Broward County Public Schools

Silver Lakes Middle School

2022-23 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: 9/21/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (47%) 2018-19: C (41%) 2017-18: C (49%)
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.

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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)
Middle School 6-8	Yes	100%

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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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Purpose and Outline of the SIP

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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
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
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 teacherreflection, mentor and train teachers.
Booker-Goode, Candace	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.
Gore, Timothy	Magnet Coordinator	Recruit monitor the progress of STEM Magnet students and provide instructional strategies and support to teachers in STEM instruction, Project-based Learning (PBL)and Cambridge curriculum implentation.
Haupert, Terese	Teacher, ESE	Monitor the progress of special needs students and provide instructional strategies and support to teachers.
James, Carla	Teacher, K-12	Monitor the progress of ELL students and provide instructional strategies and support to teachers.
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.
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.

Name	Position Title	Job Duties and Responsibilities
Hylton, Nicole	Teacher, K-12	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 asneeded based on assessment data with coach support.
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

Demographic Information

Principal start date
Wednesday 9/21/2022, Errol Evans

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.*

0

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.*

8

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

777

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
4

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	0	0	0	0	0	0	240	252	251	0	0	0	0	743
Attendance below 90 percent	0	0	0	0	0	0	79	81	100	0	0	0	0	260
One or more suspensions	0	0	0	0	0	0	54	63	53	0	0	0	0	170
Course failure in ELA	0	0	0	0	0	0	10	10	12	0	0	0	0	32
Course failure in Math	0	0	0	0	0	0	8	10	9	0	0	0	0	27
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	86	107	107	0	0	0	0	300
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	94	102	114	0	0	0	0	310
Number of students with a substantial reading deficiency	0	0	0	0	0	0	4	4	2	0	0	0	0	10

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	0	0	0	0	0	103	120	120	0	0	0	0	343

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	0	0	0	0	0	0	4	1	10	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	1	1	9	0	0	0	0	11

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	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

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	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

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	35%	54%	50%				37%	57%	54%
ELA Learning Gains	43%						44%	57%	54%
ELA Lowest 25th Percentile	36%						35%	48%	47%
Math Achievement	32%	41%	36%				40%	60%	58%
Math Learning Gains	54%						43%	58%	57%
Math Lowest 25th Percentile	59%						33%	49%	51%
Science Achievement	35%	52%	53%				34%	49%	51%
Social Studies Achievement	53%	63%	58%				40%	71%	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	2022					
	2019	36%	57%	-21%	54%	-18%
Cohort Comparison						
07	2022					
	2019	28%	55%	-27%	52%	-24%
Cohort Comparison		-36%				
08	2022					
	2019	37%	59%	-22%	56%	-19%
Cohort Comparison		-28%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	38%	58%	-20%	55%	-17%
Cohort Comparison						
07	2022					
	2019	29%	53%	-24%	54%	-25%
Cohort Comparison		-38%				
08	2022					
	2019	28%	45%	-17%	46%	-18%
Cohort Comparison		-29%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	23%	43%	-20%	48%	-25%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	67%	33%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	35%	71%	-36%	71%	-36%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	61%	25%	61%	25%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	56%	37%	57%	36%

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	26	38	35	26	51	50	26	47			
ELL	28	42	29	25	64	76	37	48			
ASN	57	62		71	77						
BLK	35	43	34	29	50	52	34	53	75		
HSP	36	40	41	32	63	87	29	45	75		
MUL	28	43		24	71						
WHT	37	47		61	73						
FRL	33	43	39	30	53	56	31	52	73		
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			
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		

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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	464
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
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	
Federal Index - English Language Learners	43
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	
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	
Federal Index - Asian Students	67
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
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	
Federal Index - Hispanic Students	49
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	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
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?

Based on the 2021-2022 FSA there was a dramatic increase in proficiency for 8th grade Math from 6% to 28% proficient. Math learning gains also increased from 18% to 54% providing an overall 36 percentage point increase. Similarly, students in the lowest quartile showing Math learning gains increased from 24% to 59% providing a 35 percentage point increase in Math learning gains. An area of focus for Math will be to continue increasing proficiency across all grade levels.

Likewise, there was a forward trajectory in the area of English Language Arts (ELA). The overall trend saw an increase in the percentage of proficient students from 31% to 35%, providing a 4% gain in proficiency. In terms of learning gains, ELA increased from 35% to 43%, providing an 8% increase in learning gains. However, to make Silver Lakes competitive with students within our Socioeconomic

Status (SES) band, we will need to increase our proficiency by 8% points which will result in a proficiency score of 43%.

Similarly, 8th grade FCAT Science and Biology EOC showed an increase from 30% to 35% proficiency providing a 5% increase in Science proficiency.

Moving from Florida State Standards to Benchmark for Excellent Student Thinking (BEST) standards, we need to increase the proficiency level of our subgroup of Students With Disabilities (SWD) which are at 26% proficiency in both Math and ELA resulting in a Federal Index Score of 37%. Our goal is to increase the Federal Index for this subgroup 5 percentage points to 42%.

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

Based on the 2022 FSA assessment, areas in the greatest need for improvement are proficiency (achievement) for ELA, Math, and Science. The data shows that the overall percentage were below 40% for all core areas tested except for Civics. Likewise, SWD achievement in ELA showed a slight decrease in overall achievement and learning gain in ELA. SWD students as a subgroup are still below the 41% Federal Index indicating a need for targeted instruction of SWD students in both ELA. and Math.

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

Assessment of the contributing factors this need for improvement is still ongoing. However, early indicators suggest continued use of differentiating strategies, identifying, effectively engaging bubble (high level 2s) students, and increased SWD attendance for Extended Learning Opportunities (ELOs). The new action steps are engaging PD for teachers on differentiating strategies and resources, as well as identifying our ELL and ESE students on the cusp of making an achievement increase to prepare engage these students within ELO's in the late winter and spring.

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

The data from 2022 state assessment indicates significant growth in Learning Gains as well as our lowest quartile students. Learning gains for Math show an increase from 18% to 59% for increase gains of 36%. The Lowest Quartile in Math shows an increase from 24% to 59% for an increase gain of 35%. The learning gains for ELA show an increase from 35% to 43% for an increase of 8%. The Lowest Quartile in ELA shows an increase from 30% to 36% for an increase of 6%.

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

The greatest contributing factor for this improvement was having the students in class and on a regular consistent schedule during the 2021-2022 school year. The students benefited from consistent monitoring and instructors were able to identify problem areas and adjust accordingly. This was particularly effective when students were in class which allowed observant instructors to pick on nonverbal cues and observable gaps in understanding. The action steps were effective teaching

strategies and monitoring progress of the students. The instructors were able to differentiate instruction and pivot on the spot to address misconceptions.

For math in particular, Silver Lakes implemented Math support electives to promote growth and a highly qualified teacher was hired to fill a gap caused by a missing Math teacher. Remote instruction seemed to cause a substantial decline in Math much more so than ELA. A return to in-person instruction was also a factor causing the increase in Math scores.

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

Strategies to be implemented to accelerate learning includes enrolling students who are proficient in math (level 3 and above) into Algebra. The students who are proficient in reading (level 3 and above) and science (GEARs 1 and GEARs 2) are placed in Algebra. Alternatively, students not placed in accelerated classes will be provided with enrichment opportunities.

Furthermore, Math classrooms implement the following:
1. Increase rigor and effective use of resources with a focus on the use of manipulatives and conferencing. Implement consistent reteach/reassess strategies with fidelity by utilizing a fully developed curriculum map and assessment calendar.
2. Bi-weekly Classroom visits, observations, collaboration, and vertical walks.
3. Monitor performance data of SWDs and ELs 3x per year to identify specific students in need of additional support – Done by Academic Coach Special Education and IEL/ESOL teachers.

English Language Arts instruction will implement the following strategies:
1.R.A.C.E writing method will be used as a writing strategy for constructed responses to questions across all disciplines.

2. A "Word of the Week" program will review essential vocabulary for assessment, Blended Instruction will support non-proficient students at levels 1 and 2 using Read 180/System 44, Phonics, and the Study of Affixes (Prefixes/Suffixes). Reading Across Content Areas program will unite ELA and Elective teachers as a group to foster and implement Collective Teacher Efficacy (CTE) approach for ELA instruction.

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.

1.Math coach will support cross-curricular PBL with a focus on Math content and vocabulary through targeted Professional Development (PD) followed by direct modeling and support within the classroom.

2.SWD teacher leaders will share strategies and professional development addressing specific subgroups.

3. Weekly collaboration in PLC meetings to provide feedback. on IXL Math and Success Makers Math Interventions,

4. Continue Math teachers' professional development through (virtual) quarterly PL sessions differentiated for Math with focus on: Manipulatives, Project Based Learning for Math, Brief Constructed Response, Number Sense, Rigor. .

5.Teachers will participate in weekly professional development to include but not limited to effective data anlysis and use in decision making for effective instruction as well as the elements of the Marzano evaluation system as part of daily instruction.

6. 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 districts 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 the effective implementation of centers and proper utilization of block scheduling 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.

Silver Lakes Middle School will take several stakeholder approaches to sustain improvement. One area of focus is building teacher capacity in instruction via the development of demonstration classrooms (teacher "open doors" and teacher peer observations) and collaborative planning. In addition, teachers will be provided support via a multi-tiered support system and will be incentivized through teacher recognition for participating in 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

Data monitoring will be expanded to carefully monitor formative assessment for subgroups throughout the year. This may include the development of a custom database solution for data reporting in the event that data from different assessments platforms need to be consolidated for comparison.

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

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#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In terms of learning gains, ELA increased from 35% to 43%, providing an 8% increase in learning gains. However, to make Silver Lakes competitive with students within our SES band, we will need to increase our proficiency by 8% points which will result in a proficiency score of 43%. This is identified as a critical need because of stagnant data over a a four year span
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of students scoring at proficiency or higher in reading will increase from 35% to 42% by the end of the school year as measured by the Florida Assessment for Student Thinking (F.A.S.T.) in 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student progress on this outcome will be monitored through the following regular assessments to include an initial diagnostic Growth Measures Assessment, Houghton Mifflin Harcourt (HMH) Collection's book selection test, HMH unit tests, HMH end of workshop tests, and Read 180/ System 44 phonic inventory and reading assessments. Progress Monitoring tests through the F.A.S.T will also provide formative data 2 times throughout the year to detail the progress of students made under the new Benchmark for Excellent Student Thinking (B.E.S.T) standards.
Person responsible for monitoring outcome:	Candace Booker-Goode (candace.bookergoode@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	R.A.C.E writing method will be used as a writing strategy for constructed responses to questions across all disciplines. A "Word of the Week" program will review essential vocabulary for assessment, Blended Instruction will support non-proficient students at levels 1 and 2 using Read 180/System 44, Phonics, and the Study of Affixes (Prefixes/Suffixes). Reading Across Content Areas program will unite ELA and Elective teachers as a group to foster and implement Collective Teacher Efficacy (CTE) for ELA instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for	R.A.C.E strategy was selected as a way of improving writing assessment scores as evidenced by research conducted by the Connecticut Association for Reading Assessment in Oct 2011. Word the Week will build students accurate use of Tier 2 Academic vocabular in all disciplines. Blended Instruction will provide instructional level support to build reading comprehension, academic vocabulary, and writing skills for struggling students in Grades 4 and up.

<table>
<tr><td>selecting this strategy.</td><td>Phonics will help decoding multisyllabic words and is supported as a researched-based strategy by a report issued by the National Reading Panel in 2000.

Study of Affixes(prefixes and suffixes) increase student lexicon and expand their repertoire through word analysis.

Reading Across Content Areas - This approach implements a collective teacher efficacy approach that aligns Language Art, Reading and Elective teachers to collectively address student growth in ELA standards.

ESSER position support person will push into READ 180 classes and Language Arts</td></tr>
</table>

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.

1.Administer ELA Growth Measures Assessment
2.Administer F.A.S.T. PM1
3.Begin implement Word of The Week and Reading Across Content Areas
4.Implement HMH Units of Study and take Selection Tests on B.E.S.T. standards
5.Students will complete argumentative or informative essays at the conclusion of each HMH Unit
6.Evaluate student progress in MHM assessments in ELA PLC's
7.Administer Mid-Year Growth Measures Assessment
8.Administer F.A.S.T P.M. 2
9.Evaluate Mid -year data progress in PLC and devise a "Crunch Time" strategy to address deficiencies identified by assessment data
10.Spiral standards in need of improvement through daily "Do Nows"
Implement HMH Curriculum "Level Up" tutorials as remediation and enrichments for identified B.E.S.T. standards.
11.Continue with HMH Units Assessments and Unit Essays
12.Begin Extended Learning Opportunities after school and Saturday Camp.
13.Administer F.A.S.T PM 3

Person Responsible   Nicole Hylton (nicole.hylton@browardschools.com)

#2. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Student performance on the Civics EOC remained the same as the 2021-2022 school year. 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 people in a civilized society.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, Civics assessment will increase by a minimum of 10% as measured by the Civics EOC.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Civics progression will be monitored through the use of formative and summative assessments, as well as student reflection logs. Common formative assessment will be conducted using Mastery Connect.
Person responsible for monitoring outcome:	Patricia Maher (patricia.maher@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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; thereby drawing well-informed conclusions.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	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 of 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.

**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.

Social Studies teachers will administer a diagnostic test using Mastery Connect to get baseline data on students' levels of knowledge. Mastery Connect will be used for ongoing testing in Social Studies, including the CFA's, in order to have immediate data for teaching foundations. Vocabulary.com will be used in order to improve students' knowledge and understanding of vocabulary terms necessary for Civics. The Social Studies department will implement the ELO (Extended Learning Opportunity) for students to enrich their knowledge of understanding of the concepts. The ESE students will accommodated according to their individual needs (preferential seating, extra time, repeating directions, reduced assignments) and will be supported by ESE faculty. The ELL students will be assisted by the paraprofessionals, use of language dictionaries, and preferential seating. Remediation will be used daily in the Do Now and continuous review of questions and materials. Peers will be used to help struggling students with understanding.

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, reflections 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)

#3. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Broward County Public Schools was named 2022 District PBL Champion by PBL Works for its Reimagining Schools Initiative. Silver Lakes Middle School aspires to continue in this strong tradition by increasing student engagement through Project Based Learning which had diminished during the pandemic during both online instruction and the return to in-person instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, select classes of teachers with VILS micro credentials will implement at least three major PBL plans addressing school and/or community service-learning projects with SAC support.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teacher progress with VILS certification will be reported to SAC. The progress of classes participating in PBL will also be reported to SAC on monthly basis. SAC or a designated committee will review completed PBL plans and decide which plans to approve for funding. Completed projects will be reported to SAC by end of May 2023.
Person responsible for monitoring outcome:	Timothy Gore (timothy.gore@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	"Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge." Taken from https://www.pblworks.org/what-is-pbl
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/	Research by the Lucas Education Research conducted by University of Southern California and Michigan State University indicates that project-based learning resulted in an increase from 8% to 10% in test scores across grade levels and racial and socioeconomic groups. https://www.edutopia.org/article/new-research-makes-powerful-case-pbl . Prioritizing Project Based Learning as a SIP goal helps support student achievement as measured by test scores and develops real-world problem-solving skills among our student at every level of academic achievement.

criteria used for selecting this strategy.	Resources for this strategy will include PBL Works resources and VILS Micro credentialing in PBL or a related VILS micro credential.

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.

1. Teachers will participate in self-paced training through VILS micro credential program for PBL or a related micro credential.
2. Classes will implement Project Based Learning inquiry.
3. Completed project plans will be presented to SAC funding or designated committee
4. SAC will select three projects for funding.
5. Projects will be completed by the end of May 2023.

Person Responsible   Timothy Gore (timothy.gore@browardschools.com)

1. Teachers will participate in self-paced training through VILS micro credential program for PBL or a related micro credential.
2. Classes will implement Project Based Learning inquiry.
3. Completed project plans will be presented to SAC funding or designated committee
4. SAC will select three projects for funding.
5. Projects will be completed by the end of May 2023.

Person Responsible   Timothy Gore (timothy.gore@browardschools.com)

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Comparative FSA data show that school's proficiency level in Math is below district and state thresholds. This area of focus was selected to improve student performance in Math and to impact the school's overall grade which has remained the same over a span of four years. The 2022 F.A.S.T. P.M.1 data also indicate Math levels that are below district and state level comparative data. The administration of the Math F.A.S.T. P.M.1 results are: Grade 6 achievement score of 298 which is 10 points below the district and 8 points below the state. Grade 7 achievement score of 298 which is 10 points below the district and 11 points below the state. Grade 8 achievement score of 298 which is 10 points below the district and 13 points below the state
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percentage of Math students scoring proficient or higher in Math BEST will increase from 21% to (55 % proficiency) by the end of May 2023 as measured by Florida Assessment of Student Thinking (FAST).
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitor progress through Success maker application (time, pass rate, lessons completed) Monitor progress through VILS ST MATH supplementary application (time, pass rate, lessons completed) Monitor progress through formative assessments and PM1 and PM 2 data for F.A.S.T. Regularly review formative data in PLC's and revise instructional plan Bi-weekly Classroom visits, observations, collaboration, and vertical walks Monitor performance data of SWDs and ELs 3x per year to identify specific students in need of additional support – Done by Academic Coach Special Education and IEL/ESOL teachers SWD teacher leaders will share strategies addressing specific subgroups. Weekly collaboration meetings to provide feedback. IXL Math and Success Makers Math Interventions, Monitor the performance of SWDs and ELs in all data collected and discuss in MTSS with the intent of identifying specific students displaying a lack of progress or mastery of math standards.
Person responsible for monitoring outcome:	Jennifer Lindsay (jennifer.lindsay@browardschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	a) Building a more student-centered classroom and incorporating more rigorous, real-world application instruction throughout the instructional cycle will show an increase in the students' opportunity for consistent skill application. b) Consistent incorporation of remediation and enrichment centers as part of the instructional design to address student needs in a more individualize/prescriptive manner.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	a) By incorporating real-world applications, students will be able to see their learning as not just conceptual but in practical terms. This will help ensure that the cognitive demands of the standard are being met but also provide the students means for authentic engagement in inquiry-based learning, which is widely agreed upon as when there is the most learning occurring. This directly supports the BCPS district's Reimagining Middle initiative and as guided by the Buck Institute for Project-Based Learning. b) Consistent incorporation of data-driven centers as part of the instructional cycle will allow teachers to address the needs of the students within each sub-group through differentiated instruction. This includes meeting the needs of our most at-risk students (ELL/SWD) as identified by the BCPS district C.A.R.E. cycle.

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.

Increase Parent Involvement through Math Academic Nights At the beginning of the year and throughout, educate parents about the curriculum by holding Math Academic Nights on: SAVVAS Curriculum, Success Maker, IXL.

Implement consistent reteach/reassess strategies with fidelity by utilizing a fully developed curriculum map and assessment calendar.

Math coach will support cross-curricular PBL with a focus on Math content and vocabulary through targeted PD followed by direct modeling and support within the classroom.

Coach co-delivers PD and follows up with regularly scheduled classroom modeling, monitoring, feedback and support and use of manipulatives.

Provide after school and Saturday MATH School opportunities for remediation credit recovery, re-assessment, workshops.

Provide extended day tutoring, and interventions on subgroup performances.
Professional development for Math with focus on: Manipulatives, Project Based Learning for Math, Brief Constructed Response, Number Sense, Rigor. Professional Learning Plan and vertical walks schedule for K-12 alignment.

Person Responsible	Jennifer Lindsay (jennifer.lindsay@browardschools.com)

#5. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	A critical focus for Silver Lakes science is increase our student population proficiency in science as measured by the Science FCAT. To achieve our goal the critical need from the data shows a need for reinforcing reading strategies to allow students to be successful of nature of science.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Percentage of students scoring at proficiency or higher in FSA/EOC will increase from 35% to 40% by the end of June as measured by FSA/EOC administered in May.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The progress monitoring vehicle being used is common formative assessment administered via Mastery Connect. The students are given a diagnostics to measure a baseline. Afterwards, students are assessed after every unit which contains 3-4 content benchmarks monitor progress.
Person responsible for monitoring outcome:	Ernst Alexis (ernst.alexis@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The science department uses graphic organizers such as Frayer model vocabulary, CER, and flowcharts to help the students bridge main ideas from the content area. We regular chunk the large reading passages into "digestible bites" to facilitate differentiation for student with disabilities. We facilitate instruction via Canvas Learning Management System which offers options that reads specific texts back to students. We refer to the learning goal throughout the lesson to ensure the students understand the reason for instruction of the lesson. Lastly, we provide feedback to help students revise work and deepen comprehension,
Rationale for Evidence-based Strategy: Explain the rationale for	The rationale for using graphic organizers is it allows the student to interact with the content in a differentiated format. This allows the student to visualize and associates key concepts together. These strategies also support reading comprehension and are used within the English Language Arts and reading comprehension. The rationale for using CANVAS read aloud is it assist with vocabulary word pronunciation and recognition.

selecting this specific strategy. 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.

1. Diagnostic will determine a baseline score.
2. Students will be taught the content using hand-on labs or virtual labs. We will also be using researched-based literacy tools such as CER, RACE, and concept mapping.
3. Students will be grouped into small working groups that will help facilitate the content knowledge. These groups will reflect the needs of ESE/ELL students. ELL students will have preferential seating, extra time, and Language Paraprofessional to assist in comfortable setting. The ESE students will be grouped by student need (extra time, reduced assignments).
4. The students will then be assessed using Common Formative Assessments (CFAs) using the Mastery Connect Platform.
5. Students not on mastery after CFAs will be remediated using CANVAS, Nearpod, and Homework assignments.
6. The 6th and 7th grade content will be taught using co-teaching merged classrooms, Do Now Reviews, and Extended learning Opportunities (ELOs).

Person Responsible   Ernst Alexis (ernst.alexis@browardschools.com)

#6. 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.	SWD achievement in ELA showed a slight decrease in overall achievement and learning gain in ELA. SWD students as a subgroup are still below the 41% Federal Index indicating a need for targeted instruction of SWD students in ELA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of SWD students making learning gains on the FAST ELA will increase from 38% to 43% by June 2023 as measured by the third FAST Assessment
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Formative assessments through F.A.S.T. P.M. 1 and P.M. 2 Growth Measures assesments Phonics and Reading Inventory assessments
Person responsible for monitoring outcome:	Candace Booker-Goode (candace.bookergoode@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Evidence based strategies will include: Textbook Audio support Activating Prior Knowledge Corrective Reading program (Read 180 and System 44) Graphic Organizers Close Reading
Rationale for Evidence-based Strategy: Explain the rationale for	Textbook Audio support is helpful for students who may face difficulties reading or comprehending written language. Activating Prior Knowledge helps students monitor their understanding by linking new information with prior learning. Corrective Reading Program provides intensive direct instruction-based reading intervention for students. Graphic organizers help readers organize new information and make meaningful connections between ideas in a text. Close reading helps students become

selecting this specific strategy.	
Describe the resources/ criteria used for selecting this strategy.	independent readers who interpret the text and ultimately connect with it on a deeper level, bringing their own ideas and perspectives.

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.

1.Administer ELA Growth Measures Assessment
2.Administer F.A.S.T. PM1
3.Begin implement Word of The Week and Reading Across Content Areas
4.Implement HMH Units of Study and take Selection Tests on B.E.S.T. standards
5.Students will complete argumentative or informative essays at the conclusion of each HMH Unit
6.Evaluate student progress in MHM assessments in ELA PLC's
7.Administer Mid-Year Growth Measures Assessment
8.Administer F.A.S.T P.M. 2
9.Evaluate Mid -year data progress in PLC and devise a "Crunch Time" strategy to address deficiencies identified by assessment data
10.Spiral standards in need of improvement through daily "Do Nows"
Implement HMH Curriculum "Level Up" tutorials as remediation and enrichments for identified B.E.S.T. standards.
11.Continue with HMH Units Assessments and Unit Essays
12.Begin Extended Learning Opportunities after school and Saturday Camp.
13.Administer F.A.S.T PM 3

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

#7. 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.	Comparative FSA data show that school's proficiency level in Math is below district and state thresholds. The 2022 F.A.S.T. P.M.1 data also indicate Math levels that are below district and state level comparative data. SWD students as a subgroup are still below the 41% Federal Index on 2022 FSA indicating a need for targeted instruction of SWD students in Math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of Math students scoring proficient or higher in Math BEST will increase from 21% to 55 % proficiency by the end of May 2023 as measured by Florida Assessment of Student Thinking (F.A.S.T) with a target to increase the percentages of Students with Disabilities (SWD) moving from Level 1 to 2 on the F.A.S.T. by 3%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitor progress through Success maker application (time, pass rate, lessons completed) Monitor progress through VILS ST MATH supplementary application (time, pass rate, lessons completed) Monitor progress through formative assessments and PM1 and PM 2 data for F.A.S.T. Regularly review formative data in PLC's and revise instructional plan Bi-weekly Classroom visits, observations, collaboration, and vertical walks Monitor performance data of SWDs and ELs 3x per year to identify specific students in need of additional support – Done by Academic Coach Special Education and IEL/ESOL teachers SWD teacher leaders will share strategies addressing specific subgroups. Weekly collaboration meetings to provide feedback. IXL Math and Success Makers Math Interventions, Monitor the performance of SWDs and ELs in all data collected and discuss in MTSS with the intent of identifying specific students displaying a lack of progress or mastery of math standards.
Person responsible for monitoring outcome:	Jennifer Lindsay (jennifer.lindsay@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	a)Building a more student-centered classroom and incorporating more rigorous, real-world application instruction throughout the instructional cycle will show an increase in the students' opportunity for consistent skill application. b)Consistent incorporation of remediation and enrichment centers as part of the instructional design to address student needs in a more individualize/prescriptive manner.

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

a) By incorporating real-world applications, students will be able to see their learning as not just conceptual but in practical terms. This will help ensure that the cognitive demands of the standard are being met but also provide the students means for authentic engagement in inquiry-based learning, which is widely agreed upon as when there is the most learning occurring. This directly supports the BCPS district's Reimagining Middle initiative and as guided by the Buck Institute for Project-Based Learning.

b) Consistent incorporation of data-driven centers as part of the instructional cycle will allow teachers to address the needs of the students within each sub-group through differentiated instruction. This includes meeting the needs of our most at-risk students (ELL/SWD) as identified by the BCPS district C.A.R.E. cycle.

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.

Increase Parent Involvement through Math Academic Nights At the beginning of the year and throughout, educate parents about the curriculum by holding Math Academic Nights on: SAVVAS Curriculum, Success Maker, IXL.

Implement consistent reteach/reassess strategies with fidelity by utilizing a fully developed curriculum map and assessment calendar.

Math coach will support cross-curricular PBL with a focus on Math content and vocabulary through targeted PD followed by direct modeling and support within the classroom.

Coach co-delivers PD and follows up with regularly scheduled classroom modeling, monitoring, feedback and support and use of manipulatives.

Provide after school and Saturday MATH School opportunities for remediation credit recovery, re-assessment, workshops.

Provide extended day tutoring, and interventions on subgroup performances.
Professional development for Math with focus on: Manipulatives, Project Based Learning for Math, Brief Constructed Response, Number Sense, Rigor. Professional Learning Plan and vertical walks schedule for K-12 alignment.

Person Responsible

Jennifer Lindsay (jennifer.lindsay@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 Lakes Middle school's culture and environment reflect a diverse staff and whose composition matches the demographics of the population we serve. We are committed to foster a safe learning environment where our students and teachers have the opportunity to thrive socially and academically. We focus our social-emotional intentions on providing a supportive and fulfilling environment, with learning conditions that meet the needs of all students.

We honor the diversity within our community by acknowledging the district's Diversity Days of Observance and History Months with special programs and events on campus, special morning announcements, and posters in classes and hallways honoring the diverse groups represented within these observances. These observances are integrated into core and elective classes especially our Art, Music, Spanish, and Peer Counseling classes. The visibility of our diverse community members is also achieved by showing multimedia presentations during lunch to include notable figures for each history month as well as diverse and representative styles of music from various cultures. A Winter Holiday Concert will also feature music to represent the diverse holiday traditions within our community.

District Diversity Days of Observance are:

American Muslim Heritage Month
Asian Pacific American Heritage Month
Black History Month
Choose Peace/Stop Violence Week
Day of Elimination of Racial Discrimination
Day of Silence
Diversity Awareness Month
Florida Jewish History Month
Haitian Heritage Month and Flag Day
Hispanic Heritage Month
Holocaust Remembrance Day
Human Rights Day
International Peace Day
International Holocaust Remembrance Day
Jewish American Heritage Month
Juneteenth
LGBT History Month
Mix It Up at Lunch Day
Native American Heritage Month
No place for Hate Day
Pride Month
Women's History Month

Our stakeholder groups include teachers, students, and families of students, volunteers, community organization and school board members. In addition, we consult with various external and internal stakeholder groups such as SAC, SAF and PTO to develop school improvement strategies that impact the positive school culture and environment.

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

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 are firm believers that together we achieve more.

Our Equity Liaison coordinates with teachers to promote Days of Diversity in various ways including student work from Art, Music and other Electives. The Urban League's STEM Ready program coordinates guest presenters and field trips to Florida Atlantic University for our students to promote STEM careers and STEM programs of study. OIC South Florida is an important stakeholder that provides an afterschool enrichment program that enhances the school with academic tutoring, social emotional learning, cultural enrichment, community service opportunities, personal goal setting and mentoring.

Our supportive programs include our P.I.N.K. Ladies 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.