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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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (52%) 2018-19: B (58%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Quiet Waters Elementary School

4150 W HILLSBORO BLVD, Deerfield Beach, FL 33442

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

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

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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

Name	Position Title	Job Duties and Responsibilities
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.
Stokes, Monica	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	Reading 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	Math 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.
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 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

Name	Position Title	Job Duties and Responsibilities
		identifying, reporting and correcting IDEA compliance concerns identified internally.
Homidas, Marisol	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
Kollar, Wanda	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.

Demographic Information

Principal start date

Friday 4/10/2015, Geoffrey Henning

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

72

Total number of students enrolled at the school

1,118

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

4

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

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	187	187	180	215	171	196	0	0	0	0	0	0	0	1136
Attendance below 90 percent	80	84	49	58	43	74	0	0	0	0	0	0	0	388
One or more suspensions	0	0	0	9	6	21	0	0	0	0	0	0	0	36
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	56	39	36	0	0	0	0	0	0	0	131
Level 1 on 2022 statewide FSA Math assessment	0	0	0	62	45	83	0	0	0	0	0	0	0	190
Number of students with a substantial reading deficiency	7	12	16	22	4	13	0	0	0	0	0	0	0	74

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	3	10	9	54	36	55	0	0	0	0	0	0	0	167

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	5	5	41	1	1	0	0	0	0	0	0	0	54
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

Thursday 9/1/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	

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	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	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	54%	58%	56%				58%	59%	57%
ELA Learning Gains	67%						63%	60%	58%
ELA Lowest 25th Percentile	63%						47%	54%	53%
Math Achievement	49%	54%	50%				65%	65%	63%
Math Learning Gains	53%						68%	66%	62%
Math Lowest 25th Percentile	43%						54%	53%	51%
Science Achievement	37%	59%	59%				48%	46%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	57%	60%	-3%	58%	-1%
Cohort Comparison		0%				
04	2022					
	2019	57%	62%	-5%	58%	-1%
Cohort Comparison		-57%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	53%	59%	-6%	56%	-3%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	58%	65%	-7%	62%	-4%
Cohort Comparison		0%				
04	2022					
	2019	62%	67%	-5%	64%	-2%
Cohort Comparison		-58%				
05	2022					
	2019	66%	64%	2%	60%	6%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	45%	49%	-4%	53%	-8%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	17	61	60	16	38	35	12				
ELL	39	65	65	40	52	45	25				
ASN	73	71		86	77						
BLK	44	60	52	32	36	34	17				
HSP	54	69	74	53	57	45	42				
MUL	39	47		38	31						
WHT	63	73	58	55	60	57	41				
FRL	49	66	63	44	50	45	34				

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				
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				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	435
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	39
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

The component with the lowest performance from 2021-2022 was our Science Achievement. The proficiency percentage dropped from 52% to 37%. ELA & Math Achievement increased in overall proficiency. The proficiency percentage for the ELA Lowest 25th percentile increased 21 points (from 42% to 63%). Math learning gains increased from 35% to 53% proficient. The SWD subgroup increased their ELA proficiency by 4 points and their math proficiency by 6 points. A majority of the remaining subgroups also showed increased in ELA and math proficiency rates.

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

The data component from 2021-2022 that showed the greatest decline is the Science Achievement. Science Achievement dropped 15 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, students are exhibiting reading deficiencies of two years or more below grade level, & students may lack access to resources and experiences to support learning outside of school. New actions that need to be taken to address these needs include: more targeted teacher professional development which teachers take active roles in, teachers need to actively participate in professional learning communities, develop a deeper understanding of science content and science instructional materials, and teachers need to follow district scope/sequence which integrates science content into the ELA instructional block.

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

The following components demonstrated the most improvement based on the 2022 state assessment scores: ELA Learning Gains (increasing 23 percentage points), ELA Lowest 25th percentile (increasing 21 percentage points), Math Learning Gains (increasing 18 percentage points), Math Lowest 25th percentile (increasing 22 percentage points).

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 and ELA, the implementation of small groups during math instruction, and the implementation of Reflex math allowing students to master math fluency facts, the

implementation of schoolwide math intervention block, the implementation of ELA reading intervention blocks, and the use of Reading Horizons & LLI to meet the needs of struggling readers.

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 & math 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, and offering extended learning opportunities for selected students,

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 new math & ELA instructional materials- teachers in grades K-5; ongoing PD to support teachers in learning how to plan and utilize components of the new materials

B.E.S.T. Standards - 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 2022-2023 school year, the following additional services are being implemented: extended learning opportunities for students struggling with Reading and Math, an extended math block that allows time for intervention/remediation/enrichment, four intervention teachers work with struggling readers on a daily basis, and additional support services provided by the RAISE initiative.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

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

To increase ELA proficiency of SWD subgroup- Based on a review of school data, 17% of our SWD students are proficient in ELA.

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

By June 2023, 20% of students (from 17%/ 2022 data) in the SWD subgroup will demonstrate proficiency based on the results of FAST ELA Spring 2023 assessment.

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

Progress monitoring data from PM 1 & PM 2 will be analyzed to drive student instruction.

Person responsible for monitoring outcome:

Geoff Henning (geoffrey.henning@browardschools.com)

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

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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. 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
5. Support teachers in understanding & implementing instructional strategies that students can use to access the general education/on-grade level curriculum

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

#2. ESSA Subgroup specifically relating to Multi-Racial

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

To increase ELA proficiency of Multi-Racial subgroup- Based on a review of school data, 39% of our Multi-Racial students are proficient in ELA.

Measurable Outcome:

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

By June 2023, 42% of students (from 39%/ 2022 data) in the Multi-Racial subgroup will demonstrate proficiency based on the results of FAST ELA Spring 2023 assessment.

Monitoring:

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

Progress monitoring data from PM1 & PM2 will be analyzed to drive student instruction.

Person responsible for monitoring outcome:

Geoff Henning (geoffrey.henning@browardschools.com)

Evidence-based Strategy:

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

Differentiated instruction & small group instruction will be implemented to address specific student needs.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 for students in this subgroup.

Action Steps to Implement

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

1. Analyze student data to determine student needs
2. Regularly review current progress monitoring data and make group and instructional adjustments based on the data
3. Increase the utilization of effective instructional strategies to be used during small group instruction
4. Support teachers in understanding & implementing effective instructional strategies

Person Responsible

Geoff Henning (geoffrey.henning@browardschools.com)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

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

To increase ELA proficiency - Based on a review of school data, 54% of students demonstrated ELA proficiency.

Measurable Outcome:

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

By June 2023, 57% of students (from 54%/2022 data) will demonstrate proficiency based on the results of FAST ELA Spring 2023 assessment.

Monitoring:

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

ELA Progress monitoring assessments will be administered and the data will be analyzed to drive instruction. These assessments will include: FAST PM 1 & PM 2, Benchmark Advance Unit Assessments, and BAS for struggling readers.

Person responsible for monitoring outcome:

Geoff Henning (geoffrey.henning@browardschools.com)

Evidence-based Strategy:

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

All students will receive small group differentiated instruction to the meet their individual needs.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

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

1. Administer 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 FAST test specs
6. Increase the utilization of higher-level strategies and rigorous questioning

Person Responsible

Geoff Henning (geoffrey.henning@browardschools.com)

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

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

To increase Math proficiency for students in the lowest 25th percentile- Based on a review of school data, 43% of students in this category are demonstrating proficiency.

Measurable Outcome:

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

By June 2023, 46% of students (from 43%/2022 data) in the lowest 25th percentile will demonstrate proficiency based on the results of FAST Math Spring 2023 assessment.

Monitoring:

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

Progress monitoring data assessments (FAST PM 1 & PM 2, Successmaker, & enVision Cumulative Math Assessments) 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:

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

Extended Math Block (Additional 15 minutes)

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By extending the math block, it ensures an equitable implementation for all students. It requires teachers to have personalized instruction to address student weaknesses as identified by progress monitoring data. This strategy will close specific learning gaps leading to a greater proficiency rate for students in the lowest 25th percentile.

Action Steps to Implement

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

1. Administer progress monitoring assessments
2. Analyze student data to identify teaching targets through grade level data chats and weekly RtI meetings
3. Increase teacher knowledge new Math instructional materials
4. Regularly review current progress monitoring student data and make instructional adjustments based on the data
5. Increase teacher knowledge of FAST 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
8. Increase teacher knowledge of how to implement the 90-minute instructional plan & the components within the plan

Person Responsible

Geoff Henning (geoffrey.henning@browardschools.com)

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

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

To increase the proficiency of Science Achievement - Based on a review of school data, there was a 15 percentage point decrease between the 2021 and 2022 Science Achievement. (52% to 37%)

Measurable Outcome:

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

By June 2023, 40% of students (from 37%/2022 data) will demonstrate proficiency based on the results of the NGSSS Statewide Science Assessment.

Monitoring:

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

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

Person responsible for monitoring outcome:

Geoff Henning (geoffrey.henning@browardschools.com)

Evidence-based Strategy:

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

Science instruction will be integrated across all grade-levels and all areas of curriculum.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

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

1. 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 (district-based)
4. Focus on deepening student's understanding of science vocabulary
4. Collaboration with classroom teachers and STEM teacher
5. Deepen teacher knowledge of district-adopted STEMscopes program

Person Responsible

Geoff Henning (geoffrey.henning@browardschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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

Based on the STAR Early Literacy & STAR Reading PM #1, we currently have 43% of students in grades K-2 demonstrating proficiency of 50 percentile or above.

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

Based on the Spring 2022 FSA ELA, 54% of students demonstrated ELA proficiency in grades 3-5.

Based on the FAST ELA PM #1, we currently have 28% of students in grades 3-5 demonstrating proficiency of level 3 or above.

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 new 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: Measureable Outcome(s)

By June 2023, the percentage of students in grades K-2 demonstrating proficiency on the STAR Early Literacy/STAR Reading will increase from 43% to 48%.

Grades 3-5: Measureable Outcome(s)

By June 2023, 57% of students (from 54%/2022 data) will demonstrate proficiency based on the results of FAST ELA Spring 2023 assessment. We currently have 28% proficiency on the FAST ELA PM #1 assessment.

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 take place with evaluating impact at the end of the year.

ELA Progress monitoring assessments (STAR Early Literacy/STAR Reading/FAST ELA) will be administered and the data will be analyzed to drive instruction.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Henning, Geoff, geoffrey.henning@browardschools.com

Evidence-based Practices/Programs:

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. Â§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?

Teachers will implement the Core Tier 1 ELA program - Benchmark Advance. All students will receive small group differentiated instruction to meet their individual needs. Targeted tier 2 and tier 3 intervention programs such as LLI & Reading Horizons will be utilized with struggling readers.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific 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 practices/programs show proven record of effectiveness for the target population?

By following the district-adopted core ELA curriculum program, teachers will provide rigorous standards-based instruction for all students. Reading Horizons & LLI were selected to be used with struggling readers based on their success rate in closing student learning gaps.

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
Assessment - Teachers will administer progress monitoring assessments to students in grades K-5 and will utilize this data to drive instruction and meet the needs of their students. Professional Learning- Teacher will continue to deepen their knowledge of the B.E.S.T. standards and Benchmark Advance by participating in school/ district trainings.	Henning, Geoff, geoffrey.henning@browardschools.com

Positive Culture & Environment

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

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

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 FAST/STAR testing, 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 school culture and environment.

Geoffrey Henning - Principal
Ramona Reliford - Assistant Principal
Monica Stokes - 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
Marisol Homidas - 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.