

Broward County Public Schools

Silver Shores Elementary School



2021-22 Schoolwide Improvement Plan

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Silver Shores Elementary School

1701 SW 160TH AVE, M IR Amar, FL 33027

[no web address on file]

Demographics

Principal: Jonathan Leff

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	82%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (71%) 2017-18: C (53%) 2016-17: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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1701 SW 160TH AVE, M IR Amar, FL 33027

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	54%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	C

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<https://www.floridacims.org>.

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

Silver Shores Elementary School is committed to providing a safe, collaborative, positively charged, fully-inclusive school, supported by the new Florida Standards, to successfully prepare our students to be college or career ready.

Provide the school's vision statement.

Silver Shores Elementary School – “The GREATEST Corner in the UNIVERSE!!”

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Leff, Jonathan	Principal	To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment.
Monroe, Lisa	Assistant Principal	To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.
Abraham, Jessica	Reading Coach	<p>The Literacy Coach will provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic literacy-focused mentoring, coaches will support teachers to develop skills in analyzing student work, differentiating instruction, supporting English Language learners and students with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.</p> <p>The goal of the Literacy Coach is to improve and sustain student achievement by promoting a culture for literacy learning to include all stakeholders, by enhancing and refining literacy instruction and intervention, providing targeted instructional coaching and building capacity for literacy across the curriculum.</p>

Demographic Information

Principal start date

Monday 7/1/2013, Jonathan Leff

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

327

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data**Early Warning Systems****2021-22**

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	39	52	49	62	56	53	0	0	0	0	0	0	0	311	
Attendance below 90 percent	9	8	7	8	7	6	0	0	0	0	0	0	0	45	
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	2	0	0	0	0	0	0	0	3	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5	
Number of students with a substantial reading deficiency	4	20	19	21	12	8	0	0	0	0	0	0	0	84	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	1	0	3	0	0	0	0	0	0	0	5
Students retained two or more times	3	5	5	6	5	7	0	0	0	0	0	0	0	31

Date this data was collected or last updated

Thursday 9/23/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
Number of students enrolled															
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA															
Course failure in Math															
Level 1 on 2019 statewide FSA ELA assessment															
Level 1 on 2019 statewide FSA Math assessment															

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
Students with two or more indicators															

The number of students identified as retainees:

Indicator	Grade Level														Total
Retained Students: Current Year															
Students retained two or more times															

2020-21 - Updated**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	
Number of students enrolled	39	52	49	62	56	53	0	0	0	0	0	0	0	311
Attendance below 90 percent	9	8	7	8	7	6	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	5	5	6	5	7	0	0	0	0	0	0	0	31

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				74%	59%	57%	66%	56%	56%
ELA Learning Gains				70%	60%	58%	55%	57%	55%
ELA Lowest 25th Percentile				63%	54%	53%	52%	51%	48%
Math Achievement				81%	65%	63%	61%	62%	62%
Math Learning Gains				83%	66%	62%	54%	60%	59%
Math Lowest 25th Percentile				68%	53%	51%	45%	47%	47%
Science Achievement				57%	46%	53%	38%	49%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	75%	60%	15%	58%	17%
Cohort Comparison						
04	2021					
	2019	71%	62%	9%	58%	13%
Cohort Comparison		-75%				
05	2021					
	2019	75%	59%	16%	56%	19%
Cohort Comparison		-71%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	84%	65%	19%	62%	22%
Cohort Comparison						
04	2021					
	2019	82%	67%	15%	64%	18%
Cohort Comparison		-84%				
05	2021					
	2019	81%	64%	17%	60%	21%
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	56%	49%	7%	53%	3%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Diagnostic 1, 2, and 3 in ELA and Math

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20/46.5	23/56.1	29/64.4
	Economically Disadvantaged	10/43.5	13/59.1	16/64
	Students With Disabilities	6/46.2	5/38.5	6/46.2
	English Language Learners	0/0	2/66.7	1/33.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15/34.9	14/33.3	27/62.8
	Economically Disadvantaged	9/39.1	7/30.4	15/60
	Students With Disabilities	4/30.8	3/23.1	6/50
	English Language Learners	1/33.3	1/33.3	1/33.3
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23/54.8	31/72.1	28/63..6
	Economically Disadvantaged	14/48.3	21/72.4	18/62.1
	Students With Disabilities	1/12.5	4/50	3/37.5
	English Language Learners	1/50	2/100	1/50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14/33.3	18/42.9	24/60
	Economically Disadvantaged	9/31	10/35.7	16/61.5
	Students With Disabilities	1/12.5	2/25	4/50
	English Language Learners	1/50	1/50	1/50

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34/58.6	35/60.3	37/64.9
	Economically Disadvantaged	13/40.6	15/46.9	16/50
	Students With Disabilities	4/57.1	6/85.7	4/57.1
	English Language Learners	0/0	1/33.3	1/33.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8/13.8	18/32.1	22/44.9
	Economically Disadvantaged	5/15.6	5/15.6	9/29
	Students With Disabilities	0/0	3/42.9	2/33.3
	English Language Learners	0/0	0/0	1/50
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30/57.7	31/62	33/66
	Economically Disadvantaged	17/56.7	17/56.7	18/60
	Students With Disabilities	0/0	2/22.2	2/22.2
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18/35.3	21/42	27/54
	Economically Disadvantaged	11/35.5	11/36.7	16/53.3
	Students With Disabilities	0/0	0/0	2/22.2
	English Language Learners	n/a	n/a	n/a

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22/47.8	24/52.2	27/56.3
	Economically Disadvantaged	9/45	10/47.6	11/50
	Students With Disabilities	0/0	1/25	0/0
	English Language Learners	1/33.3	0/0	1/33.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18/39.1	23/50	24/50
	Economically Disadvantaged	6/30	8/38.1	10/45.5
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	1/33.3
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	39			32							
ELL	50			28							
ASN	80			80							
BLK	53	27		35	23		26				
HSP	64	67		32	47		27				
FRL	50	29		32	18		28				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	44	61	64	57	74	73	45				
ELL	65	72	80	70	79	60	58				
ASN	83	68		83	95		75				
BLK	69	73	56	78	83	74	50				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	74	68	72	80	78	63	54				
WHT	67	70		91	82						
FRL	72	73	67	80	84	70	53				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	43	49	50	43	53	61	21				
ELL	46	53	64	41	43	64	9				
ASN	79	74		83	63						
BLK	63	60	50	56	48	33	37				
HSP	63	48	59	56	51	50	31				
WHT	63	42		69	67						
FRL	61	51	55	56	52	55	29				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	225
Total Components for the Federal Index	6
Percent Tested	91%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

There is a clear pattern of regression across all grade levels, subgroups, and content areas from the 2018-19 school year to the 2020-21 school year. All assessment reporting categories significantly dropped. Mathematics regressed the most across all grade levels and subgroups.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on all data components, progress monitoring assessments, and state assessments, mathematics demonstrate the greatest need for improvement. However, ELA and science are also in need of improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The COVID-19 pandemic is one of the leading causes for the school's regression. Full online learning, hybrid learning, and face-to-face learning were all introduced at different times of the past school year, making it extremely difficult for teachers and students to successfully teach and learn. The 3rd grade regressed the most due to a lack of understanding of how to use the FSA answer key for proper bubbling for paper-based assessments. 4th and 5th grade had very little opportunity to practice FSA-based writing because the majority of the year was spent virtually. In addition, students were not engaging in their learning on a regular basis, some had little to no supervision at home during COVID, and the students that returned to the building in the beginning still learned though the virtual setting. Teachers had difficulty teaching in the hybrid model because their time was spent trying to engage the virtual learners. Now that school is fully operational, we have already noticed an increase in student achievement and engagement based on the first Progress Monitoring assessment. In addition, students in grades 3-5 will have continuous exposure to FSA-style questioning and paper-based answering of the questions.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

According to our data components, 3rd grade showed the highest growth in math proficiency, from the 1st progress monitoring assessment to the third, increasing from 8 students (13.8%) to 22 students (44.9%).

What were the contributing factors to this improvement? What new actions did your school take in this area?

Students were very familiar with the progress monitoring online testing format, and knew how to answer the questions. iReady expectations were increased, so the amount of time spent on iReady increased as did lesson passing rates.

What strategies will need to be implemented in order to accelerate learning?

Small group instruction, one-on-one instruction for our most fragile learners, differentiated instruction, spiraling of the Standards, hands-on learning in science and math, frequent practice with FSA-style

assessment questions and format, student data-chats, teacher / grade level data chats, and RtI / MTSS monitoring of Tier 2 and Tier 3 students,

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The Literacy Coach will frequently offer professional learning opportunities to teachers in Benchmark Advance and Oral Reading Record; iReady will conduct data chats with the grade levels and review the various reports generated; Reflex Math will offer professional learning for teachers to maximize their online fluency program with students, teachers are obtaining their reading endorsements, and teachers are participating in all relevant standards-based learning offered by the district.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

ESSER Funding to hire quality teachers to work with the school's most fragile students in a small group setting to close the achievement gap; Benchmark Advance ELA comprehensive learning system; Reflex Math; iReady; academic intervention camps

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

There is a clear pattern of regression across all grade levels, subgroups, and content areas from the 2018-19 school year to the 2020-21 school year. All assessment reporting categories significantly dropped. Mathematics regressed the most across all grade levels and subgroups. The COVID-19 pandemic is one of the leading causes for the school's regression. Full online learning, hybrid learning, and face-to-face learning were all introduced at different times of the past school year, making it extremely difficult for teachers and students to successfully teach and learn. The 3rd grade regressed the most due to a lack of understanding of how to use the FSA answer key for proper bubbling for paper-based assessments. 4th and 5th grade had very little opportunity to practice the FSA-based test format because the majority of the year was spent virtually. In addition, students were not engaging in their learning on a regular basis, some had little to no supervision at home during COVID, and the students that returned to the building in the beginning still learned though the virtual setting. Teachers had difficulty teaching in the hybrid model because their time was spent trying to engage the virtual learners.

Measurable Outcome: By June 2022, 70% of 3rd-5th grade students will score at or above a Level 3 as indicated on the FSA MATH assessment

Monitoring: iReady Diagnostic 2 and 3, iReady Growth Monitoring and Standards Mastery; Reflex Math Fluency skills completion rate

Person responsible for monitoring outcome: Lisa Monroe (lisa.monroe@browardschools.com)

Evidence-based Strategy: Standards-based / on-level instruction.

Rationale for Evidence-based Strategy: Students need to be taught on grade level in order to be successful on the standards-based assessment and the progress-monitoring assessments

Action Steps to Implement

Teachers will receive professional learning in standards-based instruction

Person Responsible Jessica Abraham (jessica.abraham@browardschools.com)

Observation cycles with the Coach, including modeling, data chats, and timely feedback

Person Responsible Jessica Abraham (jessica.abraham@browardschools.com)

Collection and disaggregation of data to inform data chats and instruction

Person Responsible Lisa Monroe (lisa.monroe@browardschools.com)

PLC collaboration, conversation, sharing of best practices and resources, data conversations

Person Responsible Jessica Abraham (jessica.abraham@browardschools.com)

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

There is a clear pattern of regression across all grade levels, subgroups, and content areas from the 2018-19 school year to the 2020-21 school year. All assessment reporting categories significantly dropped. ELA regressed across all grade levels and subgroups. The COVID-19 pandemic is one of the leading causes for the school's regression. Full online learning, hybrid learning, and face-to-face learning were all introduced at different times of the past school year, making it extremely difficult for teachers and students to successfully teach and learn. The 3rd grade regressed the most due to a lack of understanding of how to use the FSA answer key for proper bubbling for paper-based assessments. 4th and 5th grade had very little opportunity to practice the FSA-based test format because the majority of the year was spent virtually. In addition, students were not engaging in their learning on a regular basis, some had little to no supervision at home during COVID, and the students that returned to the building in the beginning still learned though the virtual setting. Teachers had difficulty teaching in the hybrid model because their time was spent trying to engage the virtual learners.

Measurable Outcome: By June 2022, 70% of 3rd-5th grade students will score at or above a Level 3 as indicated on the FSA ELA assessment.

Monitoring: iReady Diagnostic 2 and 3, Benchmark Advance Unit Assessments, ORR

Person responsible for monitoring outcome: Jessica Abraham (jessica.abraham@browardschools.com)

Evidence-based Strategy: Standards-based / on-level instruction.

Rationale for Evidence-based Strategy: Students need to be taught on grade level in order to be successful on the standards-based assessment and the progress-monitoring assessments

Action Steps to Implement

Teachers will receive professional learning in standards-based instruction

Person Responsible Jessica Abraham (jessica.abraham@browardschools.com)

Observation cycles with the Coach, including modeling, data chats, and timely feedback

Person Responsible Jessica Abraham (jessica.abraham@browardschools.com)

Collection and disaggregation of data to inform data chats and instruction

Person Responsible Jonathan Leff (jonathan.leff@browardschools.com)

PLC collaboration, conversation, sharing of best practices and resources, data conversations

Person Responsible Jessica Abraham (jessica.abraham@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the School Safety Dashboard, Silver Shores Elementary did not have discipline incidents that required state reporting. Our school's primary discipline issues result from defiance / insubordination. Our school's positive behavior plan clearly outlines the expectations for students. Our goal is to decrease the number of students that receive referrals for defiance / insubordination and increase the number of students that will be eligible for our monthly positive behavior assemblies.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Silver Shores has a very positive, inviting, warm climate. Every stakeholder brings something special to the Silver Shores table, and every stakeholder is valued and respected. Silver Shores takes every opportunity to include our students' families and community members in our events. Our two annual Scholastic Book Fairs, run by our PTO, not only help promote literacy and raise money for our school, but also enable our community members to promote their businesses during after-school hours. Similarly, our annual Barnes & Noble Book Fair brings our school family together off campus and gives our students the chance to present their own works on the Barnes & Noble stage. Each fall, our Curriculum Night and Fall Festival offers insights to student curriculum and district resources to our parents, allows community members exposure and enables students to display pumpkin projects relating to book characters. Sometimes, it's simply about socializing at our McDonald's McTeacher nights, where teachers work behind the counter to serve our families, or several times a year at the dances we hold in our Cafeteria where students, parents and our staff mingle and dance the night away together.

Silver Shores also provides its students with a variety of activities and programs to enhance their academic achievements. We celebrate student success each quarter with our Principal "A" and "A/B" Honor Roll. Student Council not only offers students an introduction into government, but a way to socialize and create programs to help those who are less fortunate. The Accelerated Reader program encourages our students to read and earn points by taking comprehension quizzes on books to earn stars that are displayed in the main hallway of our school.

Although critical thinking is an important aspect of the education of the "whole-child," social-emotional learning is crucial, especially at the elementary level. At Silver Shores, we firmly believe in Character

Education, and every month, we celebrate students that are nominated in each classroom for every character trait: cooperation, responsibility, citizenship, kindness, respect, honesty, self-control, and tolerance. In 2014, we implemented the Fill-A-Bucket program, where each teacher, student, and staff member have a personal bucket, and everyone can write a note of encouragement, thanks, or positive affirmation and place it in one's bucket to express kindness and appreciation. For the 2020-2021 school year, "How Are You Feeling" or "How Are You Doing" can still be heard as students enter the class. Students rate their immediate feelings on the "Mood Meter," an interactive wall chart that describes feelings in one-word phrases, falling into one of four color-coded categories: happy (yellow), sad (blue), at ease (Green), or angry (red). Each category has 16 words to describe the emotion. All school stakeholders participate in a daily rating in the morning to elicit their current mood. In addition, ten minutes of mindfulness activity is embedded into morning announcements daily.

Silver Shores Elementary School is a firm believer in the anti-bullying / choose peace program. Furthermore, Silver Shores has organized two major district and community-wide events to promote anti-bullying and choose peace as an everyday way of life. One major event that was captured by three major TV networks was our Human Peace Sign. The entire school, community and business partners went outside to our playing fields and created a gigantic human peace sign to promote Choose Peace week. Another major event was our Rockin' Peace Garden. During the 2014-2015 school year, Silver Shores Elementary School was awarded a Peace Pole from The Peace Pole Project at The World Peace Sanctuary, which we planted in front of the school. The entire school, community, and district leadership was invited to unveil the garden during Choose Peace Week. In addition, with over 45 countries represented at Silver Shores, we ordered all 45 of the countries' flags and placed them around the peace pole in a circle to create a perimeter. Then, everyone who attended the event was given a white river stone and wrote a message of peace and placed the stone within the perimeter. Students that come to school with a strong social-emotional understanding are ready to tackle the critical thinking skills that are required to be successful with the academic side of education.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Dr. Jonathan Leff, Principal, sets the school's entire positive climate and culture

Mrs. Lisa Monroe - Assistant Principal - assists in setting the school's entire positive climate and culture, as well as facilitating the school's Positive Behavior Plan

SSE Faculty and Staff - implementing the schoolwide Positive Behavior Plan, creating positively-charged classroom climates that build and nurture positive teacher-student and student-student interactions

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$63,430.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	3581 - Silver Shores Elementary Schl	Other Federal		\$58,535.00
			Notes: ESSER teacher to provide small group instruction for K-5 students showing a substantial deficiency in math			
	5100	369-Technology-Related Rentals	3581 - Silver Shores Elementary Schl	General Fund		\$3,295.00
			Notes: Reflex Math - an online math fluency program for all students to strengthen their ability to solve addition, subtraction, multiplication, and division tables.			

	5100	100-Salaries	3581 - Silver Shores Elementary Schl	Other Federal		\$1,600.00
			<i>Notes: Extended Learning Opportunity in Fall and Spring for all students to receive extra intensive instruction after school for one hour / twice a week in math</i>			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$64,272.55
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	3581 - Silver Shores Elementary Schl	Other Federal		\$58,535.00
			<i>Notes: ESSER teacher to provide intensive reading instruction for K-5 students in Tier 3.</i>			
	5100	500-Materials and Supplies	3581 - Silver Shores Elementary Schl	Title, I Part A		\$2,163.59
			<i>Notes: iReady LAFS Workbooks to provide supplemental, on-grade level consumables for students</i>			
	5100	369-Technology-Related Rentals	3581 - Silver Shores Elementary Schl			\$1,275.00
			<i>Notes: STAR Reading program for progress monitoring of students with disabilities and intervention students</i>			
	5100	100-Salaries	3581 - Silver Shores Elementary Schl	Other Federal		\$1,600.00
			<i>Notes: Extended Learning Opportunity in Fall and Spring for all students to receive extra intensive instruction after school for one hour / twice a week in ELA</i>			
	5100	500-Materials and Supplies	3581 - Silver Shores Elementary Schl	Title, I Part A		\$698.96
			<i>Notes: Success Coach- Intensive intervention materials to improve students reading and math skills</i>			
Total:						\$127,702.55