

Broward County Public Schools

# Silver Lakes Middle School



2023-24

Schoolwide Improvement Plan (SIP)

---

## Table of Contents

---

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>11</b>
<b>III. Planning for Improvement</b>	<b>16</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>36</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>0</b>
<b>VI. Title I Requirements</b>	<b>37</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>0</b>

## Silver Lakes Middle School

7600 TAM OSHANTER BLVD, North Lauderdale, FL 33068

[ no web address on file ]

### School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## I. School Information

### School Mission and Vision

#### Provide the school's mission statement.

Our mission is to empower and inspire students in the low-income school community to develop a love for learning and achieve academic growth through:

1. Providing equitable access to quality education: We strive to bridge the educational gap by ensuring that every student receives equal opportunities and resources, regardless of their socioeconomic background.
2. Cultivating a nurturing and supportive environment: We foster a safe and caring atmosphere where students feel valued, respected, and supported in their academic journey, enabling them to overcome challenges and thrive.
3. Delivering effective and engaging teaching practices: We employ innovative teaching methods that cater to different learning styles, leverage technology, and promote critical thinking, creativity, and problem-solving skills.
4. Collaborating with families and the wider community: We actively involve parents, guardians, and the community in our educational initiatives, creating a strong support system that reinforces the importance of education and encourages student academic growth.
5. Providing comprehensive support services: We offer a range of support services, including mentoring programs, tutoring, counseling, and extracurricular activities, to address the diverse needs and aspirations of our students, nurturing their overall development.
6. Fostering a growth mindset and a lifelong love for learning: We instill in our students the belief that their abilities can be developed through hard work, determination, and perseverance. We encourage curiosity, a thirst for knowledge, and a passion for continuous learning.

By embracing this vision and working collectively towards our mission, we aspire to transform the low-income school community into a hub of academic growth, empowering our students to excel academically and realize their dreams.

#### Provide the school's vision statement.

To create a vibrant and inclusive learning community where every student, regardless of their socioeconomic background, has the opportunity to achieve academic excellence and unlock their full potential.

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

#### School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Evans, Errol	Principal	Lead the school's leadership team to ensure that the vision is implemented. Monitor and lead as the instructional leader providing high-quality, standards-based instruction. Monitor school data to assess student, class, grade, and school-wide progress to ensure the school achieves its goals. Share decision-making with the leadership team to ensure student progress. Support teachers and coaches in developing their knowledge about the curriculum and promote teacher collaboration by focusing on effective classroom instruction. Engage teachers in conversations regarding class, grade, and school data. Facilitate teacher reflection and mentor teachers.
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 as needed based on assessment data with coach support.
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 implementation.
Hauptert, 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.
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 promotes the vision of the school's principal. Monitor and implement IFC and modify as needed based on assessment data with coach support

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholder involvement in Silver Lakes Middle School School Improvement Plan requires the input of parents, students, school leadership, and teachers. The school Mission and Vision are developed by the administrative staff led by the school principal. Once the school mission and Vision are revealed, the SIP coordinator and SAC Chair input them into the SIP Plan. The school curriculum leaders review the Needs Assessment and Data Review. The curriculum leaders develop a plan of action based on student data. Upon completion of each focus plan, department leaders describe their area of focus, present their SMART Goal, explain their rationale, and reveal their action plan. The ESSA subgroup of SWDs for ELA and Math has an additional plan of action to aid in increasing student outcomes. Once the SIP is completed, it is presented to the parents and other stakeholders for input. The school curriculum leaders monitor the school improvement plan to ensure that it meets its intended target's needs. The school curriculum leaders monitor the school improvement plan to ensure that it meets its intended target's needs by providing opportunities for remediation, enrichment, and acceleration with the implementation of our extended learning opportunities, collaboration with the academic portion of our after-school partnership with OIC of South Florida and our monthly multiple parent nights centered around academic resources and opportunities to bridge the school to home learning continuum.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing students' achievement in meeting the State's academic standards by the curriculum leaders and department leaders. They will also have the support of school administrators to facilitate the process in which the students with more significant achievement gaps are served. In particular, the administration will provide feedback to teachers and curriculum leaders based on student and teacher data to improve effective pedagogical practices that are student-centered and data-informed. Additionally, each SAC meeting will invite a curriculum leader to present the status of their action plan to SAC. Curriculum leaders and Department heads also facilitate weekly Professional Learning Communities to review data and monitor student progress. BEST Practices are shared, and modifications are made to the action plan based on student data. Students are given opportunities for remediation and enrichment as needed. This process ensures continuous improvement and the potential increase in student achievement.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	96%



<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	95	80	102	277	
One or more suspensions	0	0	0	0	0	0	86	61	60	207	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	12	8	6	26	
Course failure in Math	0	0	0	0	0	0	12	12	8	32	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	106	114	116	336	
Level 1 on statewide Math assessment	0	0	0	0	0	0	81	88	105	274	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	5	2	7	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	106	115	129	350	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	4	1	14	19
Students retained two or more times	0	0	0	0	0	0	7	2	8	17

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	79	81	100	260	
One or more suspensions	0	0	0	0	0	0	54	63	53	170	
Course failure in ELA	0	0	0	0	0	0	10	10	12	32	
Course failure in Math	0	0	0	0	0	0	8	10	9	27	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	86	107	107	300	
Level 1 on statewide Math assessment	0	0	0	0	0	0	94	102	114	310	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	4	4	2	10	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	103	120	120	343	

The number of students identified retained:

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

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	79	81	100	260	
One or more suspensions	0	0	0	0	0	0	54	63	53	170	
Course failure in ELA	0	0	0	0	0	0	10	10	12	32	
Course failure in Math	0	0	0	0	0	0	8	10	9	27	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	86	107	107	300	
Level 1 on statewide Math assessment	0	0	0	0	0	0	94	102	114	310	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	4	4	2	10	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	103	120	120	343

**The number of students identified retained:**

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

## II. Needs Assessment/Data Review

### ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	38	53	49	35	54	50	31		
ELA Learning Gains				43			35		
ELA Lowest 25th Percentile				36			30		
Math Achievement*	38	56	56	32	41	36	23		
Math Learning Gains				54			18		
Math Lowest 25th Percentile				59			24		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	35	50	49	35	52	53	30		
Social Studies Achievement*	49	67	68	53	63	58	51		
Middle School Acceleration	70	70	73	76	51	49	49		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	29	42	40	41	74	76	28		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

#### ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	259
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	464
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	23	Yes	4	1
ELL	39	Yes	1	
AMI				
ASN	85			
BLK	42			
HSP	50			
MUL	44			
PAC				
WHT	41			
FRL	41			

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	37	Yes	3	
ELL	43			
AMI				
ASN	67			
BLK	45			
HSP	49			
MUL	42			
PAC				
WHT	55			
FRL	46			

**Accountability Components by Subgroup**

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	38			38			35	49	70			29
SWD	19			31			25	16			4	
ELL	33			31			23	38	82		6	29
AMI												
ASN	80			90							2	
BLK	36			36			33	50	64		6	33
HSP	41			42			39	48	80		5	
MUL	44			44							2	
PAC												
WHT	48			33							2	
FRL	34			36			30	44	70		6	33

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	35	43	36	32	54	59	35	53	76			41
SWD	26	38	35	26	51	50	26	47				
ELL	28	42	29	25	64	76	37	48				41
AMI												
ASN	57	62		71	77							
BLK	35	43	34	29	50	52	34	53	75			42
HSP	36	40	41	32	63	87	29	45	75			40
MUL	28	43		24	71							
PAC												
WHT	37	47		61	73							
FRL	33	43	39	30	53	56	31	52	73			50

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	31	35	30	23	18	24	30	51	49			28
SWD	27	40	31	22	34	34	33	34				
ELL	26	39	35	26	21	25	17	46	40			28

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	47	50		60	29							
BLK	29	33	27	21	16	21	27	51	47			21
HSP	30	38	40	20	17	35	30	48	40			31
MUL	54	50		43	40							
PAC												
WHT	47	40		24	31							
FRL	30	35	33	22	17	23	29	48	47			29

### Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	31%	49%	-18%	47%	-16%
08	2023 - Spring	34%	49%	-15%	47%	-13%
06	2023 - Spring	31%	50%	-19%	47%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	38%	54%	-16%	54%	-16%
07	2023 - Spring	38%	51%	-13%	48%	-10%
08	2023 - Spring	26%	46%	-20%	55%	-29%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	23%	38%	-15%	44%	-21%

**ALGEBRA**

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	48%	22%	50%	20%

**GEOMETRY**

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	75%	46%	29%	48%	27%

**BIOLOGY**

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	63%	31%	63%	31%

**CIVICS**

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	64%	-18%	66%	-20%

**III. Planning for Improvement****Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The data component for the 2022-23 that showed the lowest performance is science achievement. The percentage of students proficient in science in 2023 was 23%. This is a 12-point drop from the previous year, which was 35%. The contributing factors to last year's low performance include failure to adhere to the Instructional Focus Calendars, personnel, and ongoing progress monitoring. The ELA and Math trend data usually shows a 37% overall student achievement. The bulk of those points are a result of learning gains. The absence of learning gains in the score calculation has severely affected our overall student achievement.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Science achievement was the data component that showed the greatest significant decline in the prior year. According to a three-year trend, Show increase and decrease throughout the 3-year movement from 30% in 2021, 35% in 2022, and 23% in 2024. This decline may occur due to students' struggles with vocabulary and background knowledge of the content. Additionally, students may not have had a full-time teacher in the class consistently throughout the Three-year middle-grade progression.



Furthermore, the student particularly struggled with retaining 6th-grade content during the content review, resulting in reteaching of 6th-grade content to help close the achievement gap. This lingering result of COVID-era school procedures and class structure.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The data component has the most significant gap compared to the state average in science. However, the science is down district-wide. The state average in science is 54%. Given that our science achievement score is 23%. This shows a 26% gap compared to the state average. Chronic absenteeism and school suspensions have significant adverse effects on student achievement. Additionally, students did not have a teacher consistently throughout the year.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component that showed the most improvement is math. The mathematics achievement increased to 35% in 2023. This shows an increase of 3%. A few contributing factors are the curriculum, and instructional calendar was implemented with fidelity.

The resources provided by the district were used to remediate students. The appropriate use of resources and correctly allocating the proper resources to areas of greater need. Credit recovery starts early after semester 1 to allow remediation to contribute to student achievement scores.

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

The 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, and workshops.

Provide extended day tutoring and interventions on subgroup performances.

Professional development for Math focuses on Manipulatives, Project Learning for Math, Brief Constructed Responses, Number Sense, and

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Reflecting on the Early Warning Signs, two areas of concern are chronic absenteeism and the rate of suspensions. In 2022-23, the total number of students with chronic absenteeism, indicated by absence of 10% or more days, is 277. The specific numbers are 96 in the 6th, 80 in the 7th grade, and 102 students in the 8th grade. The second potential area of concern from EWS is the rate of suspension. The number of suspensions of one or more in 2022-23 is 207. The grade breakdown shows 86 breaks in 6th, 61 in 7th, and 60 in 8th.

Chronic absenteeism and school suspensions have significant adverse effects on student achievement. Chronic absenteeism refers to a pattern of students missing a substantial number of school days, while school suspensions involve temporary removal from school as a disciplinary action. Here are the

detrimental impacts of these issues:

1. **Disrupted Learning:** Chronic absenteeism and school suspensions disrupt the continuity of learning. Students who are frequently absent or suspended miss out on essential instruction, classroom discussions, and collaborative learning opportunities. This can result in knowledge gaps, decreased academic engagement, and hindered progress.
2. **Reduced Academic Performance:** The negative impact of chronic absenteeism and school suspensions on academic performance is well-documented. Absenteeism leads to lower test scores and grades and decreased overall academic achievement. Similarly, suspensions disrupt students' educational routines, causing them to fall behind in coursework and decreasing their chances of academic success.
3. **Limited Social and Emotional Development:** Regular school attendance and positive engagement contribute to students' social and emotional development. Chronic absenteeism and suspensions isolate students from their peers and limit their opportunities for social interaction, collaboration, and developing critical interpersonal skills.
4. **Increased Achievement Gap:** Chronic absenteeism and school suspensions often disproportionately affect disadvantaged students, exacerbating existing achievement gaps. These students may face additional barriers to success, such as limited resources or unstable home environments. The cumulative impact of missed instruction and disciplinary actions further widens the achievement gap between them and their peers.

Addressing chronic absenteeism and finding alternative suspensions are crucial to improving student achievement. Implementing strategies to promote attendance, providing support services, implementing restorative practices, and focusing on preventive measures for behavioral issues can help create a positive and inclusive school environment that fosters academic growth and success for all students.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

1. **Enhanced Technology Integration:** Implement a comprehensive plan to increase the integration of technology in the classroom, providing students with more opportunities for interactive and personalized learning experiences. This can include providing devices, software, and training for teachers and students, as well as creating a digital curriculum platform.
2. **Strengthening Teacher Professional Development:** Design and implement robust professional development programs to support teachers in addressing current educational challenges, such as differentiated instruction, assessment strategies, and classroom management techniques. This can include organizing workshops, conferences, and mentorship programs to provide faculty members with ongoing support and learning opportunities.
3. **Promoting Student Engagement and Well-being:** Develop initiatives to foster student engagement and well-being, such as implementing a social-emotional learning curriculum, enhancing mental health resources and support, and providing extracurricular activities that cater to diverse student interests. Additionally, consider creating a student advisory council to involve students in decision-making processes actively.
4. **Parent and Community Involvement:** Strengthen school-community relations by involving parents and community members in the school improvement process. Encourage parents to be engaged in their child's education through workshops, information sessions, and volunteer opportunities. Partner with local businesses, organizations, and institutions to provide resources, internships, and student

mentorship programs.

5. Data-Driven Decision Making: Establish data analytics systems and methodologies to gather, analyze, and utilize student data effectively. This allows educators and administrators to identify areas of improvement, track progress, and make informed decisions. Regularly monitor student performance and customize instructional strategies to ensure all students receive the necessary support.

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

SWD achievement in ELA showed a slight decrease in overall proficiency 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. Learning gains were not calculated this year due to last year serving as the baseline for future exams.

**Measurable Outcome:**

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

Given the absence of learning gains, Proficiency will be used as the measurable outcome for this subgroup. Therefore, the percentage of SWD students proficient on the FAST ELA will increase from 5% to 12% by June 2024, 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, P.M. 2, and P.M.3  
Phonics and Reading Inventory assessments  
End of Workshop assessments

**Person responsible for monitoring outcome:**

Nicole Hylton (nicole.hylton@browardschools.com)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence-based strategies will include:  
Textbook Audio support  
Activating Prior Knowledge  
Corrective Reading program (Read 180 and System 44)  
Graphic Organizers  
Close Reading  
Science of Reading research strategies

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Textbook Audio support is helpful for students who may struggle with 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 further information and make meaningful connections between ideas in a text. Close reading helps students become independent readers who interpret the text and ultimately connect with it on a deeper level, bringing their ideas and perspectives. The Science of Reading provides teachers with scientific evidence on how students read and learn to read.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### 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 phonics and reading inventory.
2. Screening and placement based on data into Read 180 or System 44.
3. Administer F.A.S.T. PM1
4. Begin implementation of Word of The Week and Reading Across Content Areas
5. Implement Read 180 workshops and/or System 44 series.
6. Administer End of Workshop assessment.
7. Evaluate student progress on workshop assessment to determine remediation or enrichment.
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. Begin Extended Learning Opportunities after school and Saturday Camp.
11. Administer F.A.S.T PM 3

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

**By When:** Action steps to be implemented by May 2024.

**#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This year the students' performance on the EOC (End of Course) dropped from the prior year. The student's overall performance was around 47% for the last school year. The Civic EOC is important because it serves as a comprehensive assessment of students' understanding of civic concepts and their engagement with important social topics. The Civics course provides students with the foundation needed to be successful in high school and beyond. Lastly, the exam highlights a student's readiness to actively participate in democratic processes and contribute positively to their community.

**Measurable Outcome:**

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

By the end of the 2023-2024 school year the Civics EOC score will increase by 13-15%.

**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:**

[no one identified]

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:**

Explain the rationale for selecting this specific strategy.

Using the real-life situations will give students the continuous opportunity to interact with key content vocabulary and to evaluate the application of knowledge as transfer 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.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Curriculum Review and Alignment:

Evaluate the civics curriculum to ensure it aligns with exam objectives and standards.

Identify any gaps in content coverage and update materials accordingly.

#### Formative Assessment Strategies:

Implement regular formative assessments like quizzes, polls, and discussions to gauge student understanding throughout the course.

Use the results to identify areas of weakness and adjust teaching strategies as needed.

#### Individualized Support:

Support struggling students through tutoring, study groups, or one-on-one sessions.

The Social Studies Department will implement ELOs for students to enrich their knowledge and understanding.

#### Practice Exams:

Offer practice exams that mimic the format and content of the final exam, helping students become familiar with the type of questions they will encounter.

#### Review Sessions:

Conduct comprehensive review sessions closer to the exam date to refresh students' memory and reinforce key concepts.

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

**By When:** Action steps should be implemented by May 2024.

#### Real-World Connections:

Link civics concepts to current events and real-world examples, demonstrating the relevance of the subject matter.

#### Data Analysis:

Analyze the results of practice exams and formative assessments to identify trends and adjust teaching methods accordingly.

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

**By When:** May 2024

#### Feedback and Reflection:

Provide constructive feedback on students' practice exams and assignments, highlighting areas for improvement.

Encourage self-assessment and reflection on their strengths and weaknesses.

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

**By When:** May 2024

**#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Broward County Public Schools was named the 2022 District PBL Champion by PBL Works for its Reimagining Schools Initiative. Silver Lakes Middle School aspires to continue 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. Since that time, Silver Lakes Middle School has moved forward with its initiative to become a Cambridge International school, with its focus on student inquiry, information processing, and summative presentations. Silver Lakes Middle continues to improve and expand our magnet program offerings and has been named a Magnet School of Distinction by the nationally recognized Magnet Schools of America.

**Measurable Outcome:**

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

By May 2024, Silver Lakes Middle School will have 30% of its teaching staff micro-credentialed by Verizon Innovative Learning in order to improve teacher engagement in the PBL process and classroom implementation.

**Monitoring:**

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

The VILS grant administrator will monitor teacher progress with VILS certification. The progress of classes participating in PBL will also be monitored by the Magnet Coordinator. Finished projects will be showcased to parents and students during Title I events.

**Person responsible for monitoring outcome:**

Timothy Gore (timothy.gore@browardschools.com)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

"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 Intervention:**

Explain the rationale for selecting this specific strategy.

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.

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

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence



**Will this evidence-based intervention be funded with UniSIG?**

No

**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. The Magnet Coordinator will also monitor the progress of classes participating in PBL.
4. Projects will be completed throughout the year by VILS-credentialed and non-credentialed teachers.

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

**By When:** Projects will be completed by the end of May 2024.

**#4. Instructional Practice specifically relating to Science****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The Area of Focus in science is to improve student achievement in science. To achieve our goal, the critical need from the data shows a need for reinforcing reading strategies to allow students to be successful in Practice of Science. The essential vocabulary and reading skills will be infused with research-based strategies from the Science of Reading.

**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 the Science FCAT exam will increase from 23% to 34% by the end of June as measured by the State Science Standard Exam administered in May.

**Monitoring:**

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

The progress monitoring vehicle will continue to be common formative assessments (CFAs) administered via Mastery Connect. The students are given a diagnostics to measure a baseline. Afterward, students are assessed after every unit containing 3-4 content benchmarks to monitor progress. Additionally, the science team will continue to monitor student achievement data during Professional Learning Communities (PLCs). The monitoring effort will allow for modification of ineffective

**Person responsible for monitoring outcome:**

Ernst Alexis (ernst.alexis@browardschools.com)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The science department will help develop student background knowledge with course content. The science department uses graphic organizers such as Frayer model vocabulary, CER, and flowcharts to help the students bridge the main ideas from the content area. We regularly chunk the large reading passages into "digestible bites" to facilitate differentiation for students with disabilities. We facilitate instruction via the Canvas Learning Management System, which offers options that read specific texts back to students. We refer to the learning goal throughout the lesson to ensure the students understand the reason for the lesson's instruction. Lastly, we provide feedback to help students revise work and deepen comprehension,

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The rationale for using graphic organizers is it allow the student to interact with the content in a differentiated format. This allows the student to visualize and associate critical 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 assists with vocabulary word pronunciation and recognition.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

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

**By When:** Sept 29, 2023

. Students will be taught the content using hands-on labs or virtual labs. We will also use research-based literacy tools such as CER, RACE, and concept mapping.

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

**By When:** May 2024

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 a Language Paraprofessional to assist in a comfortable setting. The ESE students will be grouped by student need (extra time, reduced assignments)

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

**By When:** May 2024

The science teachers will attend PLC that infuse concepts for reading intervention and help move the needle with reading ability and skills.

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

**By When:** May 2024

The students will then be assessed using Common Formative Assessments (CFAs) using the Mastery Connect Platform.

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

**By When:** May 2024

Students not on mastery after CFAs will be remediated using CANVAS, Nearpod, and Homework assignments.

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

**By When:** May 2024

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)

**By When:** April 2024

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Learning gains were not reported for the 2022-2023 school year. However, to make Silver Lakes competitive with students within our SES band, we must increase our proficiency by 5% points, resulting in a proficiency score of 37%.

**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 32% to 37% by the end of the school year as measured by the Florida Assessment for Student Thinking (F.A.S.T.) in 2024.

**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 HMH Into Literature selection tests, HMH unit tests, HMH end of workshop tests, Read 180/System 44 phonic inventory, and reading assessments. Progress monitoring tests through the Florida Assessment of Student Thinking (F.A.S.T.) will also provide formative data twice throughout the year to detail students' progress under the new Benchmark for Excellent Student Thinking standards.

**Person responsible for monitoring outcome:**

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

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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). The reading Across Content Areas program will unite ELA and Elective teachers to foster and implement Collective Teacher Efficacy (CTE) for ELA instruction.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

R.A.C.E strategy was selected to improve 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 vocabulary 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.

Phonics will help decode multisyllabic words and is supported as a research-based strategy by a report issued by the National Reading Panel in 2000.

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

Reading Across Content Areas - This approach implements a collective teacher efficacy approach that

aligns Language Arts, Reading, and Elective teachers to address student growth in ELA standards.

ESSER position support person will push into READ 180 classes and Language Arts

#### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

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

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

**By When:** All action steps will be completed by May 2024.

**#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Comparative FSA data show that the school's proficiency level in Math is below district and state thresholds. The 2023 F.A.S.T. P.M.1 data also indicate Math levels below district and state-level comparative data. SWD students as a subgroup are still below the 41% Federal Index on 2023 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 35% to 40 % proficiency by the end of May 2024 as measured by the 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 PM2 data for F.A.S.T.  
 Regularly review formative data in PLCs and revise instructional plans for remediation.

Bi-weekly Classroom visits, observations, collaboration, and vertical walks

Monitor performance data of SWDs and ELs 3x per year to identify specific students needing 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 to identify specific students displaying a lack of progress or mastery of math standards.

**Person responsible for monitoring outcome:**

Errol Evans (errol.evans@browardschools.com)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Building a more student-centered classroom and incorporating more rigorous, real-world application instruction throughout the instructional cycle will increase the students' opportunity for consistent skill application.

Consistent incorporation of remediation and enrichment centers as part of the instructional design to address student needs in a more individualized/prescriptive manner.

The use of centers and double-block for intensive support.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

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 standard's cognitive demands are met and provide the students with means for authentic engagement in inquiry-based learning, which is widely agreed upon when most learning occurs. This directly supports the BCPS district's Reimagining Middle initiative and is guided by the Buck Institute for Project-Based Learning.

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.

#### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **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.

The 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.

The use of Station rotation (Math Station) to implement hands-on instruction in math.

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

Provide extended day tutoring and interventions on subgroup performances.

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

**By When:** May 2024

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

Provide extended day tutoring and interventions on subgroup performances.

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

**By When:** May 2024

The 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.

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

**By When:** October 2023

Professional development for Math focuses on Manipulatives, Project Learning for Math, Brief Constructed Response, Number Sense, and Rigor. Professional Learning Plan and vertical walks schedule for K-12 alignment.

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

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

**By When:** October 2023



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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Comparative FSA data show that the 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 impact the school's overall grade, which has remained the same over four years. The 2023 F.A.S.T. P.M.3 data also indicate Math levels that are below district and state level comparative data.

**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 35% to 40% by the end of May 2024, as measured by the 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:**

Errol Evans (errol.evans@browardschools.com)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- a) Building a more student-centered classroom and incorporating more rigorous, real-world application instruction throughout the instructional cycle will increase 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 individualized/prescriptive manner.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific 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 standard's cognitive demands are being met and provide the students with means for authentic engagement in inquiry-based learning, which is widely agreed upon when most learning occurs. This directly supports the BCPS district's Reimagining Middle initiative and is 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.

### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

### **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.

The curriculum and instructional calendar must be implemented with fidelity.

The resources provided by the district are used to remediate students.

Test each grade level on a different day to ensure enough calculators are available, or purchase additional calculators.

Credit recovery starts early after semester 1 to allow remediation to contribute to student achievement scores.

Monitor the Gem and Advance placement students with fidelity to maintain their math acumen and motivation to increase the number of students in algebra and geometry classes.

ELL students continue to increase and require a bilingual math teacher

Send letters to parents of level 1 & 2 algebra and geometry students to enroll them in summer school to complete the algebra and geometry retake in July

**Person Responsible:** Errol Evans (errol.evans@browardschools.com)

**By When:** May 2024

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

The 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, and workshops.

Provide extended day tutoring and interventions on subgroup performances.

Professional development for Math focuses on Manipulatives, Project Learning for Math, Brief Constructed Responses, Number Sense, and Rigor. Professional Learning Plan and vertical walks schedule for K-12 alignment.

**Person Responsible:** Errol Evans (errol.evans@browardschools.com)

**By When:** May 2024

**#8. Positive Culture and Environment specifically relating to Early Warning System****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This focus area will help reduce chronic absenteeism and school suspension as by the Early warning signs.

**Measurable Outcome:**

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

The percentage of chronically absent students (10% or more) will decrease from 36% to 10% by the end of May 2024, as measured by Early Warning Signs Indicators.

The percentage of students with One or More suspensions will decrease from 26% to 10% by the end of May 2024 as measured by the Early Warning Signs Indicator.

**Monitoring:**

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

The positive behavioral plan will monitor this Area of Focus. Teachers will document weekly, by class period, students who are rewarded with Dolphin Dollars. Teachers will be awarded for implementation with fidelity quarterly. Rewards will be given during faculty meetings. Students are given Dolphin Dollars for classroom participation, attendance, attending ELO, and displaying good behavior.

**Person responsible for monitoring outcome:**

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

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive Behavioral Interventions and Supports (PBIS): PBIS is a framework that promotes positive behavior and creates a supportive school environment. It involves teaching and reinforcing positive behaviors, setting clear expectations, providing consistent consequences, and offering additional support for students who need it.

Early Warning Systems: Implementing early warning systems can help identify students at risk of chronic absenteeism or disciplinary problems. These systems use various indicators, such as attendance records and academic performance, to identify students needing additional support and interventions.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

1. Disrupted Learning: Chronic absenteeism and school suspensions disrupt the continuity of learning. Students who are frequently absent or suspended miss out on essential instruction, classroom discussions, and collaborative learning opportunities. This can result in knowledge gaps, decreased academic engagement, and hindered progress.
2. Reduced Academic Performance: The negative impact of chronic absenteeism and school suspensions on academic performance is well-documented. Absenteeism leads to lower test scores and grades and decreased overall academic achievement. Similarly, suspensions disrupt students' educational routines, causing them to fall behind in coursework and decreasing their chances of academic success.
3. Limited Social and Emotional Development: Regular school attendance and positive engagement contribute to students' social and emotional development. Chronic absenteeism and suspensions isolate

students from their peers and limit their opportunities for social interaction, collaboration, and developing critical interpersonal skills.

### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

### **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.

School-wide expectations will be posted throughout the school hallways, in the cafeteria, offices, and other public areas.

**Person Responsible:** Errol Evans (errol.evans@browardschools.com)

**By When:** August 2023

Leadership will facilitate and mentor new teachers to ensure the implementation of schoolwide lessons to teach expectations and rules to enhance academic achievement.

**Person Responsible:** Errol Evans (errol.evans@browardschools.com)

**By When:** August 2023

100% of instructional staff members are oriented to and following the Discipline Flow Chart. It is used consistently by 100% of instructional staff, behavioral support, and administrators.

**Person Responsible:** Errol Evans (errol.evans@browardschools.com)

**By When:** August 2023

A reward system was established and is consistently implemented by 100% of all instructional staff for all students.

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

**By When:** September 2023

## **CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Silver Lake Middle School is identified as ATSI (Additional Targeted Support and Improvement). Resource allocation ensures the addition of two ESSA teachers, which help serve the ESSA group of SWD students. These resources ensure that additional in-school support to these targeted sub-groups. Extended Learning Opportunities are reinforced with the additional manpower, and students could be taught individually or in small groups.

The PASL program is an additional resource that helps students in the ESSA subgroup of SWD to receive additional interventions and research-based reading strategies. Additionally, our community liaison develops and maintains our community stakeholders' support. This integral resource helps bridge the gaps between our

ESSA Group SWD students and the community. This ensures an open line of communication between school and home and helps meet the needs of the students and families.

School Improvement funding allocations are reviewed monthly during our SAC meetings to ensure funding is reflective of student need and provide opportunity for parent input.

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

Dissemination protocol includes availability on the school website (Silver Lakes Middle / Homepage (browardschools.com)), hard copies in the front office, and shared during our monthly SAC meetings,

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Silver Lakes Middle School is dedicated to building solid partnerships with families and communities and asks families at every parent-teacher conference about their expectations for their child's education. We celebrate our exciting and diverse community by hosting a multicultural night at our school. This is an excellent way for families to learn more about each other and build lasting connections within the greater community. In addition, we host various parent nights throughout the year to keep parents informed of their child's progress. Silver Lakes Middle welcomes community organizations to these events and invites them to participate and share their knowledge and resources to help our students.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

To strengthen the academic program in the school, SLMS will:

Implement the Science of Reading research within all the subject areas.

Offer a Cambridge Global Perspective course, a unique, transformational program that helps students at every stage of school education develop outstanding transferable skills, including critical thinking, research, and collaboration.

Identify students requiring reading interventions as early as possible and place them in tier 2 or 3 classes. They will also receive additional support from the ESSR teacher and reading coach.

Ensure the math and reading coaches constantly communicate with the classroom teachers. They will visit the classroom to analyze student performance data and monitor priority student progress.

Ensure the master schedule is built to minimize disruptions throughout the school day and maximize optimal learning blocks.

Schedule students in acceleration math so that they will see their math teacher every day.

Provided extended learning opportunities after school for extra help in Reading and Math

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

Developing a Title I schoolwide program plan involves coordinating and integrating various federal, state, and local services, resources, and programs to create a comprehensive and cohesive educational experience. This includes programs such as nutrition programs and career and technical education (CTE) programs.

Firstly, collaboration with federal entities is crucial. The schoolwide program plan aligns with federal guidelines and regulations, ensuring compliance with Title I requirements. This coordination involves accessing federal funding and resources to support the implementation of the program plan. At the state level, the schoolwide program plan integrates with state education policies and initiatives. This alignment ensures that the plan addresses state-specific educational goals and standards. It may involve seeking state funding and resources to enhance the effectiveness of the schoolwide program.

Locally, the coordination extends to leveraging community resources and partnerships. For example, nutrition programs can be integrated into the schoolwide program plan to support students' overall well-being and academic performance. This may include collaborating with local agencies or organizations to provide nutritious meals or educational initiatives related to healthy eating.

Additionally, integrating career and technical education (CTACE) programs into the schoolwide plan helps prepare students for future careers and workforce opportunities. This coordination involves aligning curriculum, resources, and partnerships with local businesses, industries, and vocational training centers.

Developing a Title I schoolwide program plan in coordination and integration with other services, resources, and programs ensures a holistic approach to education. By leveraging various federal, state, and local initiatives, the plan aims to provide comprehensive support, address students' diverse needs, and foster their overall growth and success.