

Broward County Public Schools

Quiet Waters Elementary School



2021-22 Schoolwide Improvement Plan

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Quiet Waters Elementary School

4150 W HILLSBORO BLVD, Deerfield Beach, FL 33442

[no web address on file]

Demographics

Principal: Geoffrey Henning

Start Date for this Principal: 4/10/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (60%) 2016-17: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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4150 W HILLSBORO BLVD, Deerfield Beach, FL 33442

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>59%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>76%</p>

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Quiet Waters Elementary School's students, staff, parents, and community will strive to ensure that all students reach their maximum potential in a safe and nurturing learning environment.

- We believe the basic skills in reading, writing, and math are the foundation of education.
- We believe all members of the school community should respect themselves and others.
- We believe educational decisions need to be based on individual student needs.
- We believe parents, staff, students and the community are a team that share the responsibility for each student's achievement.
- We believe it is our responsibility to meet the challenges of change and keep abreast of current educational research and strategies.
- We believe a safe and nurturing environment is needed to promote learning.
- We believe in the importance of creating an environment, which accepts and respects the diversity of all individuals.
- We believe the curriculum support classes play an integral part of a well-balanced education.

Provide the school's vision statement.

To create a positive teaching and learning environment that fosters self-motivated and life-long learners.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Henning, Geoff	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.
Reliford, Ramona	Assistant Principal	To support the principal with providing 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.
Lizano, Denise	Assistant Principal	To support the principal with providing 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.
Cohen, Nina	Instructional Coach	The Literacy Coach will provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. The Literacy Coach will collaboratively build skills, analyze data, and support development of professional practice. The Literacy Coach will work to improve and sustain student achievement by promoting a culture for literacy learning.
Blankenship, Kristen	Instructional Coach	The Math Coach will provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. The Math Coach will collaboratively build skills, analyze data, and support development of professional practice.
Chin, Nydia	ELL Compliance Specialist	Responsible for planning, coordinating and implementing the school's ESOL; Train and coach staff in the use of effective, research based methodologies leading to English proficiency development and the academic success of ELLs
Donahue, Sue	School Counselor	To implement a process to help students discover and develop their best talents for personal happiness and social usefulness; to support the social emotional learning of students; to provide materials and suggestions for classroom guidance activities; to support parents in the area of child growth, development, and discipline; to meet with teachers to present and explain testing programs; to identify community and school system resources and refer student situations to the proper agencies.
Gussack, Jennifer	Other	To provide on-site procedural and curricular assistance to all school-based personnel with regard to the education of students with disabilities; To assist regular education teachers of students with disabilities to implement

Name	Position Title	Job Duties and Responsibilities
		the Individual Education Plan (IEP) and monitor progress of IEP goals; to assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews; to provide explanations to parent(s) of the Procedural Safeguards; to assist in identifying, reporting and correcting IDEA compliance concerns identified internally.

Demographic Information

Principal start date

Friday 4/10/2015, Geoffrey Henning

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

72

Total number of students enrolled at the school

1,103

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

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

5

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	159	173	197	185	182	174	0	0	0	0	0	0	0	1070
Attendance below 90 percent	38	18	29	25	23	15	0	0	0	0	0	0	0	148
One or more suspensions	1	0	0	4	4	2	0	0	0	0	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	10	30	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	29	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	8	11	18	34	33	27	0	0	0	0	0	0	0	131

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	4	7	25	20	31	0	0	0	0	0	0	0	92

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	2	1	23	2	1	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/14/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	149	168	194	178	174	162	0	0	0	0	0	0	0	1025
Attendance below 90 percent	30	11	21	27	16	25	0	0	0	0	0	0	0	130
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	149	168	194	178	174	162	0	0	0	0	0	0	0	1025
Attendance below 90 percent	30	11	21	27	16	25	0	0	0	0	0	0	0	130
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				58%	59%	57%	56%	56%	56%
ELA Learning Gains				63%	60%	58%	60%	57%	55%
ELA Lowest 25th Percentile				47%	54%	53%	55%	51%	48%
Math Achievement				65%	65%	63%	61%	62%	62%
Math Learning Gains				68%	66%	62%	73%	60%	59%
Math Lowest 25th Percentile				54%	53%	51%	56%	47%	47%
Science Achievement				48%	46%	53%	56%	49%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	57%	60%	-3%	58%	-1%
Cohort Comparison						
04	2021					
	2019	57%	62%	-5%	58%	-1%
Cohort Comparison		-57%				
05	2021					
	2019	53%	59%	-6%	56%	-3%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	58%	65%	-7%	62%	-4%
Cohort Comparison						
04	2021					
	2019	62%	67%	-5%	64%	-2%
Cohort Comparison		-58%				
05	2021					
	2019	66%	64%	2%	60%	6%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	45%	49%	-4%	53%	-8%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

ELA/Math i-Ready Data

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	173/40.1%	83/52.2%	106/66.3%
	Economically Disadvantaged	36/36.7%	49/49%	63/63%
	Students With Disabilities	0/0%	1/12.5%	2/25%
	English Language Learners	10/22.7%	19/41.3%	25/54.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	52/33.1%	61/39.4%	91/56.5%
	Economically Disadvantaged	29/29.6%	35/36.1%	53/52.5%
	Students With Disabilities	1/12.5%	0/0%	0/0%
	English Language Learners	12/27.9%	13/28.3%	91/56.5%
	Number/% Proficiency	Fall	Winter	Spring
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	69/36.3%	95/49.5%	115/59.6%
	Economically Disadvantaged	43/35.5%	59/48%	70/56.5%
	Students With Disabilities	3/20%	1/6.3%	2/12.5%
	English Language Learners	9/14.8%	17/27.4%	26/41.9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39/20.9%	55/28.6%	77/40.3%
	Economically Disadvantaged	27/22.3%	34/27.6%	49/40.2%
	Students With Disabilities	1/6.7%	1/6.3%	2/13.3%
	English Language Learners	7/11.9%	12/19.4%	13/21%
	Number/% Proficiency	Fall	Winter	Spring

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	87/50.6%	110/62.9%	118/65.9%
	Economically Disadvantaged	51/47.7%	68/62.4%	72/64.3%
	Students With Disabilities	2/13.3%	2/14.3%	3/20%
	English Language Learners	5/9.8%	15/27.8%	19/35.2%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23/13.2%	53/30.5%	92/52.3%
	Economically Disadvantaged	16/14.8%	28/25.9%	51/45.9%
	Students With Disabilities	1/6.7%	0/0%	4/26.7%
	English Language Learners	1/1.9%	5/9.3%	15/27.8%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58/34.1%	75/44.4%	75/44.1%
	Economically Disadvantaged	29/29.3%	44/44.9%	35/35.7%
	Students With Disabilities	4/14.3%	6/21.4%	4/14.8%
	English Language Learners	9/17.3%	11/21.6%	15/28.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26/15.4%	56/33.3%	85/50.3%
	Economically Disadvantaged	13/13.3%	28/28.6%	43/43.9%
	Students With Disabilities	0/0%	4/14.3%	6/21.4%
	English Language Learners	2/3.9%	7/13.7%	15/28.3%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48/29.4%	77/46.7%	61/42.4%
	Economically Disadvantaged	29/30.5%	44/44.4%	34/40%
	Students With Disabilities	2/7.1%	2/7.1%	4/14.3%
	English Language Learners	0/0%	6/14%	3/7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42/25.6%	65/40.1%	84/51.9%
	Economically Disadvantaged	26/27.1%	42/42.9%	52/53.6%
	Students With Disabilities	0/0%	0/0%	5/17.9%
	English Language Learners	2/4.7%	5/11.9%	4/9.8%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	21	29	10	14	17	12				
ELL	37	38	48	31	35	21	44				
ASN	65			65							
BLK	38	41		26	27	18	40				
HSP	50	44	41	42	30	12	46				
MUL	44			44							
WHT	58	49		52	40		71				
FRL	45	43	50	37	34	18	50				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	29	24	31	50	47	21				
ELL	49	56	43	59	66	54	36				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	83	93		83	86						
BLK	47	54	35	50	57	46	29				
HSP	56	55	45	66	68	53	43				
MUL	58	88		58	82		33				
WHT	67	74	56	75	73	64	65				
FRL	51	56	37	60	67	54	36				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	35	41	25	57	47	26				
ELL	33	56	62	48	62	56	33				
ASN	74	83		74	77		73				
BLK	47	56	44	39	65	56	41				
HSP	55	61	60	60	71	56	53				
MUL	26	40		37	47						
WHT	64	60	59	76	81	63	66				
FRL	51	59	54	58	71	58	51				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	332
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The component with the lowest performance from 2018-2019 was our ELA Lowest 25th percentile. Many of the students included in this group are ESE and ELL students. Upon review of the progress monitoring assessment data (ELA/Math i-Ready data), the SWD students showed little gains between the assessment windows. Overall, students in grades 1-5 demonstrated improved proficiency rates between each assessment window.

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

The data components from 2018-2019 that showed the greatest decline are ELA Lowest 25th percentile and Science Achievement. Both dropped 8 percentages points. When comparing school data to the state averages, the greatest gaps are: ELA Learning Gains (-6 percentage points), ELA Lowest 25th percentile (-6 percentage points), and Math Learning Gain (-6 percentage points).

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

Some contributing factors include their lack of grade-level appropriate academic vocabulary, their ability to respond to reading with required writing skills, students are exhibiting reading deficiencies of two years of more below grade level, students may lack access to resources and experiences to support learning outside of school, the limited use of guided reading within small group instruction, and learning in a virtual and hybrid model since March 2020. New actions that need to be taken to address these needs include: more targeted teacher professional development which teachers take active roles in, the implementation of new instructional materials, teachers need to actively participate in professional learning communities, the schoolwide intervention block, extension of the math instructional block, and the return to in-person learning.

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

The data component that showed the most improvement on the 2019 state assessment was Math Achievement with a four percentage point gain. Upon reviewing the progress monitoring data, Economically Disadvantaged students showed great gain between each assessment period.

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

The actions taken that lead to this increase include: more teachers attending district-based professional development focusing on math, the implementation of small groups during math instruction, and the implementation of Reflex math allowing students to master math fluency facts.

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

To accelerate learning, the following strategies will need to be implemented: data-driven instruction, implementation of new ELA curriculum materials, additional targeted teacher professional development, a strategic approach to enhancing Tier 1 instruction, a well-defined MTSS program that provides appropriate Tier 2 and Tier 3 interventions for struggling students, intervention teachers that focus on the ELA needs of students in grades 1-5, offering extended learning opportunities for selected students, and active teacher participation in professional learning communities with a focus on math.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Utilizing Data in Math Instruction- selected teachers in grades K-5; training focuses on analyzing data to guide instruction

Small Group Math Instruction - all instructional staff; training focuses on utilizing data to establish small groups based on student need and the activities to use during small group rotations

Benchmark Advance- all instructional staff in grades K-5; training focuses on developing an understanding of the framework as well as the implementation of the components of the program

B.E.S.T. Deeper Dive - all instructional staff in grades K-5; training focuses on providing an overview and developing a deeper understanding of the B.E.S.T standards

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

During the 2021-2022 school year, the following additional services are being implemented: extended learning opportunities for students struggling with Reading and Math, a schoolwide 30 minute daily math intervention block has been built into the master schedule, three intervention teachers work with struggling readers on a daily basis, and additional support services provided by the RAISE initiative.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: To increase ELA proficiency for lowest 25th percentile- Based on a review of school data, there was an eight percentage point decrease between 2018 and 2019 in ELA proficiency for our lowest 25th percentile.

Measurable Outcome: By June 2022, 50% of students (from 47%/2019 data) in the lowest 25th percentile will demonstrate proficiency based on the results of FSA ELA Spring 2022 assessment.

Monitoring: ELA Progress monitoring assessments will be administered and the data will be analyzed to drive instruction. These assessments will include i-Ready, Benchmark Assessment System (BAS), and the Benchmark Advance Interim Assessments.

Person responsible for monitoring outcome: Geoff Henning (geoffrey.henning@browardschools.com)

Evidence-based Strategy: All students will receive small group differentiated instruction to meet their individual needs. Students within this subgroup will receive intervention instruction.

Rationale for Evidence-based Strategy: Small group instruction allows students to have personalized instruction to address their strengths and weakness as identified by progress monitoring data. This approach will close specific learning gaps leading to a greater proficiency rate.

Action Steps to Implement

1. Administer progress monitoring assessments
2. Analyze student data to identify teaching targets through grade level data chats and weekly RtI meetings
3. Increase teacher knowledge of small group guided reading through district and school-based professional development, PLCs, and collaborative planning
4. Regularly review current progress monitoring student data and make instructional adjustments based on the data
5. Increase teacher knowledge of FSA test specs
6. Increase the utilization of higher-level strategies and rigorous questioning

Person Responsible Geoff Henning (geoffrey.henning@browardschools.com)

#2. Instructional Practice specifically relating to Science

Area of Focus
Focus Description and Rationale: To increase the proficiency of Science Achievement - Based on a review of school data, there was an eight percentage point decrease between the 2018 and 2019 Science Achievement.

Measurable Outcome: By June 2022, 51% of students (from 48%/2019 data) will demonstrate proficiency based on the results of the NGSSS Statewide Science Assessment

Monitoring: Progress monitoring assessments will be administered in the area of Science and data will be analyzed to drive instruction.

Person responsible for monitoring outcome: Geoff Henning (geoffrey.henning@browardschools.com)

Evidence-based Strategy: Science instruction will be integrated across all grade-levels and all areas of curriculum.

Rationale for Evidence-based Strategy: By improving the integration of science in all classrooms and all curriculum areas, students will be able to make deeper connections to the application of science. Reading comprehension is essential to success on the science assessment and by integrating literacy instruction with science content, students build skills in both areas.

Action Steps to Implement

1. Analyze student data to identify teaching targets through grade level data chats
2. Teachers will attend district-based professional development on science and literacy integration
3. Administer science progress monitoring assessments
4. Collaboration with classroom teachers, Science teacher, and STEM teacher
5. Deepen teacher knowledge of district-adopted STEMscopes program

Person Responsible: Geoff Henning (geoffrey.henning@browardschools.com)

#3. Instructional Practice specifically relating to Math

Area of Focus
Description and Rationale: To increase Math proficiency for students in grades 3-5- Based on a review of school data, there was a 25 percentage point decrease between data from the FSA Math 2019 and the FSA Math 2021.

Measurable Outcome: By June 2022, 45% of students (from 40%) in grades 3-5 will score at or above a proficiency level of 3 on the FSA Math.

Monitoring: Progress monitoring data assessments (Go Math Chapter tests, i-Ready Diagnostics, and Show What You Knows) will be administered and analyzed to make instructional decisions and any necessary adjustments.

Person responsible for monitoring outcome: Geoff Henning (geoffrey.henning@browardschools.com)

Evidence-based Strategy: Schoolwide daily math intervention block (30 minutes) & Extended Math Block (Additional 15 minutes)

Rationale for Evidence-based Strategy: By building intervention time and extending the math block into the master schedule, it ensures an equitable implementation for all students. It requires teachers to have personalized instruction to address student weakness as identified by progress monitoring data. This strategy will close specific learning gaps leading to a greater proficiency rate.

Action Steps to Implement

1. Administer progress monitoring assessments
2. Analyze student data to identify teaching targets through grade level data chats and weekly RtI meetings
3. Increase teacher knowledge of small group math instruction through district and school-based professional development, PLCs, and collaborative planning
4. Regularly review current progress monitoring student data and make instructional adjustments based on the data
5. Increase teacher knowledge of FSA test specs
6. Increase the utilization of higher-level strategies and rigorous questioning
7. Utilize Reflex math to build foundational fluency skills for students in grade 2-5

Person Responsible: Geoff Henning (geoffrey.henning@browardschools.com)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	To increase ELA proficiency of SWD subgroup- Based on a review of school data, 15% of our SWD students are proficient in ELA.
Measurable Outcome:	By June 2022, 20% of students (from 15%/ 2019 data) in the SWD subgroup will demonstrate proficiency based on the results of FSA ELA Spring 2021 assessment.
Monitoring:	Progress monitoring data will be analyzed to drive student instruction.
Person responsible for monitoring outcome:	Geoff Henning (geoffrey.henning@browardschools.com)
Evidence-based Strategy:	Differentiated instruction and collaboration between general education and special education staff will be implemented in addition to pull out services to provide support for students in their area of need.
Rationale for Evidence-based Strategy:	Research indicates that collaboration among general and special education staff provide learning supports that benefit students with and without disabilities.

Action Steps to Implement

1. Analyze student data to determine who would most benefit from pull out or push in instruction
2. Built school master schedule to meet needs of those selected
3. Regularly review current progress monitoring data and make group and instructional adjustments based on the data
4. Increase the utilization of effective instructional strategies to be used during small group instruction

Person Responsible Geoff Henning (geoffrey.henning@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Quiet Waters Elementary School did not report any data, therefore, there was no data to compare. The School-wide Positive Behavior Plan will continue to implemented.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Building positive working relationships with parents, families, and community stakeholders is essential to fulfill the school's mission and to meet the needs of students. Parents are invited to become active members of the School Advisory Council and encouraged to provide input in the development and decision-making process of the School Improvement Plan. The school will schedule meetings to be held at various times during the day or evening to better accommodate parents including an orientation for parents at each grade level to inform them about the school's participation in the Title I program and to encourage parents to be involved with reviewing and revising of the School's Title I Plan. Teachers hold conferences individually with parents of children in their classrooms. Parents will be given a summary of the students test scores and an explanation of the interventions that teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in discussion of how they can support these efforts. Parents will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures. The school will offer parents a special workshop each year to provide an explanation of statewide assessment systems, standards, and other accountability measures. Also, the school will host several parent sessions on the following topics: the Florida Standards Assessment, Parent Technology Academy, as well as School Safety. Quiet Waters Elementary will also offer staff training to assist teachers in understanding the value of positive parent relationships with a specific focus on effective communication and social emotional learning.

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

Geoffrey Henning - Principal
 Denise Lizano - Assistant Principal
 Ramona Reliford - Assistant Principal
 Nina Cohen - SAC Chair/Literacy Coach
 Kristen Blankenship - Rtl Coordinator/Math Coach
 Susan Donahue - School Counselor
 Wanda Koller - School Counselor
 Jennifer Gussack - ESE Specialist
 Nydia Chin - ELL Coordinator

The stakeholders listed above are members of the school leadership team. They will collaboratively work to implement policies, procedures, and activities that promote a positive school culture and environment for students, staff, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$21,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			3121 - Quiet Waters Elementary School	Title, I Part A		\$7,000.00
<i>Notes: i-Ready Toolbox</i>						
			3121 - Quiet Waters Elementary School	Other		\$0.00
<i>Notes: i-Ready Diagnostic & Instruction (Instructional Technology)</i>						
			3121 - Quiet Waters Elementary School	Other		\$2,500.00
<i>Notes: Flocabulary (Instructional Technology)</i>						
			3121 - Quiet Waters Elementary School	Other		\$0.00
<i>Notes: Spelling City (Instructional Technology)</i>						
			3121 - Quiet Waters Elementary School	Other		\$0.00
<i>Notes: Mastery Connect (Instructional Technology)</i>						
			3121 - Quiet Waters Elementary School	Other		\$7,000.00
<i>Notes: Digital Coach (Instructional Technology)</i>						
			3121 - Quiet Waters Elementary School	Other		\$5,000.00
<i>Notes: Ready LAFS Books</i>						
			3121 - Quiet Waters Elementary School	Other		\$0.00
<i>Notes: Reading Horizons</i>						
2	III.A.	Areas of Focus: Instructional Practice: Science				\$795.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			3121 - Quiet Waters Elementary School	Other		\$0.00
<i>Notes: Mastery Connect (Instructional Technology)</i>						
			3121 - Quiet Waters Elementary School	Other		\$0.00
<i>Notes: Brain Pop (Instructional Technology)</i>						
			3121 - Quiet Waters Elementary School	Other		\$795.00
<i>Notes: Generation Genius (Instructional Technology)</i>						

3	III.A.	Areas of Focus: Instructional Practice: Math				\$10,295.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
		3121 - Quiet Waters Elementary School	Title, I Part A		\$7,000.00	
<i>Notes: i-Ready Tool Box (Instructional Technology)</i>						
		3121 - Quiet Waters Elementary School	Other		\$0.00	
<i>Notes: i-Ready Diagnostic & Instruction (Instructional Technology)</i>						
		3121 - Quiet Waters Elementary School	Title, I Part A		\$3,295.00	
<i>Notes: Reflex Math (Instructional Technology)</i>						
		3121 - Quiet Waters Elementary School	Other		\$0.00	
<i>Notes: Mastery Connect (Instructional Technology)</i>						
4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$24,200.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
		3121 - Quiet Waters Elementary School	Title, I Part A		\$7,000.00	
<i>Notes: i-Ready Toolbox (Instructional Technology)</i>						
		3121 - Quiet Waters Elementary School	Other		\$0.00	
<i>Notes: i-Ready Diagnostic & Instruction (Instruction Technology)</i>						
		3121 - Quiet Waters Elementary School	Other		\$2,950.00	
<i>Notes: Flocabulary (Instructional Technology)</i>						
		3121 - Quiet Waters Elementary School	Other		\$2,250.00	
<i>Notes: Spelling City</i>						
		3121 - Quiet Waters Elementary School	Other		\$0.00	
<i>Notes: Mastery Connect (Instructional Technology)</i>						
		3121 - Quiet Waters Elementary School			\$7,000.00	
<i>Notes: Digital Coach (Instructional Technology)</i>						
		3121 - Quiet Waters Elementary School	Other		\$0.00	
<i>Notes: Brain Pop (Instructional Technology)</i>						
		3121 - Quiet Waters Elementary School	Title, I Part A		\$5,000.00	
<i>Notes: Ready LAFS Books</i>						
		3121 - Quiet Waters Elementary School	Other		\$0.00	

	<i>Notes: Reading Horizons</i>		
Total:			\$56,790.00