

Broward County Public Schools

# The Quest Center



2020-21 Schoolwide Improvement Plan

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## The Quest Center

6401 CHARLESTON ST, Hollywood, FL 33024

[ no web address on file ]

### Demographics

Principal: Michelle Laurent

Start Date for this Principal: 11/10/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-12
<b>Primary Service Type</b> (per MSID File)	Special Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	83%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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](http://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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## The Quest Center

6401 CHARLESTON ST, Hollywood, FL 33024

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	%

### School Grades History

Year

Grade

### 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.**

The Quest Center's mission is to provide an environment in which all children can realize their highest potential through joint commitment of home, school, and community.

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

The Quest Center's vision is educating today's students to succeed in tomorrow's world.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Laurent, Michelle	Principal	<ol style="list-style-type: none"> <li>1.Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</li> <li>2.Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).</li> <li>3.Achieve expected results on the school's student learning goals.</li> <li>4.Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</li> <li>5.Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</li> <li>6. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</li> <li>7.Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance,school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</li> <li>8.Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</li> <li>9.Manage and delegate tasks while consistently demonstrating fiscal efficiency.</li> <li>10.Comply with district procedures to manage and safeguard district assets,equipment,inventory, property leasing, and rental of School Board property.</li> <li>11.Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</li> <li>12.Maintain high visibility at school and in the community.</li> <li>13.Cultivate, support, and develop others within the school.</li> <li>14.Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</li> <li>15.Provide recognition and celebration for student, staff, and school accomplishments.</li> <li>16.Establish open lines of communication and processes to determine stake holder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</li> <li>17.Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</li> </ol>

Name	Title	Job Duties and Responsibilities
Jones, Chiantae	Assistant Principal	<p>Assist the Principal with:</p> <ol style="list-style-type: none"> <li>1.Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</li> <li>2.Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).</li> <li>3.Achieve expected results on the school's student learning goals.</li> <li>4.Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</li> <li>5.Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</li> <li>6. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</li> <li>7.Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance,school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</li> <li>8.Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</li> <li>9.Manage and delegate tasks while consistently demonstrating fiscal efficiency.</li> <li>10.Comply with district procedures to manage and safeguard district assets,equipment,inventory, property leasing, and rental of School Board property.</li> <li>11.Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</li> <li>12.Maintain high visibility at school and in the community.</li> <li>13.Cultivate, support, and develop others within the school.</li> <li>14.Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</li> <li>15.Provide recognition and celebration for student, staff, and school accomplishments.</li> <li>16.Establish open lines of communication</li> </ol>

Instructional Coach

### Demographic Information



**Principal start date**

Saturday 11/10/2018, Michelle Laurent

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

6

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

16

**Total number of teacher positions allocated to the school**

24

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-12
<b>Primary Service Type</b> (per MSID File)	Special Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	83%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## Early Warning Systems

### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	1	2	2	2	5	7	10	10	8	10	14	38	109
Attendance below 90 percent	0	0	0	0	1	1	0	0	0	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Monday 8/31/2020

### Prior Year - As Reported

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	1	1	2	2	4	6	8	11	8	10	12	7	50	122	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	1	1	2	2	4	6	8	11	8	10	12	7	50	122	

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Prior Year - Updated**

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	1	1	2	2	4	6	8	11	8	10	12	7	50	122	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	1	2	2	4	6	8	11	8	10	12	7	50	122

**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	0	0	0	0	0	0	0	0	0	0	0	0	0		
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

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	58%	61%	0%	53%	57%
ELA Learning Gains	0%	58%	59%	0%	56%	57%
ELA Lowest 25th Percentile	0%	52%	54%	0%	50%	51%
Math Achievement	0%	58%	62%	0%	53%	58%
Math Learning Gains	0%	58%	59%	0%	53%	56%
Math Lowest 25th Percentile	0%	51%	52%	0%	47%	50%
Science Achievement	0%	51%	56%	0%	46%	53%
Social Studies Achievement	0%	74%	78%	0%	71%	75%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

### Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

### Subgroup Data

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	4	23		5	24			11			
BLK		13		4	21						
WHT	17	50		9							
FRL	3	20		3	25			9			
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 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 2015-16	C & C Accel 2015-16

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	11
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	67
Total Components for the Federal Index	6
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	11
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	8
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	25
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	10
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Three subgroup was identified as low performers. Black/African American scored the lowest at 32%. Based on The Quest Center 2019 FSAA data: Black/African American Subgroup ELA Learning Gains was 11% as compared to the White Subgroup. These students have significant cognitive disabilities which impact their ability to learn at a rate commensurate with their typical peers. There are a significant percentage of these students who have medical conditions that impair their ability to retain and respond to verbal, gestural, and physical prompts on a consistent basis.

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



Due to COVID-19 the FSAA was not administered. Based on our 2019 FSAA Data, The Black/African American and White Subgroup showed the greatest decline in ELA Level 3+. This factor that contributed to this decline is the lack of additional remediation on the standards students had difficulty with.

**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.**

Based on our 2019 FSAA data, ELA and Math scored lower than the state average. Overall factors that may have contributed is the consistent use of various modes of communication when presenting new content for our students with disabilities.

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

Students with Disabilities showed the greatest improvement. Cycle data assessments and face-to-face individual meetings between teachers, support staff, and administration contributed to the emphasized focus on the Standards and Access Points. Team PLCs addressed the unique challenges and peer collaboration was the result.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

The Early Warning System (EWS) identifies attendance as an area of concern. Where we have a 84% attendance rate. This EWS is significant however, many students at The Quest Center are students with significant cognitive disabilities, intellectual disabilities and medical needs resulting in hospitalizations and inability to attend school.

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

1. Focus on Writing Across the curriculum and vocabulary development.
2. Focusing on Standards – Based Planning ensuring students are taught and assessed in the classroom based on grade level standards. In order to increase performance in the Black/African American subgroup from 32% to 41%.
3. Create a Positive Behavior Intervention Strategy System (PBIS) to ensure all are following a school and classroom management system that will positively impact the classroom and create a safe learning environment.
4. Continued focus on the Students with Disabilities to ensure continued growth.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

<b>Area of Focus Description and Rationale:</b>	Based on the FSAA Mathematics data, there is a significant decrease in sixth grade. One out of five students took the FSAA Math Assessment and zero scored at a Level 2. At a level 1, students do not demonstrate an adequate level of success and in level 2 students demonstrate a limited level of success. Therefore, increasing developmental scores can possibly move students up a level demonstrating a positive learning gain.
<b>Measurable Outcome:</b>	If we continue to provide Professional Development, opportunities for collaborative planning, and conduct classroom walkthroughs, then we can continue FSAA ELA achievement as evidenced by FSAA results. If The Quest Center primary practice is to provide job-embedded Professional Development, Professional Learning Communities, then we can increase student achievement in Mathematics as evidenced by the FSAA Mathematics Results.
<b>Person responsible for monitoring outcome:</b>	Michelle Laurent (michelle.laurent@browardschools.com)
<b>Evidence-based Strategy:</b>	Administration will provide additional professional development in Standards-Based Planning, Classroom walkthroughs from administration as well as teacher/teacher to build on practices. Collaborative planning to assist impacting instruction.
<b>Rationale for Evidence-based Strategy:</b>	Teachers present to others in the department practices that work for them in the classroom or a lesson that was a success.

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**#2. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus</b>	ELA Learning Gains- Based on the 2018 FSAA data and SES Band, there remains a gap between the learning gains of the economically disadvantaged, black/African American, and Hispanic subgroups and the state average.
<b>Measurable Outcome:</b>	<ol style="list-style-type: none"> <li>1. To increase performance in the Black/African American subgroup from 31% to 41%.</li> <li>2. To increase performance in the Economically Disadvantaged subgroup from 31% to 41%</li> <li>3. To increase performance in the Hispanic subgroup from 32% to 41%</li> <li>4. To focus on the Students with Disabilities to ensure continued growth.</li> </ol>
<b>Person responsible for monitoring outcome:</b>	Michelle Laurent (michelle.laurent@browardschools.com)
<b>Evidence-based Strategy:</b>	<p>Targeted PLCs will analyze formative data to modify instruction to ensure all student are making adequate progress. The Quest Center will utilize Professional Learning Communities to review and analyze student learning via Common Formative Assessments. Based on the collaboration of grade level and team teachers teachers will provide data-driven instruction based on the results of three week Common Formative Assessments. Core text comes from Attainment aligned to student grade levels and Unique Learning Systems. Other supplements for instruction come from Boardmaker online, STAR, EDmark, and iReady.</p> <p>data-driven instruction based on the results of three week Common Formative Assessments. Core text comes from Attainment aligned to student grade levels and Unique Learning Systems.</p>
<b>Rationale for Evidence-based Strategy:</b>	<p>Teachers will submit three-week pre and post-test data to administration. While in PLC, teachers will discuss student learning /achievement and successful instructional strategies. During PLC teachers will ensure that the assessments and activities are aligned with the learning goal. Core text comes from Attainment aligned to student grade levels and Unique Learning Systems. Other supplements for instruction come from Boardmaker online, STAR, EDmark, and iReady.</p>

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

1. FSAA Standards Blueprint Lesson plan development to enhance primary practice
2. Share Best Practices and learn FSAA protocol

**Part IV: Positive Culture & Environment**

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The faculty and staff at The Quest Center works rigorously to keep parents informed of their child's academic progress. Parents are provided with daily home notes, quarterly progress reports, report cards, and they participate in parent/teacher conferences. Team parent conferences for identified under-performing Homebound students are routinely scheduled to address their academic and behavioral needs. In addition, quarterly student progress reports are issued to all students to provide parents student's current academic performance. The school's social worker is used as a family resource to assist them with making contact and referrals to outside agencies as needed.

#### **Parent Family and Engagement Plan (PFEP) Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

### **Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00