. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are immediately identified and provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

Three tiers describe the level and intensity of the instruction/interventions provided across the continuum. The three tiers are characterized as follows:

Tier 1: Core Universal Instruction and Supports – General academic and behavior instruction and support designed and differentiated for all students in all settings

Tier 2: Targeted Supplemental Interventions and Supports – More focused, targeted instruction/ intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction

Tier 3: Intensive Individualized Interventions and Supports – The most intense (increased time,narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior,

curriculum, instruction, and support.

Specials teachers offer a push in model daily to struggling students to assist with mastery of core curriculum in addition to RTI/MTSS targeted interventions.

ELL students are identified within the initial 20 days of the start of the school year and provided with instructional support, specific curriculum, and strategies to assist with language acquisition, (e.g. ESL). The ESE team meets weekly to review and discuss curriculum planning and student assessment data towards mastery of standards. Student IEP goals are being closely monitored for compliance.

Silver Lakes Elementary also offers a variety of programs designed to meet the diverse needs of students. These programs include additional time in small teacher-guided groups, additional para professional to assist struggling students who have an IEP, computer aided interventions (i.e. iStation, Canvas, ESL for ESOL students, Achieve 3000, First in Math, AR books, School City), peer tutoring for grades k-5, etc.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,600

Students will receive targeted instruction in areas of deficit in Math/ELA for approximately 9 weeks after the new calendar year begins at 2 hours per week for each academic subject (M/W and T/TH). Students scoring level 1 or 2 in previous year's FSA in math/reading will participate in academic camps after school. The targeted academic camps will focus on student specific skill deficits and facilitate mastery of standards.

Strategy Rationale

The extended school day program will allow students in Tier 2 and Tier 3 math and ELA interventions to receive differentiated instruction without loss of instruction in core curriculum. Academic camps will offer struggling students remediation and additional learning time to achieve academic mastery.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gilbert, Tammy, tammy.gilbert@browardschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students will be given a pre intervention assessment and post intervention assessment to assess intervention effectiveness in math and ELA. Achieve 3000 diagnostic reports will be collected on students in the extended school day program, and analyzed for growth patterns and effectiveness of instruction. School city assessment will also be used to monitor and track progress.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

In Broward County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Broward County Public Schools' Voluntary Prekindergarten Program. This program is offered at Silver Lakes Elementary during the school year for half day (8:00-12:30) as well as an Early Exceptional Learning Program for students identified as developmentally delayed.

An additional assessment for entering Kindergarten students is conducted in the beginning of August by Silver Lakes Elementary KG teaches. The students are given an assessment to measure Concepts of Print and letter/sounds knowledge. This information further assists teachers in identifying student strengths and weaknesses and develop a KG program to best meet students' needs.

Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time. Students are programmed & scheduled appropriately through clear communication with feeder schools, utilizing district scheduling guidelines, At-Risk lists, and early warning systems based on a student's need for support.

Meet and Greet welcome back to school orientation is also conducted the Friday prior to the beginning of school to familiar all students with their new teacher, expectations, and campus.

Outgoing 5th grade students conduct a field trip to the feeder middle school with the collaboration of the elementary and receiving middle school. In addition, Silver Lakes Elementary guidance counselor in collaboration with the school's SRO and Social worker works closely with 5th grade students to offer transitioning guidance lessons and activities in preparation for middle school.

Silver Lakes Elementary also holds ongoing articulations between local feeder middle school and elementary school to best assist with the transition into 6th grade, through vertical planning sessions with feeder school departments, mainly ESE and ELL student.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Silver Lakes Elementary facilitates Career Day during the month of May. Students in grades K-5 have an opportunity to learn about a variety of careers, professions, and local businesses. Many volunteers facilitate this experience for students. 5th grade students also participate in a field trip to Biz Town. This field trip gives students the opportunity to learn about different job, and experience first hand banking, savings, receiving a pay check, and budgeting.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.
4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Based on 2015-2016 FSA students assessment data, within the 7 categories used to determine overall school grade of Elementary School Grade Model, 20% of the students who scored at the lowest quartile were students with Autism Spectrum Disorder from a self contained cluster setting. Another 20 % were Exceptional Education students with specific learning needs. The impact on our school grade was determined by lack of learning gains attained by our cluster and ESE population.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase through routine analysis of school-wide core instructional practices, an in depth study and review of teacher standards mastery binder that includes student assessment data, and individual student data folders used to evaluate the student attainment level of the Florida Standards.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Student achievement will increase through routine analysis of school-wide core instructional practices, an in depth study and review of teacher standards mastery binder that includes student assessment data, and individual student data folders used to evaluate the student attainment level of the Florida Standards.

1a

G084536

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	5.0

Targeted Barriers to Achieving the Goal 3

- Use of less than effective instructional practices for the implementation of the Florida Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. Active Thinking Journals for students to record and reflect on learning 2. Depth of Knowledge Charts (DQ) 3. Primary and Intermediate ELA/Math Action Plan Data 4. In-House Training by instructional coaches (ELA/MATH/Science) to all faculty 5. In House training STEM+C by district personnel 6. In House Training Grades 2-5 Achieve 3000 (progress monitoring tool) 7. Math Online Diagnostic Tool & Online Differentiation Student Tutorial 8. Observations/Walk-Throughs by Administration and District Personnel 9. PLC Data Analysis of Student Performance, revising CARE packages, lesson planning aligned to IF. 10. PLC weekly meetings guidance and supported by instructional coaches 11. Daily Grade-level Intervention Plans to Address Student Deficiencies recorder in plan book (ESE, ELL). Plan Books submitted to administration weekly. 12. Instructional Focus Calendars developed by school-based coaches to be implemented school wide for ELA, math, and science (Florida Standards Mastery Binder) 13. Specials push in model in the classroom.Specials teachers Collaboration to Support Tier 2 and Tier 3 struggling students 14. Response to Intervention/MTSS process weekly by MTSS team meetings to progress monitor student receiving interventions. 15. Math/ELA/STEM-Technology Coaches attend Monthly District Updates and Facilitate Vertical PLC meetings. 16. Monthly assessments aligned to the IF calendars will be administered in ELA/MATH/Science These assessment will be recorded and reviewed at Individual Teacher Data Chats session every three weeks.

Plan to Monitor Progress Toward G1. 8

Data collected via formative and summative assessments.

Grades K-3 BAS assessment data as well as School City assessment data. Grades 3-5 BSA district assessment data, Achieve 3000 data, and School City assessment.

Person Responsible

Tammy Gilbert

Schedule

Monthly, from 8/14/2016 to 6/7/2017

Evidence of Completion

Grades k-3 BAS assessment data District Mid Year and EOY Primary Reading Test School City (formative assessments aligned with FL Standards) Grades 3-5 BSA in ELA, Reading, and Science Achieve 3000 reports grades 2-5 School City assessments grades 3-5

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. Student achievement will increase through routine analysis of school-wide core instructional practices, an in depth study and review of teacher standards mastery binder that includes student assessment data, and individual student data folders used to evaluate the student attainment level of the Florida Standards. 1

G084536

G1.B1 Use of less than effective instructional practices for the implementation of the Florida Standards 2

B224638

G1.B1.S1 Instructional teams will have the single purpose to create, analyze, review, and build a shared understanding of exceptional instructional practices (e.g. Standards Mastery Binder, PLCs, Data Chats, Instructional Focus Calendar and alignment of assessments with IF). 4

S237048

Strategy Rationale

A menu of instructional practices will build capacity among all instructional staff and support student achievement.

Action Step 1 5

Data Chats meetings with individual teachers on a monthly basis to review student assessment data and compliance with instructional focus calendar.

Person Responsible

Tammy Gilbert

Schedule

Monthly, from 8/28/2016 to 6/7/2017

Evidence of Completion

Formative and summative student assessment data that are aligned with the Instructional Calendar and assessment calendar.

Action Step 2 5

Teachers will take an in depth look at the Florida Standards for deeper instructional understanding through weekly PLC meetings guided by support staff and instructional coaches.

Person Responsible

Tammy Gilbert

Schedule

Weekly, from 8/30/2016 to 6/7/2017

Evidence of Completion

PLC minutes

Action Step 3 5

iObservation Instructional Practice Monitoring and Feedback

Person Responsible

Tammy Gilbert

Schedule

Monthly, from 9/1/2016 to 6/5/2017

Evidence of Completion

Informal observations and frequent walkthroughs will be completed for all instructional staff. The following elements will be observed First upon entering the room: Domain 2, Element 3: Attention to Established Content Standards and Domain 1 DQ 1: communicating Learning Goals and Feedback, Element 2: Tracking Student Progress.

Action Step 4 5

Response to Intervention Team will meet minimum of twice a month to discuss and progress monitor data and intervention implementation of struggling students.

Person Responsible

Tammy Gilbert

Schedule

On 6/7/2017

Evidence of Completion

Student progress will be monitored on BASIS for intervention effectiveness. Use summative and formative assessments as well as district scheduled assessments (BAS, BSA).

Action Step 5 5

Extended Learning Academic Camps to students in grades 3-5

Person Responsible

Tammy Gilbert

Schedule

Daily, from 11/1/2016 to 3/15/2017

Evidence of Completion

Use of formative and summative assessment data. Students will have a pre intervention test and a post intervention test to evaluate intervention effectiveness.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Data Chat meetings with Individual teachers and frequent walkthroughs using iObservation tool

Person Responsible

Tammy Gilbert

Schedule

Monthly, from 8/21/2016 to 6/6/2017

Evidence of Completion

Teacher Standards Mastery Binder and Student Data binders will be reviewed and discussed during Data Chat meetings to ensure IF calendar and aligned assessments are followed with fidelity and students are mastering FL standards as scheduled.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Instructional Coaches will meet with administration and support staff each week to review and discuss goal attainment. Monthly Team Leader meetings with Instructional Coaches to disseminate information gathered during instructional coaches meeting to all teachers.

Person Responsible

Tammy Gilbert







Schedule

Weekly, from 8/14/2016 to 6/8/2017

Evidence of Completion

Team Leader Meeting Minutes PLC team minutes Standards Mastery Binder Students Standards Mastery Binder

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A5  A306186	Extended Learning Academic Camps to students in grades 3-5	Gilbert, Tammy	11/1/2016	Use of formative and summative assessment data. Students will have a pre intervention test and a post intervention test to evaluate intervention effectiveness.	3/15/2017 daily
G1.B1.S1.A3  A306184	iObservation Instructional Practice Monitoring and Feedback	Gilbert, Tammy	9/1/2016	Informal observations and frequent walkthroughs will be completed for all instructional staff. The following elements will be observed First upon entering the room: Domain 2, Element 3: Attention to Established Content Standards and Domain 1 DQ 1: communicating Learning Goals and Feedback, Element 2: Tracking Student Progress.	6/5/2017 monthly
G1.B1.S1.MA1  M312291	Data Chat meetings with Individual teachers and frequent walkthroughs using iObservation tool	Gilbert, Tammy	8/21/2016	Teacher Standards Mastery Binder and Student Data binders will be reviewed and discussed during Data Chat meetings to ensure IF calendar and aligned assessments are followed with fidelity and students are mastering FL standards as scheduled.	6/6/2017 monthly
G1.MA1  M312292	Data collected via formative and summative assessments. Grades K-3 BAS assessment data as well as...	Gilbert, Tammy	8/14/2016	Grades k-3 BAS assessment data District Mid Year and EOY Primary Reading Test School City (formative assessments aligned with FL Standards) Grades 3-5 BSA in ELA, Reading, and Science Achieve 3000 reports grades 2-5 School City assessments grades 3-5	6/7/2017 monthly
G1.B1.S1.A1  A306182	Data Chats meetings with individual teachers on a monthly basis to review student assessment data...	Gilbert, Tammy	8/28/2016	Formative and summative student assessment data that are aligned with the Instructional Calendar and assessment calendar.	6/7/2017 monthly
G1.B1.S1.A2  A306183	Teachers will take an in depth look at the Florida Standards for deeper instructional understanding...	Gilbert, Tammy	8/30/2016	PLC minutes	6/7/2017 weekly
G1.B1.S1.A4  A306185	Response to Intervention Team will meet minimum of twice a month to discuss and progress monitor...	Gilbert, Tammy	9/6/2016	Student progress will be monitored on BASIS for intervention effectiveness. Use summative and formative assessments as well as district scheduled assessments (BAS, BSA).	6/7/2017 one-time
G1.B1.S1.MA1  M312290	Instructional Coaches will meet with administration and support staff each week to review and...	Gilbert, Tammy	8/14/2016	Team Leader Meeting Minutes PLC team minutes Standards Mastery Binder Students Standards Mastery Binder	6/8/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Student achievement will increase through routine analysis of school-wide core instructional practices, an in depth study and review of teacher standards mastery binder that includes student assessment data, and individual student data folders used to evaluate the student attainment level of the Florida Standards.

G1.B1 Use of less than effective instructional practices for the implementation of the Florida Standards

G1.B1.S1 Instructional teams will have the single purpose to create, analyze, review, and build a shared understanding of exceptional instructional practices (e.g. Standards Mastery Binder, PLCs, Data Chats, Instructional Focus Calendar and alignment of assessments with IF).

PD Opportunity 1

Response to Intervention Team will meet minimum of twice a month to discuss and progress monitor data and intervention implementation of struggling students.

Facilitator

Ronit Lewen, RTI/MTSS Liaison

Participants

K-5 teachers, MTSS team members, Specials Teachers

Schedule

On 6/7/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Student achievement will increase through routine analysis of school-wide core instructional practices, an in depth study and review of teacher standards mastery binder that includes student assessment data, and individual student data folders used to evaluate the student attainment level of the Florida Standards.

G1.B1 Use of less than effective instructional practices for the implementation of the Florida Standards

G1.B1.S1 Instructional teams will have the single purpose to create, analyze, review, and build a shared understanding of exceptional instructional practices (e.g. Standards Mastery Binder, PLCs, Data Chats, Instructional Focus Calendar and alignment of assessments with IF).

TA Opportunity 1

Data Chats meetings with individual teachers on a monthly basis to review student assessment data and compliance with instructional focus calendar.

Facilitator

Instructional Coaches (ELA/MATH/Science)

Participants

K-5 teachers, Administration, Support Staff

Schedule

Monthly, from 8/28/2016 to 6/7/2017

VII. Budget

1	G1.B1.S1.A1	Data Chats meetings with individual teachers on a monthly basis to review student assessment data and compliance with instructional focus calendar.				\$0.00
2	G1.B1.S1.A2	Teachers will take an in depth look at the Florida Standards for deeper instructional understanding through weekly PLC meetings guided by support staff and instructional coaches.				\$0.00
3	G1.B1.S1.A3	iObservation Instructional Practice Monitoring and Feedback				\$0.00
4	G1.B1.S1.A4	Response to Intervention Team will meet minimum of twice a month to discuss and progress monitor data and intervention implementation of struggling students.				\$0.00
5	G1.B1.S1.A5	Extended Learning Academic Camps to students in grades 3-5				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	100-Salaries	3371 - Silver Lakes Elementary School	School Improvement Funds	440.0	\$0.00
Notes: 2016-2017 Title I school						

Broward - 3371 - Silver Lakes Elementary School - 2016-17 SIP
Silver Lakes Elementary School

Total:	\$0.00
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