

Broward County Public Schools

Silver Shores Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Silver Shores Elementary School

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[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.

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

Provide the school's vision statement.

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

School Leadership Team, 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 |
|------------------|---------------------|---|
| Leff, Jonathan | Principal | To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment. |
| Abraham, Jessica | Reading Coach | The goal of the Literacy Coach is to improve and sustain student achievement by promoting a culture for literacy learning to include all stakeholders, by enhancing and refining literacy instruction and intervention, providing targeted instructional coaching and building capacity for literacy across the curriculum. |
| Monroe, Lisa | Assistant Principal | To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community. |

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.

The School Advisory Council at Silver Shores Elementary School, which is comprised of school administration, teachers, staff, parents, and community members, meets monthly to discuss the school improvement plan, student and school-wide data, and operational aspects of the school. Stakeholder input is solicited regularly and used when making decisions.

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))

At every SAC meeting, there is a recurring item related to the monitoring of the SIP and its implementation. SAC reviews data, the principal is always reviewing current and historical data trends, and data-driven decision making is at the forefront of revising the SIP as needed. Grade levels will participate in quarterly data chats as well as weekly PLC's to discuss student outcomes. The Administration will conduct classroom walk throughs and look for specific implementation of The Science of Reading and Science instruction, as well as focus on the identified students with gaps to ensure they are receiving small group instruction in addition to standards-based teaching and learning.

Demographic Data

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

| | |
|--|---|
| 2023-24 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2022-23 Title I School Status | Yes |
| 2022-23 Minority Rate | 92% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 82% |
| Charter School | No |
| RAISE School | Yes |
| ESSA Identification *updated as of 3/11/2024 | ATSI |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 ESSA Subgroups Represented (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) Economically Disadvantaged Students (FRL) |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: A 2019-20: A 2018-19: A 2017-18: C |
| School Improvement Rating History | |

| | |
|--|--|
| DJJ Accountability Rating History | |
|--|--|

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 | 10 | 18 | 11 | 6 | 12 | 13 | 0 | 0 | 0 | 70 | |
| One or more suspensions | 1 | 2 | 0 | 3 | 2 | 9 | 0 | 0 | 0 | 17 | |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on statewide ELA assessment | 6 | 3 | 6 | 7 | 10 | 12 | 0 | 0 | 0 | 44 | |
| Level 1 on statewide Math assessment | 0 | 2 | 11 | 6 | 7 | 10 | 0 | 0 | 0 | 36 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 6 | 13 | 8 | 14 | 16 | 11 | 0 | 0 | 0 | 68 | |

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 | 5 | 7 | 10 | 11 | 11 | 13 | 0 | 0 | 0 | 57 |

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 | 3 | 0 | 0 | 5 | 2 | 1 | 0 | 0 | 0 | 11 |
| Students retained two or more times | 3 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4 |

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 | 16 | 13 | 13 | 14 | 14 | 16 | 0 | 0 | 0 | 86 | |
| One or more suspensions | 0 | 0 | 1 | 2 | 0 | 4 | 0 | 0 | 0 | 7 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 14 | 7 | 7 | 0 | 0 | 0 | 28 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 7 | 9 | 11 | 0 | 0 | 0 | 27 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 14 | 8 | 8 | 6 | 4 | 0 | 0 | 0 | 40 | |

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 | 4 | 4 | 15 | 11 | 11 | 0 | 0 | 0 | 45 |

The number of students identified retained:

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

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 | 16 | 13 | 13 | 14 | 14 | 16 | 0 | 0 | 0 | 86 | |
| One or more suspensions | 0 | 0 | 1 | 2 | 0 | 4 | 0 | 0 | 0 | 7 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 14 | 7 | 7 | 0 | 0 | 0 | 28 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 7 | 9 | 11 | 0 | 0 | 0 | 27 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 14 | 8 | 8 | 6 | 4 | 0 | 0 | 0 | 40 | |

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 | 4 | 4 | 15 | 11 | 11 | 0 | 0 | 0 | 45 |

The number of students identified retained:

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

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* | 55 | 56 | 53 | 63 | 58 | 56 | 61 | | |
| ELA Learning Gains | | | | 60 | | | 45 | | |
| ELA Lowest 25th Percentile | | | | 55 | | | | | |
| Math Achievement* | 61 | 62 | 59 | 64 | 54 | 50 | 40 | | |
| Math Learning Gains | | | | 79 | | | 33 | | |
| Math Lowest 25th Percentile | | | | 68 | | | 10 | | |
| Science Achievement* | 42 | 48 | 54 | 49 | 59 | 59 | 36 | | |
| Social Studies Achievement* | | | | | 71 | 64 | | | |
| Middle School Acceleration | | | | | 60 | 52 | | | |
| Graduation Rate | | | | | 45 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | | 59 | 59 | | | | | | |

* 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 | 54 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 214 |
| Total Components for the Federal Index | 4 |
| Percent Tested | 100 |
| Graduation Rate | |

2021-22 ESSA Federal Index

| ESSA Category (CSI, TSI or ATSI) | ATSI |
|--|------|
| OVERALL Federal Index – All Students | 63 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 438 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 99 |
| Graduation Rate | |

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
|---------------|---------------------------------|--------------------|---|---|
| SWD | 44 | | | |
| ELL | 40 | Yes | 1 | |
| AMI | | | | |
| ASN | | | | |
| BLK | 48 | | | |
| HSP | 55 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |

2022-23 ESSA SUBGROUP DATA SUMMARY

| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
|----------------------|--|---------------------------|--|--|
| FRL | 43 | | | |

2021-22 ESSA SUBGROUP DATA SUMMARY

| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
|----------------------|--|---------------------------|--|--|
| SWD | 37 | Yes | 1 | |
| ELL | 71 | | | |
| AMI | | | | |
| ASN | 96 | | | |
| BLK | 60 | | | |
| HSP | 60 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 58 | | | |

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 | 55 | | | 61 | | | 42 | | | | | |
| SWD | 46 | | | 48 | | | 38 | | | | 4 | |
| ELL | 30 | | | 50 | | | | | | | 2 | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 51 | | | 57 | | | 33 | | | | 4 | |
| HSP | 56 | | | 62 | | | 47 | | | | 4 | |
| MUL | | | | | | | | | | | | |

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 |
|-----------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 43 | | | 44 | | | 31 | | | | 4 | |

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 | 63 | 60 | 55 | 64 | 79 | 68 | 49 | | | | | |
| SWD | 38 | 29 | | 45 | 56 | | 18 | | | | | |
| ELL | 60 | 60 | | 73 | 90 | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | 91 | | | 100 | | | | | | | | |
| BLK | 59 | 57 | 47 | 59 | 71 | 69 | 57 | | | | | |
| HSP | 61 | 58 | | 61 | 82 | | 39 | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 56 | 58 | 63 | 51 | 71 | 63 | 44 | | | | | |

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 | 61 | 45 | | 40 | 33 | 10 | 36 | | | | | |
| SWD | 39 | | | 32 | | | | | | | | |
| ELL | 50 | | | 28 | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | 80 | | | 80 | | | | | | | | |
| BLK | 53 | 27 | | 35 | 23 | | 26 | | | | | |
| HSP | 64 | 67 | | 32 | 47 | | 27 | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 50 | 29 | | 32 | 18 | | 28 | | | | | |

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 |
| 05 | 2023 - Spring | 62% | 56% | 6% | 54% | 8% |
| 04 | 2023 - Spring | 60% | 61% | -1% | 58% | 2% |
| 03 | 2023 - Spring | 50% | 53% | -3% | 50% | 0% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 72% | 62% | 10% | 59% | 13% |
| 04 | 2023 - Spring | 58% | 65% | -7% | 61% | -3% |
| 05 | 2023 - Spring | 58% | 58% | 0% | 55% | 3% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 42% | 46% | -4% | 51% | -9% |

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.

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

The contributing factor to this need is that the SWDs did not meet or exceed the 41% threshold as outlined in the ESSA report card. In addition, 2021-2022 was the first year of the implementation of the district's newly adopted ELA curriculum -

Benchmark Advance, which was aligned to the Florida BEST Standards. 3rd-5th grade students that took the FSA were assessed on the Florida Standards, so there was a misalignment between the standards taught and the standards assessed.

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

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

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.

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

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

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

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

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

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

ELA proficiency within the SWD Subgroup; 5th Grade Science Proficiency

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

Focus on 3rd Grade Proficiency in ELA
 Focus on 3rd-5th Grade ELA Proficiency within the SWD subgroup
 Focus on 5th Grade Science
 Focus on increasing student attendance
 Focus on faculty and staff attending family/community based events

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.

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

The contributing factor to this need is that the SWDs did not meet or exceed the 41% threshold as outlined in the ESSA report card. In addition, 2021-2022 was the first year of the implementation of the district's newly adopted ELA curriculum - Benchmark Advance, which was aligned to the Florida BEST Standards. 3rd-5th grade students that took the FSA were assessed on the Florida Standards, so there was a misalignment between the standards taught and the standards assessed.

Measurable Outcome:

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

By June 2024, 42% of 3rd-5th grade students with disabilities will score at or above a Level 3 as indicated on the FAST ELA AP 3 Assessment

Monitoring:

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

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

Person responsible for monitoring outcome:

Jessica Abraham (jessica.abraham@browardschools.com)

Evidence-based 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.)

Standards-based / on-level instruction aligned with the Science of Reading, in addition to individualized instruction per their IEP

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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.

Teachers will continue to receive professional learning in standards-based instruction, The Science of Reading, and strategies for teaching SWD's

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

By When: Training is ongoing throughout the school year within the PLC's

Collection and disaggregation of data to inform data chats and instruction

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

By When: Ongoing

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

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

By When: PLCs will meet 3 times per month beginning in September 2023

#2. Positive Culture and Environment specifically relating to Other**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.

Silver Shores has a very positive, inviting, warm climate. Every stakeholder brings something special to the Silver Shores table, and every stakeholder is valued and respected. Silver Shores takes every opportunity to include our students' families and community members in our events. Our two annual Scholastic Book Fairs, run by our PTO, not only help promote literacy and raise money for our school, but also enable our community members to promote their businesses during after-school hours. Similarly, our annual Barnes & Noble Book Fair brings our school family together off campus and gives our students the chance to present their own works on the Barnes & Noble stage. Our Everglades High School; Science Roadshow afford students and families a night of completing 5 hands-on science experiments facilitated by Everglades High School's National Science Honor Society. Sometimes, it's simply about socializing at our McDonald's McTeacher nights, where teachers work behind the counter to serve our families, or several times a year at the dances we hold in our Cafeteria where students, parents and our staff mingle and dance the night away together.

Over the years, the number of faculty and staff attending family / community-based events has waned. In order to maintain our student-centered teaching and learning philosophy, the number of faculty and staff attending family / community-based events needs to increase.

Measurable Outcome:

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

By June 2024, at least 70% of faculty and staff will attend at least one family / community-based event.

Monitoring:

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

Sign-in sheets, agenda

Person responsible for monitoring outcome:

Lisa Monroe (lisa.monroe@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.)

School climate and culture is enhanced when there is a strong home-school connection as well as a positive relationship between families and school faculty and staff.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

School climate and culture are greatly enhanced when there is a strong bond between the home and school. Faculty and staff are responsible for building positive relationships with the community, which reinforces a positive school culture and builds a high-performing school climate.

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 school will schedule a variety of family and community based events that create positive relationships, reinforces a positive school culture and builds a high-performing school climate.

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

By When: Ongoing throughout the school year.

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).

Based on data received from district and statewide assessments, as well as school-based progress monitoring, we identified a need for additional science materials that would directly benefit student instruction. Funding was allocated for J&J Science Bootcamp to supplement science curriculum. In addition, funding was allocated for iReady ELA and Math workbooks for students during our Extended Learning Opportunities beginning in February 2024.

Reading Achievement Initiative for Scholastic Excellence (RAISE)**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically related to Reading/ELA

3rd grade was identified as a RAISE grade level, where 50% of our students scored a level 3 or above, and 50% did not.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

n/a

Grades 3-5 Measurable Outcomes

By June 2024, 53% of 3rd grade students taking the FAST ELA AP3 Statewide assessment will score a level 3 or above.

Monitoring**Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will use FAST AP 1-3 ELA Assessments, iReady Diagnostic 1-2 Assessments, Benchmark Advance Unit Assessments and Standards Reporting. In addition, we will monitor instruction as it aligns to the Science of Reading.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Abraham, Jessica, jessica.abraham@browardschools.com

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The identified evidence-based practices/programs meet Florida's definition of evidence-based in a promising way. Also, the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan and align to the B.E.S.T. ELA Standards.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The evidence-based practices/programs address the identified needs and show proven record of effectiveness for the target population.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

The Office of Academics will be training all teachers in the Science of Reading to ensure the components are implemented with fidelity. In addition, the literacy coach will provide Science of Reading professional learning within teacher PLC's, model effective implementation of the components of the Science of Reading, and monitor teacher implementation. There will be assessments provided throughout the year to progress monitor students and drive instruction.

Abraham, Jessica,
jessica.abraham@browardschools.com

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.

The School Improvement Plan is uploaded annually to the School's website. Also, the principal mentions where it can be found during Open House. SAC reviews the SIP and it is then disseminated to faculty and staff for implementation. New families to Silver Shores receive a Standard Operating Procedures manual that provides the location of the SIP and how to access.

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

School climate and culture are greatly enhanced when there is a strong bond between the home and school. Faculty and staff are responsible for building positive relationships with the community, which reinforces a positive school culture and builds a high-performing school climate. Therefore, The school will continue to schedule a variety of family and community based events that create positive relationships, reinforces a positive school culture and builds a high-performing school climate.

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)

The Master Schedule provides a roadmap for the maximum use of time during the instructional day. Push In and Pull out services for SWD's are scheduled throughout the day to maximize instructional time and keep small group instruction fluid. Teachers will be trained in the Science of Reading, which will strengthen students' abilities to decode, read, and comprehend.

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))

Silver Shores Elementary School implements the County Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence. Bullying prevention programs are supported through SOAR, character education programs, student assemblies, and participation in the District's Prevention programs, including but not limited to Start With Hello, Fill a Bucket, Choose Peace Week, Anti-Violence Week, Red Ribbon Week, and a variety of others. Nutritional programs and health education are an integral part of our school, specifically through the federal initiatives of the Broward County Public Schools Food &

Nutrition Department. When parents are in need of housing or food, referrals are made to the school social worker,. Additionally, the front office staff takes note of families expressing a need and passes this information on to administration and/or the guidance counselor.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

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

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Response to Intervention at Silver Shores has been revamped to be more comprehensive and evaluative at the leadership team and classroom level. The leadership team, consisting of the principal, assistant principal, guidance counselor, ESE specialist, literacy coach, ESE inclusion teachers, school psychologist, and school social worker work very closely with the teachers that are implementing interventions at the classroom level for both tier 2 and 3. Teachers provide work samples, data charts, anecdotes, and any academic/behavioral information that may be pertinent to the student's progress. Teachers, with the support and guidance of the case managers (each leadership team member oversees a grade level), implement increasingly intensive academic interventions to match each student's needs. Progress is continually monitored and altered if needed. Ultimately, the end goal is to remediate the student, so they climb back up the academic ladder to grade level instruction.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers participate in professional development linked to improved student outcomes in the Florida BEST Standards, Science of Reading, as well as Benchmark Advance (Broward's ELA Curriculum), and Savvas Math (Broward's newly adopted Math Curriculum). In addition, teachers do deep dives into data

with iReady professional development specialists. Paraprofessionals will receive professional learning in the Science of Reading, Positive Behavior Supports, Building Collaborative relationships with the Teacher, and Structures Teaching and Assistive Technology.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Silver Shores services two classes of Specialized PreK ESE and six Intensive PreK ESE classes. The teachers conduct vertical articulation meetings during the school year to ensure that the transition from the early childhood programs to kindergarten program is smooth. A Kindergarten Orientation is also held prior to the beginning of the school year. This gives the incoming kindergarten students an opportunity to meet their new teacher and get acclimated to their classroom. Additionally, parents are given an overview of the kindergarten curriculum and expectations.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

| | | | |
|---------------|--------|--|---------------|
| 1 | III.B. | Area of Focus: ESSA Subgroup: Students with Disabilities | \$0.00 |
| 2 | III.B. | Area of Focus: Positive Culture and Environment: Other | \$0.00 |
| Total: | | | \$0.00 |

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes