

Broward County Public Schools

Quiet Waters Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Quiet Waters Elementary School

4150 W HILLSBORO BLVD, Deerfield Beach, FL 33442

[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.

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, 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 |
|----------------------|---------------------|--|
| 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. |
| 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. |

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|----------------|--|
| 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 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 |
|------------------|---------------------------|--|

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 plays an important role in the development and monitoring of the School Improvement Plan along with the school leadership team listed above. The SIP is also presented to staff and their feedback is considered in development of school goals. Data analysis meetings are held at the beginning of the school year to discuss student achievement needs.

SIP Monitoring

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

The SIP is regularly monitored at the monthly School Advisory Council meetings, school leadership meetings, data chats with classroom teachers, and during meetings involving the Child Problem Solving Team. Each of these meetings include review of current data gathered from student assessments and classroom visits and discussions focusing on the implementation and effectiveness of instructional programs. Revisions to the SIP are made as needed.

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 | 77% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 90% |
| 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) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL) |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: C 2019-20: B 2018-19: B 2017-18: B |
| 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 | 68 | 69 | 68 | 42 | 52 | 53 | 0 | 0 | 0 | 352 | |
| One or more suspensions | 1 | 1 | 1 | 11 | 14 | 8 | 0 | 0 | 0 | 36 | |
| 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 | 27 | 64 | 56 | 61 | 43 | 34 | 0 | 0 | 0 | 285 | |
| Level 1 on statewide Math assessment | 0 | 45 | 48 | 50 | 40 | 41 | 0 | 0 | 0 | 224 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 12 | 22 | 41 | 67 | 28 | 15 | 0 | 0 | 0 | 185 | |

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 | 22 | 58 | 61 | 71 | 53 | 45 | 0 | 0 | 0 | 310 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 3 | 6 | 13 | 0 | 0 | 0 | 0 | 0 | 22 |
| Students retained two or more times | 0 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |

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 | 80 | 84 | 49 | 58 | 43 | 74 | 0 | 0 | 0 | 388 |
| One or more suspensions | 0 | 0 | 0 | 9 | 6 | 21 | 0 | 0 | 0 | 36 |
| 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 | 56 | 39 | 36 | 0 | 0 | 0 | 131 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 62 | 45 | 83 | 0 | 0 | 0 | 190 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 7 | 12 | 16 | 22 | 4 | 13 | 0 | 0 | 0 | 74 |

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 | 3 | 10 | 9 | 54 | 36 | 55 | 0 | 0 | 0 | 167 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 1 | 5 | 5 | 41 | 1 | 1 | 0 | 0 | 0 | 54 |
| 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 | 80 | 84 | 49 | 58 | 43 | 74 | 0 | 0 | 0 | 388 | |
| One or more suspensions | 0 | 0 | 0 | 9 | 6 | 21 | 0 | 0 | 0 | 36 | |
| 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 | 56 | 39 | 36 | 0 | 0 | 0 | 131 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 62 | 45 | 83 | 0 | 0 | 0 | 190 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 7 | 12 | 16 | 22 | 4 | 13 | 0 | 0 | 0 | 74 | |

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 | 3 | 10 | 9 | 54 | 36 | 55 | 0 | 0 | 0 | 167 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 1 | 5 | 5 | 41 | 1 | 1 | 0 | 0 | 0 | 54 |
| 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* | 53 | 56 | 53 | 54 | 58 | 56 | 50 | | |
| ELA Learning Gains | | | | 67 | | | 44 | | |
| ELA Lowest 25th Percentile | | | | 63 | | | 42 | | |
| Math Achievement* | 63 | 62 | 59 | 49 | 54 | 50 | 42 | | |
| Math Learning Gains | | | | 53 | | | 35 | | |
| Math Lowest 25th Percentile | | | | 43 | | | 21 | | |

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| Science Achievement* | 42 | 48 | 54 | 37 | 59 | 59 | 52 | | |
| Social Studies Achievement* | | | | | 71 | 64 | | | |
| Middle School Acceleration | | | | | 60 | 52 | | | |
| Graduation Rate | | | | | 45 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | 47 | 59 | 59 | 69 | | | 46 | | |

* 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 | 50 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 252 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 100 |
| Graduation Rate | |

| 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 | 2 |
| Total Points Earned for the Federal Index | 435 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 98 |
| 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 | 12 | Yes | 4 | 1 |
| ELL | 47 | | | |
| AMI | | | | |
| ASN | 79 | | | |
| BLK | 41 | | | |
| HSP | 51 | | | |
| MUL | 47 | | | |
| PAC | | | | |
| WHT | 58 | | | |
| FRL | 46 | | | |

| 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 | 3 | |
| ELL | 50 | | | |
| AMI | | | | |
| ASN | 77 | | | |
| BLK | 43 | | | |
| HSP | 58 | | | |
| MUL | 39 | Yes | 1 | |
| PAC | | | | |
| WHT | 59 | | | |
| FRL | 52 | | | |

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 | 53 | | | 63 | | | 42 | | | | | 47 |
| SWD | 3 | | | 16 | | | 7 | | | | 5 | 29 |
| ELL | 45 | | | 58 | | | 35 | | | | 5 | 47 |
| AMI | | | | | | | | | | | | |
| ASN | 69 | | | 88 | | | | | | | 2 | |
| BLK | 45 | | | 49 | | | 31 | | | | 5 | 46 |
| HSP | 51 | | | 64 | | | 41 | | | | 5 | 50 |
| MUL | 50 | | | 44 | | | | | | | 2 | |
| PAC | | | | | | | | | | | | |
| WHT | 63 | | | 73 | | | 54 | | | | 5 | 41 |
| FRL | 46 | | | 57 | | | 36 | | | | 5 | 46 |

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 | 54 | 67 | 63 | 49 | 53 | 43 | 37 | | | | | 69 |
| SWD | 17 | 61 | 60 | 16 | 38 | 35 | 12 | | | | | 56 |
| ELL | 39 | 65 | 65 | 40 | 52 | 45 | 25 | | | | | 69 |
| AMI | | | | | | | | | | | | |
| ASN | 73 | 71 | | 86 | 77 | | | | | | | |
| BLK | 44 | 60 | 52 | 32 | 36 | 34 | 17 | | | | | 67 |
| HSP | 54 | 69 | 74 | 53 | 57 | 45 | 42 | | | | | 70 |
| MUL | 39 | 47 | | 38 | 31 | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 63 | 73 | 58 | 55 | 60 | 57 | 41 | | | | | 68 |
| FRL | 49 | 66 | 63 | 44 | 50 | 45 | 34 | | | | | 64 |

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 | 50 | 44 | 42 | 42 | 35 | 21 | 52 | | | | | 46 |
| SWD | 13 | 21 | 29 | 10 | 14 | 17 | 12 | | | | | 40 |
| ELL | 37 | 38 | 48 | 31 | 35 | 21 | 44 | | | | | 46 |

| 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 | ELP Progress |
| AMI | | | | | | | | | | | | |
| ASN | 65 | | | 65 | | | | | | | | |
| BLK | 38 | 41 | | 26 | 27 | 18 | 40 | | | | | 39 |
| HSP | 50 | 44 | 41 | 42 | 30 | 12 | 46 | | | | | 44 |
| MUL | 44 | | | 44 | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 58 | 49 | | 52 | 40 | | 71 | | | | | 64 |
| FRL | 45 | 43 | 50 | 37 | 34 | 18 | 50 | | | | | 41 |

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 | 54% | 56% | -2% | 54% | 0% |
| 04 | 2023 - Spring | 61% | 61% | 0% | 58% | 3% |
| 03 | 2023 - Spring | 42% | 53% | -11% | 50% | -8% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 56% | 62% | -6% | 59% | -3% |
| 04 | 2023 - Spring | 66% | 65% | 1% | 61% | 5% |
| 05 | 2023 - Spring | 62% | 58% | 4% | 55% | 7% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 41% | 46% | -5% | 51% | -10% |

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.

Quiet Waters Elementary School showed the lowest performance in Science. Compared to last year, the data actually increased by 4 percentage points. The year prior was 37% and this year our data shows 41%. We are on an upward trend by focusing on the most important standards and tracking data from the beginning and middle of the year.

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

Quiet Waters Elementary School showed the greatest decline in Reading from the prior year. Although our 4th grade students performed phenomenally well with 61% proficiency and 5th grade at 54% proficiency, our 3rd graders came in at only 52% proficiency. That is a 2% decline from the previous FSA Scores. Since the BEST Standards are in place, we have adopted Benchmark Advance as our core curriculum to address the needs of our students. This particular group of students came in with various deficiencies in Reading and there were a number of retained students. Although we understood where the students were, we developed a well-structured RTI process where we placed our students in the proper tier and progress monitored. Our FAST PM 1 only showed 27% proficiency and PM 2 data showed 38% proficiency. By the end of the year, the data results showed 52%. That increase from PM 1 to PM 3 was in result of our RTI process and ESSER Teachers pulling groups to instruct with fidelity using a systematic, foundational building program and the primary teachers providing instruction using the core curriculum with fidelity.

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.

When compared to the state, our greatest gap is in Science. The state showed 46% proficient and our 5th graders scored at 41%. As stated earlier, we are on an upward trend from last year. We are recovering from learning loss in every area and we believe that by structuring a curriculum that pinpoints the most important standards, our student data will increase. We have reviewed every teacher's daily schedule to strategically plan classroom visits during the Science block across the grade levels. With intentional monitoring and allowing for collaborative planning, we expect to raise our proficiency level from 41% to at least 45%.

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

The data component that showed the most improvement was in the area of Math. This year, we had a new curriculum and program. Savvas/Envision was built with periodic progress monitoring points. The program also has a built-in diagnostic that creates adaptable learning paths. Students and parents are able to view standards and lessons at home that students struggle with and the program gives them reteach opportunities. With this program and FAST PM 1 & 2, we had enough data to make instructional decisions that impacted our final result of 61% proficiency. Those decisions were to have more classroom walk-throughs during the Math block. Our Math Coach consistently provided support via visits during Team Meetings and individual classrooms. She was proactive in providing information regarding professional development and offered strategies during RTI meetings. With her support, teachers utilized

the core curriculum to teach with fidelity. Also, that constant progress monitoring piece helped us to gauge instructional decisions.

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

One of our areas of concern is the amount of students that are absent 10% or more days and also the amount of students scoring at a Level 1 on the Statewide ELA Assessment.

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

Our top priorities for school improvement are the following...1. Reading, 2. Science, and 3. Attendance.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

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

To increase Math proficiency for students who scored a level 1 or 2 on PM 3 data. According to PM 3 Math data, 39% of students (Grades 3-5) are not proficient (Level 3 or higher).

Measurable Outcome:

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

By June 2024, 43% (from 39%/2023 PM 3 data) of third through 5th-grade students will demonstrate proficiency (level 3 or higher) based on the results of FAST Math Spring 2024 assessment.

Monitoring:

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

Progress monitoring data assessments (FAST PM 1 & 2, Successmaker, IReady & enVision Cumulative Math Assessments) will be administered and analyzed to make instructional decisions and any necessary adjustments.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

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

Implementation of a daily 90-minute math block.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Administer progress monitoring assessments
2. Analyze student data to identify teaching targets through grade-level data chats and weekly RtI meetings
3. Increase teacher knowledge 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 IReady to build foundational fluency skills for students

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)

By When: June 2024

#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 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.

N/A

Measurable Outcome:

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

For the 2022-2023 school year, our ELL students were 10% proficient in ELA and 35% proficient in Math. Our target area this year will be ELA with a 15% proficiency goal.

Monitoring:

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

This year, our ESOL Coordinator will target our 4th and 5th grade students as she creates groups. These ESOL groups will be led by two other ESOL Support professionals utilizing materials that are evidence based. Students will receive instruction in phonics and comprehension. Each group's data will be tracked and recorded to monitor their growth. That information will be shared with administration. Also, after every FAST PM, the ESOL Coordinator will create an excel spreadsheet to record the results of our ESOL students and that data will be shared with administration. We also have iReady this year and that data will be handled in the same manner at FAST PMs. ESOL students will also have the opportunity to attend ESOL Camp starting in January to help more students reach proficiency.

Person responsible for monitoring outcome:

Marisol Homidas (marisol.escarfullery@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.)

ESOL groups will be led by two ESOL Support professionals and the ESOL Coordinator utilizing materials that are evidence based. Students will receive instruction in phonics and comprehension. Each week, after the lesson, students will be assessed to check for mastery. If not mastered, the lesson is continued until mastery. Once that occurs, they will move to the next level. This data will be submitted to administration.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Because English is their second or third language, we want to provide instruction in phonics to build their foundation in English. We are also addressing phonemic awareness during these small groups as we listen to the students read. Deficiencies are easily addressed in these smaller settings and instruction will become more targeted to meet their needs. As they continue to acquire the language, we will work on the comprehension piece through the guided reading lessons. As we assess them weekly, we're sure to see growth.

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.

No action steps were entered for this area of focus

#3. 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.

To increase ELA proficiency of our SWD subgroup. Based on a review of school data from 2022/2023, 41% of our SWD students are proficient on the FAST ELA

Measurable Outcome:

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

By June 2024, 45% of our SWD students will demonstrate proficiency on the FAST ELA Assessment.

Monitoring:

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

Progress monitoring data from PM 1 & PM 2

Person responsible for monitoring outcome:

Geoff Henning (geoffrey.henning@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.)

Differentiated instruction and collaboration between the general education teacher and support facilitator will be implemented in addition to push-in/pull-out services provided to students in their area of need.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research indicates that collaboration among general education and support facilitator staff provide learning support that benefit students with disabilities

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.

No action steps were entered for this area of focus

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

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

To increase ELA proficiency - Based on data from the ELA FAST PM# 3 from Spring 2023, 52% of students in grades 3-5 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 2024, 55% of students in grades 3-5 (from 52%/2023 data) will demonstrate proficiency based on the results of FAST ELA Spring 2024 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, i-Ready Diagnostic #1 and #2, and the i-Ready Growth Monitoring Assessments for students receiving Tier 2 and Tier 3 interventions.

Person responsible for monitoring outcome:

Geoff Henning (geoffrey.henning@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.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

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 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Administer 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
7. Increase teacher knowledge and understanding of the Science of Reading

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

By When: June 2024

#5. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

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

To increase the proficiency of Science Achievement, Based on a review of school data, the current proficiency rate is 41%.

Measurable Outcome:

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

By June 2023, 45% of students will demonstrate proficiency based on the NGSSS Assessment

Monitoring:

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

Progress monitoring assessments will be administrated 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 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.)

Based on the data, The Science special will reinforce the standards taught in the classroom

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By improving the integration of science in all classrooms, students will be able to make deeper connections with the application of science. Reading comprehension is essential to the success on the science assessment. By integrating literacy instruction with science content

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.

No action steps were entered for this area of focus

#6. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**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.

Poor teacher retention has been shown to negatively impact students' educational achievement. A contributing factor to the recent decline of student achievement was the teacher attrition associated with the pandemic. Teacher retention and recruitment are crucial in the continuous improvement cycle. Stability is a major factor in long term improvement. Recruiting and retaining teachers is our area of focus. It is our goal to provide teachers with resources and necessary supports to retain them thus assisting with the school's goals of increasing student performance.

Measurable Outcome:

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

At the start of 2024-2025 school year, Quiet Waters Elementary will have maintained at least 95% of the staff from the previous school year and will begin the new school year fully staffed with all instructional personnel.

Monitoring:

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

During the 2023-2024 school year, Administration and the Curriculum Coaches will meet with all new teachers, second year teachers, and teachers we've identified as needing extra support. We will implement mini professional learning opportunities, data analysis conversations, and simple check-in opportunities to assist the teacher. Our coaches will offer personal modeling and personalized coaching sessions for our targeted teachers. These sessions will provide specific support, personalized assistance and resources as needed.

Person responsible for monitoring outcome:

Ramona Reliford (ramona.reliford@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.)

At Quiet Waters Elementary we will cultivate a positive school culture. Teacher appreciation is all year long and each month we will celebrate and appreciate our teachers with monthly created "Positive School Culture Days."

These will be small, inexpensive gifts all tailored around a specific theme to show appreciation.

We will also provide continuous and relevant feedback through classroom walkthroughs and data chats.

We will encourage mentorship between veteran teachers and new teachers.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers want to feel respected and valued for their role in a school. A positive school climate is critically related to school success. It can improve attendance, achievement, and teacher retention.

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.

Monthly staff celebrations to help build and strengthen morale.

Person Responsible: Ramona Reliford (ramona.reliford@browardschools.com)

By When: By the last day of each month.

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 the needs of the students, the focus will be on the purchase of resources that will enhance the growth of our 2 ESSA Groups, (SWD 37% and Multi-Racial 39%) will be brought to the SIP Team. The different options of resources will be presented and then voted to purchase. There must be a quorum to approve the order.

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

Based on the STAR Early Literacy & STAR Reading PM #3 data from the 22-23 school year, 50% of students in grades K-2 are at or above proficiency of the 40th percentile or greater.

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

Based on data from Spring 2023 FAST PM#3 ELA, 52% of students demonstrated ELA proficiency in grades 3-5.

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

By June 2024, the percentage of students in grades K-2 demonstrating proficiency on the STAR Early Literacy/STAR Reading will increase from 50% to 53%.

Grades 3-5 Measurable Outcomes

By June 2024, 55% of students in grades 3-5 (from 52%/2023 data) will demonstrate proficiency based on the results of FAST ELA Spring 2024 assessment.

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.

ELA Progress monitoring assessments #1-3 (STAR Early Literacy/STAR Reading/FAST ELA) will be administered and the data will be analyzed to drive instruction. Also, data will be gathered from the i-Ready ELA diagnostic #1 & 2 as well as the Growth Monitoring assessments taken by Tier 2 and Tier 3 students.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Henning, Geoff, geoffrey.henning@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?

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 Reading Horizons and the Benchmark Advance Intervention components will be utilized with struggling readers.

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?

By following the district-adopted core ELA curriculum program, teachers will provide rigorous standards-based instruction for all students. The Benchmark Advance Intervention components along with Reading Horizons 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. The school leadership team & Child Problem Solving Team will also analyze the data to identify trends and will support teachers in adapting their curriculum to address any weaknesses.

Henning, Geoff,
geoffrey.henning@browardschools.com

Professional Learning- Teachers will continue to deepen their knowledge of the B.E.S.T. standards and Benchmark Advance by participating in school/district trainings. All classroom teachers will also develop their understanding of the Science of Reading by participating in three district courses focusing on the components of the Science of Reading.

Henning, Geoff,
geoffrey.henning@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.

Quiet Waters Elementary School will provide the School Parent Involvement Plan in English, Spanish, Portuguese, and Haitian Creole. The SIP plan will be shared via the Broward Schools website, the Quiet Waters Elementary School website (<https://www.browardschools.com/quietwaters>), at monthly SAC/SAF meetings, at staff meetings, and school leadership team meetings.

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

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

The Family Engagement Plan is made publicly available on the Quiet Waters Elementary School website (<https://www.browardschools.com/quietwaters>). Building positive relationship amongst all stakeholders including parents, families, and community members is critical to the success of our school. Quiet Waters Elementary School will schedule meetings to be held at various times during the day or evening to better accommodate parents. Our school will hold 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 will 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. 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 family events focusing on topics including but not limited to literacy, math, safety, life skills and wellness, strategies for ELL students, etc.. Parents will be invited and encouraged to become active members of the School Advisory Council (SAC). At the SAC meetings parents will be provided information regarding the school's Title I allocation (inclusive of professional development and parent involvement allotments). Parents will be allowed to provide input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using survey completed by parents, staff, and students. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program.

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)

For ELA, our school is focused on strengthening our teachers understanding of the Science of Reading and supporting them on implementing this highly effective instructional practice. Teachers will participate in three in-person two-day courses throughout the year in which they will learn the components of the Science of Reading and practical ways to incorporate this research-based process into their daily teaching. Progress monitoring data will be reviewed regularly and adjustments to instruction will be made as needed. We also have 3 intervention teachers that will be working with struggling readers to close their learning gaps and increase student proficiency.

For math, we will continue to implement our extended 90-minute daily math block along with our core math program, Savvas/Envision. 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.

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))

To ensure school readiness, the Head Start Program at Quiet Waters Elementary School provides literacy, math, and science curricula that align with the K3 national standards to improve educational outcomes. This connection between curricula and child expectations has contributed to better prepare students to succeed in Kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize Kindergarten teachers with the Head Start students' progress in the program.

Quiet Waters 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 Youth Crime Watch, Peer Counseling/Conflict Mediation programs, guest speakers and student assemblies. Quiet Waters Elementary School builds a violence prevention culture through classroom instruction in anger management, conflict resolution bullying prevention, and the Broward County adopted character traits. In addition to the classroom instruction, all teachers and staff members have received training on the Anti-Bullying policy and iCHAMPS training. Life skills and wellness are a focus in each classroom along with the implementation of schoolwide programs such as Start with Hello!

Nutritional programs and health education are an integral part of our Unified Arts Program, specifically through the Physical Educational curriculum.

Referrals are made to the school social worker when families need support with housing and/or food. School staff including the support team, administration, and guidance counselor also work with families in need.

Teachers and staff members are responsible for helping to identify homeless students and referring them to the Homeless Education Assistance Resource Team (HEART) program offered by the district. The purpose of the HEART Program is to identify homeless students, remove barriers to their education, including school enrollment, provide them with supplemental academic and counseling case management services as well as linkages to their school social worker while maintaining school as the students stable environment.

A rigorous curriculum is taught at Quiet Waters Elementary School to prepare students for college & career. Students in grades K-5 have laptops assigned to them. Teachers utilize the latest technology tools to enhance student learning. Fifth grade students participate in an annual trip to Junior Achievement. This provides students with opportunities to explore career options and learn about skills needed to be successful in the work force.

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))

Life skills and wellness is a priority at Quiet Waters Elementary School. Teachers and staff members work together to identify students that may be in need of counseling or mental health services. We have two school counselors and one social worker that also support the needs of our students and families. They regularly meet with students, teachers, parents, and community providers. Our school counselors developed and shared an online Canvas course with resources to support students and teachers in the classroom. These include resources from ReThink Ed, anti-bullying information, links to mindfulness activities, as well as information on character traits.

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))

A rigorous curriculum is taught at Quiet Waters Elementary School to prepare students for college & career. Students in grades K-5 have laptops assigned to them. Teachers utilize the latest technology tools to enhance student learning. Fifth grade students participate in an annual trip to Junior Achievement. This provides students with opportunities to explore career options and learn about skills needed to be successful in the work force.

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).

Our school has a Schoolwide Positive Behavior Plan that is designed to support positive behavior on campus. The plan outlines schoolwide expectations, location-based rules, consequences, and rewards. It also provides a flowchart that differentiates between staff and office managed behaviors. A well-defined RtI process is in place to support students that may need Tier 2 or Tier 3 behavior interventions and support staff works in collaboration with the teacher and family to improve the behaviors.

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))

The district's Human Resources and Staff Development departments, as well as a district level Teacher Recruitment Committee work collaboratively to retain and recruit highly qualified, certified-in-field, effective teachers. The district also has a website used to attract teachers to Broward County based upon regional perks, "Teach Near the Beach" and opportunities to receive benefits beyond a paycheck. Quiet Waters Elementary School's collaboration with the district is evidenced by participation in Broward Teacher Recruitment Fairs. Vacancies are filled with candidates interviewed at the recruitment fair and referred by the district's instructional staffing department. Retention of teachers is a top priority of our school. Teachers are cultivated and nurtured at Quiet Waters Elementary School to grow professionally. We retain highly qualified, certified-in-field, effective teachers in our school by utilizing the Teacher Induction for Effectiveness and Retention (T.I.E.R.) program, Professional Learning Communities, District Trainings (District Personnel), School-Based Professional Development (Leadership Team / Team Leaders), Teacher Recognition and Incentives (Administration).

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))

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between

curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program. Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

Students who are scheduled to enter the school starting at the Kindergarten level are invited to the Kindergarten Round Up at the end of the previous school year. This event is held at the end of every year, and welcomes new parents and students. They are able to tour the school, meet the K teachers, and ask questions to get ready for the next school year. Then parents have the summer to put into place strategies learned to ready students for the upcoming school year. Prior to students starting Kindergarten they attend an Open House the Friday before school starts. This event allows parents and students to see their new classroom, meet the teacher, and learn kindergarten expectations and procedures. After the school year is in full swing, the Kindergarten Team hosts a Family night. This event covers strategies to help students and parents succeed! Teachers also conference with parents individually to meet individual needs.