

Broward County Public Schools

Silver Lakes Middle School



2021-22 Schoolwide Improvement Plan

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Silver Lakes Middle School

7600 TAM OSHANTER BLVD, North Lauderdale, FL 33068

[no web address on file]

Demographics

Principal: Errol Evans

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	100%
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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (41%) 2017-18: C (49%) 2016-17: C (45%)
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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Silver Lakes Middle School

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[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)
Middle School 6-8	Yes	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

School Board Approval

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<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Silver Lakes Middle Magnet School will ensure that all students achieve success while preparing them for college to meet tomorrow's global challenges in science, technology, engineering and math (STEM) within a safe and civil environment.

Provide the school's vision statement.

Silver Lakes Middle School STEM Magnet School is a collaborative, rigorous and positive learning environment in which stakeholders continuously work together for student lifelong success.

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
Evans, Errol	Principal	Lead the school's leadership team to ensure that the vision is implemented. Monitor and lead as the instructional leader ensuring high quality standards based instruction. Monitor school data to assess student, class, grade, and school-wide progress to ensure school is achieving its goals. Share decision making with leadership team to ensure student progress. Support teachers and coaches in developing their knowledge about the curriculum and promote teacher collaboration with a focus on effective classroom instruction. Engage teachers in conversations regarding class, grade, and school data, facilitate teacher reflection, mentor and train teachers.
Powell, Masharie	Assistant Principal	Support teachers in developing their knowledge about the curriculum and promote teacher collaboration with a focus on effective classroom instruction. Engage teachers in conversations regarding class, grade, and school data, facilitate teacher reflection, mentor and train teachers. Lead the school leadership team and ensure the vision is implemented. Monitor and lead as the instructional leader ensuring high quality standards based instruction. Monitor school data to assess student, class, grade, and school-wide progress to ensure school is achieving its goals. Share decision making with leadership team to ensure student progress. Ensure the vision of the principal is achieved. Responsible for analyzing data (student performance, teacher observation, discipline, etc.) and leading the team in building and implementing responsive professional development.
Thomas, Howard	Assistant Principal	Support teachers in developing their knowledge about the curriculum and promote teacher collaboration with a focus on effective classroom instruction. Engage teachers in conversations regarding class, grade, and school data, facilitate teacher reflection, mentor and train teachers. Lead the school leadership team and ensure the vision is implemented. Monitor and lead as the instructional leader ensuring high quality standards based instruction. Monitor school data to assess student, class, grade, and school-wide progress to ensure school is achieving its goals. Share decision making with leadership team to ensure student progress. Ensure the vision of the principal is achieved. Responsible for analyzing data (student performance, teacher observation, discipline, etc.) and leading the team in building and implementing responsive professional development.
Corbitt, Mishka-Gaye	SAC Member	Serves as SAC chair and represents the voice of both internal and external stakeholders. Also, leads the Social Studies Department with delivering standards based instruction, assessing, and analyzing data for improvement. Communicates student and grade level progress with administration and support and promote the vision of the school's principal. Monitor and implement IFC and modify as needed based on assessment data with coach support.

Name	Position Title	Job Duties and Responsibilities
Booker-Goode, Candace	Reading Coach	Create targeted plan to increase literacy proficiency. Lead family nights and assist in bridging the gap between parents and school community. Create standards based assessments for grades 6-8, asses data and determine needs, create, monitor and modify Instructional Focus Calendars (IFC) based on assessment data. Participate and lead Professional Learning Communities, monitor the progress of the lowest quartile students and outline specific plans for improvement. Mentor, coach support teachers, and provide ELA professional development to build teacher pedagogy.
Alexis, Ernst	Teacher, K-12	Leads the Science Department with delivering standards based instruction, assessing, and analyzing data for improvement. Communicates student and grade level progress with administration and support and promote the vision of the school's principal. Monitor and implement IFC and modify as needed based on assessment data with coach support.
Hylton, Nicole		Leads the Language Arts Department with delivering standards based instruction, assessing, and analyzing data for improvement. Communicates student and grade level progress with administration and support and promote the vision of the school's principal. Monitor and implement IFC and modify as needed based on assessment data with coach support.
Lindsay, Jennifer	Teacher, K-12	Leads the Mathematics Department with delivering standards based instruction, assessing, and analyzing data for improvement. Communicates student and grade level progress with administration and support and promote the vision of the school's principal. Monitor and implement IFC and modify as needed based on assessment data with coach support.
Maher, Patricia	Teacher, K-12	Leads the Social Studies Department with delivering standards based instruction, assessing, and analyzing data for improvement. Communicates student and grade level progress with administration and support and promote the vision of the school's principal. Monitor and implement IFC and modify as needed based on assessment data with coach support.
Gore, Timothy	Magnet Coordinator	Recruit monitor the progress of STEM Magnet students and provide instructional strategies and support to teachers in STEM instruction and Project-based Learning (PBL).
James, Carla	Teacher, K-12	Monitor the progress of ELL students and provide instructional strategies and support to teachers.

Name	Position Title	Job Duties and Responsibilities
Hauptert, Terese	Teacher, ESE	Monitor the progress of special needs students and provide instructional strategies and support to teachers.

Demographic Information

Principal start date

Thursday 7/1/2021, Errol Evans

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.*

1

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.*

12

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

687

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.

4

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	0	0	0	0	0	0	239	209	250	0	0	0	0	698
Attendance below 90 percent	0	0	0	0	0	0	55	60	50	0	0	0	0	165
One or more suspensions	0	0	0	0	0	0	7	15	10	0	0	0	0	32
Course failure in ELA	0	0	0	0	0	0	24	68	30	0	0	0	0	122
Course failure in Math	0	0	0	0	0	0	9	16	18	0	0	0	0	43
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	56	58	75	0	0	0	0	189
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	59	57	73	0	0	0	0	189
Number of students with a substantial reading deficiency	0	0	0	0	0	0	122	113	18	0	0	0	0	253

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	0	0	0	0	0	0	91	122	113	0	0	0	0	326

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	0	0	0	0	0	15	20	26	0	0	0	0	61
Students retained two or more times	0	0	0	0	0	0	2	8	7	0	0	0	0	17

Date this data was collected or last updated

Sunday 9/19/2021

2020-21 - As Reported

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	0	0	0	0	0	0	226	262	262	0	0	0	0	750
Attendance below 90 percent	0	0	0	0	0	0	30	43	46	0	0	0	0	119
One or more suspensions	0	0	0	0	0	0	72	65	88	0	0	0	0	225
Course failure in ELA	0	0	0	0	0	0	10	17	24	0	0	0	0	51
Course failure in Math	0	0	0	0	0	0	10	17	24	0	0	0	0	51
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	93	133	113	0	0	0	0	339
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	93	133	113	0	0	0	0	339
	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	12	
Students with two or more indicators	0	0	0	0	0	0	55	75	77	0	0	0	0	207

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	0	0	0	0	0	1	0	8	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	8	4	5	0	0	0	0	17

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	0	0	0	0	0	0	226	262	262	0	0	0	0	750
Attendance below 90 percent	0	0	0	0	0	0	30	43	46	0	0	0	0	119
One or more suspensions	0	0	0	0	0	0	72	65	88	0	0	0	0	225
Course failure in ELA	0	0	0	0	0	0	10	17	24	0	0	0	0	51
Course failure in Math	0	0	0	0	0	0	10	17	24	0	0	0	0	51
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	93	133	113	0	0	0	0	339
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	93	133	113	0	0	0	0	339
	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	12	
Students with two or more indicators	0	0	0	0	0	0	55	75	77	0	0	0	0	207

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	0	0	0	0	0	1	0	8	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	8	4	5	0	0	0	0	17

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				37%	57%	54%	38%	57%	53%
ELA Learning Gains				44%	57%	54%	52%	57%	54%
ELA Lowest 25th Percentile				35%	48%	47%	41%	50%	47%
Math Achievement				40%	60%	58%	43%	60%	58%
Math Learning Gains				43%	58%	57%	49%	59%	57%
Math Lowest 25th Percentile				33%	49%	51%	48%	50%	51%
Science Achievement				34%	49%	51%	43%	52%	52%
Social Studies Achievement				40%	71%	72%	51%	72%	72%

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
06	2021					
	2019	36%	57%	-21%	54%	-18%
Cohort Comparison						
07	2021					
	2019	28%	55%	-27%	52%	-24%
Cohort Comparison		-36%				
08	2021					
	2019	37%	59%	-22%	56%	-19%
Cohort Comparison		-28%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	38%	58%	-20%	55%	-17%
Cohort Comparison						
07	2021					
	2019	29%	53%	-24%	54%	-25%
Cohort Comparison		-38%				
08	2021					
	2019	28%	45%	-17%	46%	-18%
Cohort Comparison		-29%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	23%	43%	-20%	48%	-25%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	67%	33%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	35%	71%	-36%	71%	-36%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	61%	25%	61%	25%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	56%	37%	57%	36%

Grade Level Data Review - Progress Monitoring Assessments

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

iReady, Mastery Connect, Read180, District administered Standard Assessment (BSA).

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16.4%	20%	31%
	Economically Disadvantaged	9.5%	12%	29%
	Students With Disabilities	9.7%	14%	15.5%
	English Language Learners	6.3%	5.9%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5.9%	28.8%	34.1%
	Economically Disadvantaged	0%	11.7%	34.2%
	Students With Disabilities	0%	18.2%	17.3%
	English Language Learners	5.9%	20.3%	0%
	Number/% Proficiency	Fall	Winter	Spring
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26%	21.7%	35.1%
	Economically Disadvantaged	17.4%	9.6%	34.1%
	Students With Disabilities	15%	4.2%	0%
	English Language Learners	12.5%	7.1%	14.29%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26%	21.7%	14.4%
	Economically Disadvantaged	0%	12.61%	12.94%
	Students With Disabilities	0%	10%	11.11%
	English Language Learners	0%	0%	9.52%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	23%	30.0%	48%
	Economically Disadvantaged			46.1%
	Students With Disabilities	8%	12%	21.4%
	English Language Learners	5.6%	22.4%	30.0%
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27.2%	28.5%	42.2%
	Economically Disadvantaged	13%	12%	42.9%
	Students With Disabilities	6.6%	24%%	27.3%
	English Language Learners	3.5%	10.3%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0%	10.5%	22.4%
	Economically Disadvantaged	0%	28.6%	23.3%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	5.6%	11.11%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	6%	16%	20.6%
	Economically Disadvantaged			21.3%
	Students With Disabilities	0%	6%	11.11%
	English Language Learners	0%	7%	0%

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	27	40	31	22	34	34	33	34			
ELL	26	39	35	26	21	25	17	46	40		
ASN	47	50		60	29						
BLK	29	33	27	21	16	21	27	51	47		
HSP	30	38	40	20	17	35	30	48	40		
MUL	54	50		43	40						
WHT	47	40		24	31						
FRL	30	35	33	22	17	23	29	48	47		
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	21	39	32	29	38	23	16	36			
ELL	23	39	36	28	39	31	23	38			

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
BLK	36	43	34	38	42	32	33	39	67		
HSP	38	46	45	44	42	48	32	43	43		
MUL	60	40		50	60						
WHT	30	42		52	50		38	33	42		
FRL	36	43	35	40	42	30	31	38	59		
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	17	35	30	18	43	47	21	19			
ELL	29	53	36	35	52	50	14	45			
BLK	37	52	41	41	48	50	39	49	71		
HSP	40	55	48	44	52	37	53	57	81		
MUL	36			73							
WHT	39	47		51	52		45	50			
FRL	37	51	41	43	48	47	42	51	72		

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	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	28
Total Points Earned for the Federal Index	319
Total Components for the Federal Index	10
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	30
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	47
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	29
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	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	36
White Students Subgroup Below 41% in the Current Year?	YES
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?

Based on the 2019 data, there was consistency under performance in 7th grade in all tested areas for the grade level. ELA 7th grade had a -23% underperformance rate to the state while Math had a -23% and Civics a -36% in the same comparison. Based on the 2020-2021 progress monitoring data, SWDs had a strong progressive decline in ELA, while a steady rise in 8th grade Science. The subgroup, however, showed no growth in 8th grade Math over Fall through Spring. ELLS has a noticeable regression in their Spring performance, when compared to winter performance in Science. ELA had a significant consistent increase in 8th grade in the sub-groups of FRL and overall. However, overall performance in ELA 6th grade fluctuated over the course of the Fall, Winter and Spring. There was an overall increase of Math in 6th and 8th grades over the three check-point periods, however 7th grade had a 5% decline in Spring compared to their Winter performance. Mathematics had the most significant decline on the 2021 FSA, with only 15% proficiency (-25%), followed by Science with a -17%; ELA declined by 7% and Civics increased by 8%.

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

Based on the FLDOE school grades accountability report, the data component with the lowest student performance, Mathematics, had the lowest performance as a tested sub-group. In addition to Math, both Science and Social Studies (Civics) had a significant underperformance with a 13% and 12% decrease respectively. However, Social Studies progress monitoring in 2020-2021 showed consistent growth that held through the Spring FSA. Math lowest quartile and ESSA sub-groups showed the greatest decline with a -15% difference.

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

One of the biggest contributors to this decline is the low integration of differentiated small group instruction as a consistent part of the instructional daily design in all core academic areas. In addition to this, there needed to be a stronger fostering of real-world application practices for students to relate the content to problem-solving scenarios. Also, students need more support work with academic vocabulary in the content areas as well as practice in analyzing questions/tasks. It is very critical that teachers utilize data to create small groups for the remediation intervention centers as part of the instructional daily design routine. In addition the school-wide literacy plan will implement focus literacy integration areas to address the literacy gaps in the content area classrooms.

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

8th grade ELA as well as Civics showed the greatest improvements with a 15% and 13% increase from the fall and Winter progress monitoring assessments as compared to the Spring. Civics had a 20% increase in the Spring, compared to the Winter assessment.

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

On the thing that has accounted for the deliberate integration of literacy strategies. As for ELA, the placement of level 2 students in advanced language arts classes, raised expectancy of high expectancy students while providing continuous exposure to rigorous instruction.

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

Accurate student placement is essential for student success. This includes following the district's placement matrix for reading intervention classrooms. Also, schoolwide literacy approaches in the content area will be implemented, to ensure that struggling learners receive effective scaffolding to access content information as they interact with grade level text. PLCs will be data-driven to ensure that planning and instruction align with standards instruction and student needs, as will be evident with the implementation of centers for remediation and enrichment interventions. In addition, teachers will participate in data conversations with administration and students as well as receive feedback via classroom walkthroughs and formal observation processes. Due to the high risk population, SLMS will implement the FINS project to ensure fairness and equity in instructional practices such as grading of student work and the providing of consistent feedback aligned with expectations, as this creates teacher-student trust and the strengthening of relationships. This expected outcome is that this will lead to improved attendance and higher positive student engagement.

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.

Teachers will participate in weekly professional development to include but not limited to effective data analysis and use in decision making for effective instruction as well as the elements of the Marzano evaluation system as part of daily instruction. Weekly professional development will also be designed around patterns from walkthroughs and other teaching observation practices, needs arising out of department PLC conversations, as well as individual teacher needs via district support coaches and professional development via the district's Seasons of Learnings. This includes, but not limited to, teachers receiving professional development support to improve their practices in Project-based learning and strengthening relationships through social-emotional learning practices that improve equity and teacher-student connectivity. Other focus areas for professional development will be the effective implementation of centers for remediation and enrichment based on data.

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

SLMS will take several stakeholder approaches to sustain improvement. One area of focus is building teacher capacity in instruction via the development of demonstration classrooms and collaborative planning. In addition, teachers will be provided support via a multi-tiered support system and will be incentivized through success celebrations to initiatives so as to retain staff as we work to build capacity. The school will work closely with district support personnel to provide support in critical areas of need and to specific individuals based on both individual requests and feedback from formal and informal data. Through our community liaison, SAC and SAF, and PTO, SLMS will strive for the improvement of home-to-school relationships by fostering higher parental engagement as well as to plan and execute an effective student incentive plan. Administration, the school counseling team and social worker and other support service staff will ensure the fidelity of the RtI process as part of efforts to improve student behavior and academic performance as well as direct support in daily classroom

interventions as a way of providing immediate support to teachers and students for attendance, behavior, and academics.

Part III: Planning for Improvement

Areas of Focus:

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

Civics was the only department that saw an increase in student performance for the 2020-2021 school year and one of few in the Broward County overall. Overall performance on the assessment was 48%, which reflects the raw data. The students' performance on this assessment determines the students' final grade, as their score on the Civics EOC is 30% of the overall grade. Additionally, Civics content is integral for students as they matriculate through high school Social Studies courses and is a contributing factor to their college and career readiness. Most importantly, Civics is integral to their growth as well-informed students in a civilized society.

Measurable Outcome:

By June 2022, Civics assessment will increase by a minimum of 7% as measured by the Civics EOC.

Monitoring:

Civics progression will be monitored through the use of formative and summative assessments, as well as student reflection logs.

Person responsible for monitoring outcome:

Masharie Powell (masharie.powell@browardschools.com)

Evidence-based Strategy:

Teaching and learning will consistently incorporate and reflect the application of content knowledge based on real-life situations as case studies to build the students' analytical skills and the ability to synthesize information; therefore, drawing well-informed conclusions.

Rationale for Evidence-based Strategy:

Using the real-life situations will give students the continuous opportunity to interact with key content vocabulary and to evaluate the application of knowledge as transfer or learning occurs. Students will monitor their learning through the use of reflection logs. Further, it provides the opportunity for teachers to continuously monitor student learning as they engage in student-centered tasks that lead to collaboration and opportunities for teachers to provide consistent feedback with immediate support to students in addressing their misconceptions regarding content and individual learning gaps.

Action Steps to Implement

The Literacy Coach, ELA Department Chair, and Social Studies Department Chair will collaborate with teachers and district support facilitators to create and implement a pacing plan that identified on-going use of rigorous texts in instruction as well as Social Studies classes to support integrated development in content. The focus will be on building background knowledge in addition to utilizing active and guided literacy practices to support comprehension of content as presented in grade-level text. Teachers will engage the use of language dictionaries, paraprofessionals, ELL and ESE facilitators to support the ELL and ESE populations.

Person Responsible

Candace Booker-Goode (candace.bookergoode@browardschools.com)

The Department Chair and district support facilitator will work with teachers in PLCs, collaborative planning, and during teacher planning days to identify resources and design problem-solving/real-life scenarios-based tasks that are aligned with the progressive rigor of the standards, including the development of rubrics, reflection logs, and other procedures to assess student growth and provide quality student feedback as students engage in Socratic seminars, small group collaborative learning, and other forms of ongoing formative assessments.

Person Responsible

Patricia Maher (patricia.maher@browardschools.com)

Teachers will use data from daily formatives and use common summative assessments to plan for and provide small group remediation and enrichment for academic improvement.

Person Responsible Masharie Powell (masharie.powell@browardschools.com)

Reading teachers will be an addendum and utilize text sets aligned to Social Studies topics in order to expose students to information that will help bind background knowledge to learning in the Social Studies classes.

Person Responsible Masharie Powell (masharie.powell@browardschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	English Language Arts (ELA) had a 7% decrease in proficiency, which resulted in an overall score of 29% proficiency across all grade levels. 61% of students across grades 6th, 7th, and 8th are reading below grade level. In addition, our trend data shows that there is a major performance gap difference between the English Language Learners (ELL) students and their non-ELL counterparts. Additionally, trend data identifies that there has been an 8% decline in students making annual learning gains and a 6% decline for the lowest quartile. Research shows that increased exposure to grade-level text will yield better readers who are more likely to master content areas standards as they have increased opportunities for productive struggle. The expected outcome, therefore, is as students improve in ELA, it will directly impact their Civics and Science student achievement.
Measurable Outcome:	By June 2021, Silver Lakes Middle School student performance will show improvement in ELA in the following areas as measured by the 2022 FSA: a). Minimum 13% increase in proficiency. b). Minimum 20% increase in overall annual learning gains.
Monitoring:	Subsequently, teachers will collect and monitor data through the Houghton Mifflin Harcourt (HMH) Growth Measurement Assessment, a multi-layered approach integrating common formative assessment, unit tests, and selection tests embedded throughout the comprehensive program. In addition, one-to-one student data chats and data-driven PLCs.
Person responsible for monitoring outcome:	Candace Booker-Goode (candace.bookergoode@browardschools.com)
Evidence-based Strategy:	a). Consistent implementation of remediation and enrichment as part of the instructional design to address individual student needs. b). Building rigorous instruction by incorporating the Instructional Pacing Guide focused on core actions and instructional best practices with fidelity as part of daily instruction in the core areas of Intensive Reading, Language Arts and Social Studies classes to ensure students are continuously engaged through reading, writing, speaking, and listening tasks centered around grade-level text sets. c). Implementation of a corrective reading program such as Read 180 and Systems 44 that directly support the Language Arts classes, by focusing on decoding, fluency, and comprehension skills.
Rationale for Evidence-based Strategy:	a). Research conducted by BCPS education partner ACT and College Readiness Assessment organization, showed that when students are continuously engaged in grappling with complex texts, are more likely to master the skills needed to understand the relationships amongst concepts, ideas, structure, purpose, perspective, and word choice as used in the text. This also ensures that content teachers consistently address the depth of standards by giving frequent opportunities for reading, writing, speaking, and listening literacy development. b). Incorporation of data-driven centers as part of the instructional cycle will allow teachers to address the needs of students within each sub-group through differentiated instruction. This includes meeting the needs of the most at-risk students (lowest quartile, ELL, SWD) as identified by the Broward County Public School (BCPS) district's Curriculum Assessment Remediation and Enrichment (C.A.R.E.) cycle.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Mathematics Performance in Multiple Subgroups: Math is a high priority of focus as there has been a decline in multiple subgroups (i.e SWD, ELL, LQ) for the past 3 assessment periods. Although there has been decline in all areas, the LQ remains in focus for strategic and on-going intervention to ensure that there is gains in the curricular area.
Measurable Outcome:	By June 2022, Silver Lakes Middle School student performance in mathematics will show improvement in the following areas as measured by the 2022 FSA: a) Minimum of 25% increase in proficiency, with intended goal to ultimately be improving to an overall performance of 50% proficiency b) Minimum of 10% increase in overall annual learning gains c) Minimum of 10% increase for overall LQ annual gains, with a minimum 10% and 10% for SWD and ELL sub-groups respectively.
Monitoring:	Student progress will be measured through iReady, Math Nation, and in house mini assessments.
Person responsible for monitoring outcome:	Masharie Powell (masharie.powell@browardschools.com)
Evidence-based Strategy:	a) Creating a more student-centered classroom in which the teacher's planning and instruction will show an increase in the students' opportunity for consistent skill application in real-world situations as part of the instructional cycle. b) Consistent incorporation of remediation and enrichment groups as a part of the instructional design to address student needs in a more individualized manner.
Rationale for Evidence-based Strategy:	a) Real-world application opportunities are integral in helping the students to be able to see their learning in a way that moves it from conceptual to practical terms. This will not only ensure that the rigor of the standards are being addressed, but also provide students the means for authentic engagement in inquiry based learning which is a widely agreed upon as when there is the most learning occurring. This directly supports the BCPS district's Reimagining Middle initiative. b).Consistent incorporation of data-driven groups as a part of the instructional cycle will allow teachers to address the needs of students within each sub-group through differentiated instruction. This includes meeting the needs of the most at-risk students (LQ, ELL, SWD) as identified by the BCPS district.

Action Steps to Implement

1. Department chairs will collaborate with teachers and district support facilitator to create and implement a pacing plan that identifies real-world application of the skills as part of the instructional cycle.
2. Department chairs and district support facilitator will work with teachers in PLC's, collaborative planning on teacher planning days to identify resources and design problem solving real-world experience task that align with the progressive rigor of the standards, to assess student growth and to provide quality student feedback for improvement.
3. Department chairs and district support facilitator will work with teachers in PLC's, collaborative planning, and teacher planning days to identify resources and design differentiation groups to address the specific needs of students.

Person Responsible Masharie Powell (masharie.powell@browardschools.com)

1. Department Chairs, ELL Specialist, ESE Specialist/Facilitators, and Instructional Facilitators will continuously work with Math teachers to create and implement lessons in which learning is scaffolded with

the explicit instruction of content vocabulary, as well as the utilizing of active guided practices to support comprehension of content as presented at the level of standard. Teachers will engage the use of language dictionaries and paraprofessionals for small group learning for ELL students.

2. Leadership team will participate in weekly PLCs and conduct quarterly data conversations with teachers to monitor implementation of strategies evidenced by instructional observations, lesson plan review, student performance data, student work with feedback, and subsequent teacher actions plans for the continuous closing of learning gaps.

3. Continuous teacher capacity building support through a multi-tiered system based on teacher gaps as identified through instruction observations, lesson plan review, student performance data, and teacher's action planning for closing learning gaps.

Person Responsible Masharie Powell (masharie.powell@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.

Literacy Coach, ELA Department Chair, and Social Studies Department Chair will collaborate with teachers and district support facilitator to create and implement best instructional practices that support the continuous use of rigorous text in instruction in ELA, as well as Social Studies classrooms to support integrated literacy development in content. The Literacy Coach and Department Chairs and district support facilitator will work with teachers in PLCs, collaborative planning, and teacher planning days to identify resources and design differentiation centers to address the specific needs of students based on teacher observations, other formative, assessments, as well as feedback given to students throughout the instructional cycle. As a result of the implementation of the Read 180 and Systems 44 programs, student-focused centers will address specific standards and close learning gaps, by working on foundational skills such as decoding, fluency, and vocabulary acquisition. Academic Coaches, as well as ESE and ELL support paraprofessionals and facilitators, will provide push-in support.

Literacy Coach, ELA Department Chair, Social Studies Department Chair, Science Department Chair, and district support facilitator will work with teachers in Professional Learning Communities (PLC), as well as appropriate questioning that supports the progressive rigor of multiple standards and which align with the standards' assessment limits from the item specifications.

The Leadership Team will perform classroom visits and provide feedback to teachers as well as participate in weekly PLCs. Moreover, they will have quarterly data conversations with teachers to monitor the implementation of the strategies with fidelity as evidenced by instruction observations, lesson plan review, and student performance data.

The leadership team's responsibilities were realigned to match the strengths of the individuals on the team. A progress monitoring protocol has been structured and the leadership team will ensure fidelity and consistency. The data team includes (but is not limited to) the supervising administrator for literacy, guidance counselors, and the literacy coach, who work together to disaggregate student FSA data. This data is then aligned with other assessment instrument results such as FAIR/I-Ready, DAR scores if available, and Wilson reports along with the student's cumulative record (if needed) to make a decision that aligns with the 6-12 Intervention Reading Decision Tree. Additionally, the literacy coach meets with teachers at the end of the year to make recommendations on each of their students based on teacher observation student data. Once the placement is done according to this matrix, teachers are trained in and given a clear plan on the purpose of the course and level of students, the micro-interventions of expectations as well progression goals for the sub-group of students.

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 Lakes Middle school's culture and environment reflect a diverse staff and whose composition matches the demographics of the population we serve. As a part of our commitment to foster a safe learning environment where our students and teachers have the opportunity to thrive academically. Through the implementation of an internal rewards system as well as spotlights on student success; we focus our social-emotional intentions on providing a supportive and fulfilling environment, with learning conditions that meet the needs of all students. Our supportive programs include our P.I.N.K. mentorship program, ADIMU which is our boys' mentorship program, and our Ambassador program; we develop citizens that are sure of their roles and relationships in student learning and establishes a culture that values trust, respect, and high expectations for all learners. In addition, we consult with various external and internal stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Our stakeholder groups include teachers, students, and families of students, volunteers, and school board members.

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

Silver Lakes Middle school stakeholders play a key role in school performance and addressing equity and diversity in our school's culture. Including and consulting with various stakeholder groups on a monthly basis is critical in adhering to our statement of vision, mission, values, goals, and employing school improvement strategies throughout the school year. All Silver Lakes Middle School students are exceptional learners who will successfully transition to the next grade level through personal inquiry and growth, social responsibility, and academic and career excellence. Students will become aware of how academic choices and study habits can influence future educational opportunities. As a staff, we have high academic standards, leadership, and cooperation are encouraged at Silver Lakes Middle School in order to create an environment that fosters student success. Silver Lakes Middle School seeks to keep our school climate and culture based on healthy school culture and a caring environment. Administration and staff are confident about student success, thus they will share responsibility for student learning amongst themselves, teachers, and students. We (school family) are firm believers that together we achieve more.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$5,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3374	100-Salaries	2971 - Silver Lakes Middle School	Title, I Part A		\$3,000.00
			<i>Notes: Teacher salary for extended learning opportunities for student improvement to increase student mastery goal and to sustain growth made in this focus area.</i>			
	3336	500-Materials and Supplies	2971 - Silver Lakes Middle School	School Improvement Funds		\$2,500.00
			<i>Notes: To purchase supplementary materials for small group session for target groups of students based on ongoing progress monitoring assessment performance.</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$11,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3374	100-Salaries	2971 - Silver Lakes Middle School	Title, I Part A		\$10,000.00
			<i>Notes: Teacher salary for extended learning opportunities for student improvement.</i>			
	3373	500-Materials and Supplies	2971 - Silver Lakes Middle School	School Improvement Funds		\$1,500.00
			<i>Notes: Purchasing resources for to supplement core reading material to improve small group instruction for target sub-groups.</i>			
3	III.A.	Areas of Focus: Instructional Practice: Math				\$10,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3374	100-Salaries	2971 - Silver Lakes Middle School	Title, I Part A		\$8,000.00
			<i>Notes: Teacher salary for extended learning opportunities.</i>			
	3336		2971 - Silver Lakes Middle School	School Improvement Funds		\$2,500.00
			<i>Notes: Purchase of supplies for intervention small group stations for remediation and enrichment.</i>			
					Total:	\$27,500.00