

Broward County Public Schools

Silver Shores Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	13
Positive Culture & Environment	0
Budget to Support Goals	0

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	82%
2021-22 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	2021-22: A (63%) 2018-19: A (71%) 2017-18: C (53%)
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	ATSI
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	13
Title I Requirements	0
Budget to Support Goals	0

Silver Shores Elementary School

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

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	A	A	A

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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 Shores Elementary School is committed to providing a safe, collaborative, positively charged, fully-inclusive school, supported by the Florida BEST 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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	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.

Demographic Information

Principal start date

Monday 7/1/2013, Jonathan Leff

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

4

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

355

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	51	41	47	51	60	61	0	0	0	0	0	0	0	311
Attendance below 90 percent	16	13	13	14	14	16	0	0	0	0	0	0	0	86
One or more suspensions	0	0	1	2	0	4	0	0	0	0	0	0	0	7
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 2022 statewide FSA ELA assessment	0	0	0	14	7	7	0	0	0	0	0	0	0	28
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	9	11	0	0	0	0	0	0	0	27
Number of students with a substantial reading deficiency	0	14	8	8	6	4	0	0	0	0	0	0	0	40

Using the table above, complete the table below with the number of students by current grade level who have 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	4	4	15	11	11	0	0	0	0	0	0	0	45

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	3	0	8	1	1	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/2/2022

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
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	12	
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

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
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	12	
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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	63%	58%	56%				74%	59%	57%
ELA Learning Gains	60%						70%	60%	58%
ELA Lowest 25th Percentile	55%						63%	54%	53%
Math Achievement	64%	54%	50%				81%	65%	63%
Math Learning Gains	79%						83%	66%	62%
Math Lowest 25th Percentile	68%						68%	53%	51%
Science Achievement	49%	59%	59%				57%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	75%	60%	15%	58%	17%
Cohort Comparison		0%				
04	2022					
	2019	71%	62%	9%	58%	13%
Cohort Comparison		-75%				
05	2022					
	2019	75%	59%	16%	56%	19%
Cohort Comparison		-71%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	84%	65%	19%	62%	22%
Cohort Comparison		0%				
04	2022					
	2019	82%	67%	15%	64%	18%
Cohort Comparison		-84%				
05	2022					
	2019	81%	64%	17%	60%	21%
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	56%	49%	7%	53%	3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	38	29		45	56		18				
ELL	60	60		73	90						
ASN	91			100							
BLK	59	57	47	59	71	69	57				
HSP	61	58		61	82		39				
FRL	56	58	63	51	71	63	44				
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				
HSP	74	68	72	80	78	63	54				
WHT	67	70		91	82						
FRL	72	73	67	80	84	70	53				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	438
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
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Federal Index - English Language Learners	71
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
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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%	0

Asian Students	
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Federal Index - Asian Students	96
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
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Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Silver Shores was flagged for our Students with Disabilities Subgroup. In reviewing the ELA assessment data, 32% of SWD's that took the FSA ELA scored a level 1, as compared to the district SWD level 1's (50.5%) and the State (53.3%). Our SWD's scoring at levels 3-5 were at 38.2%, while the district was 26.2% and the State was 23.7%, clearly illustrating that Silver Shores far exceeded the SWD's scoring at proficiency while the District and State far exceeded Silver Shores in the SWD's scoring at a level 1.

For FSA Math, 24.2% of SWD's that took the FSA ELA scored a level 1, as compared to the district SWD level 1's (53.9%) and the State (53%). Our SWD's scoring at levels 3-5 were at 45.4%, while the district was 27.6% and the State was 28%, clearly illustrating that Silver Shores far exceeded the SWD's scoring at proficiency while the District and State far exceeded Silver Shores in the SWD's scoring at a level 1.

For FCAT 2.0 5th Grade Science, Silver Shores, Broward, and the state SWD level 1 students were roughly around the same percentage (45.5-47.1%). However, the district and the state outscored Silver Shores in SWD students scoring a level 3, 4, or 5: SSE 18.2%; Broward 24.2%; State 24.7%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring and 2022 State Assessments, 3rd-5th Grade ELA and 5th Grade Science demonstrate the greatest need for improvement within the SWD subgroup.

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 contributing factor to this need is that the SWDs did not meet or exceed the 41% threshold as outlined in the ESSA report card. In addition, last year was the first year of the implementation of the district's newly adopted ELA curriculum - Benchmark Advance, which was aligned to the Florida BEST Standards. 3rd-5th grade students that took the FSA were assessed on the Florida Standards, so there was a misalignment between the standards taught and the standards assessed.

As we move into the second year (2022-2023) of ELA implementation of Benchmark Advance, our teachers have a better understanding of the program, as well as the FAST Assessment ELA is aligned to the curriculum.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on progress monitoring and 2022 State Assessments, math showed the most improvement across grade levels.

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

Students were fully engaged in iReady math, a standards-based online program that provides three progress monitoring diagnostic assessments that create a student's individual academic pathway to achievement / proficiency. In addition, students also utilized Reflex Math, an online program that focuses on math fluency in the areas of addition, subtraction, multiplication, and division.

Teachers spent more time in whole-group, standards-based instruction due to the half-hour increase in instructional time, and pulled small groups according to areas of concern, and provided student's with more differentiated and personalized instruction.

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 FAST-style assessment questions and utilizing the online testing format, student data-chats, teacher / grade level data chats, and RtI / MTSS monitoring of Tier 2 and Tier 3 students.

Silver Shores has two full-time ESE support facilitators that will continue to support Tier 1 classroom instruction (push-in) as well as small group, intensive, individualized instruction (pull-out) per their IEP.

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; Savvas Math and Successmaker will also offer professional learning opportunities to teachers. The iReady PD Specialist will conduct data chats with the grade levels and review the various reports generated in ELA; 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.

The ESE Specialist will monitor the implementation of the IEPs to ensure alignment with grade level proficiency expectations.

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

ESSER Funding for a reading-certified teacher to implement research-based interventions and 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; Savvas Math and Successmaker online Math program; Reflex Math; iReady ELA; academic intervention camps

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Silver Shores was flagged for our Students with Disabilities Subgroup. In reviewing the ELA assessment data, 32% of SWD's that took the FSA ELA scored a level 1, as compared to the district SWD level 1's (50.5%) and the State (53.3%). Our SWD's scoring at levels 3-5 were at 38.2%, while the district was 26.2% and the State was 23.7%, clearly illustrating that Silver Shores far exceeded the SWD's scoring at proficiency while the District and State far exceeded Silver Shores in the SWD's scoring at a level 1.

The contributing factor to this need is that the SWDs did not meet or exceed the 41% threshold as outlined in the ESSA report card. In addition, last year was the first year of the implementation of the district's newly adopted ELA curriculum - Benchmark Advance, which was aligned to the Florida BEST Standards. 3rd-5th grade students that took the FSA were assessed on the Florida Standards, so there was a misalignment between the standards taught and the standards assessed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2022, 42% of 3rd-5th grade students with disabilities will score at or above a Level 3 as indicated on the FAST ELA Assessment

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

STAR Reading assessment; iReady ELA Diagnostic assessments and student individualized pathway to success; Oral Reading Running Record; FAST AP 1-3 Progress Monitoring Assessments; Benchmark Advance / Teacher-Driven Assessments

Person responsible for monitoring outcome:

Jessica Abraham (jessica.abraham@browardschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Standards-based / on-level instruction, in addition to individualized instruction per their IEP.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.

All students need to be taught on grade level in order to be successful on the standards-based assessment and the progress-monitoring assessments. In addition, students with disabilities need to be taught on-level instruction as well as instruction that aligns with their IEP goals.

Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will receive professional learning in standards-based instruction

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)

#2. Instructional Practice specifically relating to ELA

Area of Focus

Description and Rationale:

In 2021, Silver Shores Elementary School's ELA proficiency dropped from 74% (in 2019) to 59%, a 15 % decrease. In 2022, Silver Shores Elementary School's ELA proficiency rose from 59% to 63%, a 4% increase. Although Silver Shores regained it's "A" status as measured by the Florida Accountability and School Grade system, there is still an 11% gap in ELA proficiency in 3rd-5th grade from 2019 to 2022.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percentage of intermediate grades (3-5) students scoring proficient or higher in English Language Arts will increase from 62% to 75% by the end of May 2023 as measured by the FAST (PM3).

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

STAR Reading assessment; iReady ELA Diagnostic assessments and student individualized pathway to success; Oral Reading Running Record; FAST AP 1-3 Progress Monitoring Assessments; Benchmark Advance / Teacher-Driven Assessments

Person responsible for monitoring outcome:

Jessica Abraham (jessica.abraham@browardschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Standards-based / on-level instruction, in addition to individualized instruction and small group instruction based on deficiency

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

All students need to be taught on grade level in order to be successful on the standards-based assessment and the progress-monitoring assessments. In addition, teachers creating small groups based on need will allow a laser-focus of remediation in the specific areas needed. Individualized instruction (push-in and pull-out) will continue per students' IEPs and classroom need.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will receive professional learning in standards-based instruction, as well as a more in-depth look at successfully navigating Benchmark Advance (ELA Curriculum) and Benchmark Universe (ELA curricular online component)

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)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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. During the 2020-2021 school year, we implemented the "How Are You Feeling" or "How Are You Doing" Mood Meter, which 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 antibullying 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. 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 school culture and environment.

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