

Broward County Public Schools

The Quest Center



2021-22 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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities*
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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The Quest Center

6401 CHARLESTON ST, Hollywood, FL 33024

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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	Position Title	Job Duties and Responsibilities
Laurent, Michelle	Principal	<ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 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). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 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. 7. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school foodservice, student transportation, master schedules, extracurricular activities, school finance, and financial reporting, and maintenance of the physical plant. 8. Employ an improvement cycle for operational problems that analyze results, identify root causes, and takes corrective action. 9. Manage and delegate tasks while consistently demonstrating fiscal efficiency. 10. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. 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. 12. Maintain high visibility at school and in the community. 13. Cultivate, support, and develop others within the school. 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. 15. Provide recognition and celebration for student, staff, and school accomplishments. 16. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. 17. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.
Jones, Chiantae	Assistant Principal	<p>Assist the Principal with:</p> <ol style="list-style-type: none"> 1.Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 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

Name	Position Title	Job Duties and Responsibilities
		<p>and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).</p> <p>3.Achieve expected results on the school's student learning goals.</p> <p>4.Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</p> <p>5.Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</p> <p>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.</p> <p>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.</p> <p>8.Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>9.Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>10.Comply with district procedures to manage and safeguard district assets,equipment,inventory, property leasing, and rental of School Board property.</p> <p>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.</p> <p>12.Maintain high visibility at school and in the community.</p> <p>13.Cultivate, support, and develop others within the school.</p> <p>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.</p> <p>15.Provide recognition and celebration for student staff, and school accomplishments.</p> <p>16.Establish open lines of communication.</p>
Bravo, serena	Curriculum Resource Teacher	<p>Coordinate the development, implementation, and evaluation of effective educational curriculum/services and/or programs that promote academic achievement as well as student growth and well being which may include but not be limited to student services, health services, exceptional student services, or other initiatives as assigned.</p> <p>Assist and support teachers with classroom curriculum, strategies, and classroom management and setup. School-wide scheduling. Establishing and maintaining community outreach programs. The outreach programs help families in need, provide post-secondary training for students. Coordinate the training in teaching strategies and techniques for teachers, administrators, staff,</p>

Name	Position Title	Job Duties and Responsibilities
Moore, Kia	Staffing Specialist	<p>and parents through staff development strategies including modeling demonstration teaching. Serve as a member of the school's Child Support Team. Disseminate resource materials related to specific teaching strategies. Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. Review current developments, literature, and technical sources of information related to job responsibilities. Ensure adherence to safety rules and procedures. Follow federal and state, as well as School Board policies.</p>
		<ol style="list-style-type: none"> 1. Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually. 2. Coordinate required ESE meetings. 3. Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. 4. Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. 5. Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities. 6. Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student. 7. Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard. 8. Assist in identifying, reporting and correcting IDEA compliance concerns identified internally. 9. Shall report all compliance concerns directly to the school-based leadership. 10. Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures. 11. Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity. 12. Utilize the electronic management system to generate IEP documents. 13. Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida. 14. Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. 15. Review current developments, literature and technical sources of information related to job responsibilities. 16. Ensure adherence to safety rules and procedures. 17. Follow federal and state, as well as School Board policies.
Nieves, Deanna	Behavior Specialist	

Name	Position Title	Job Duties and Responsibilities
Townley, Leigh	Teacher, ESE	<p>As the Autism Coach support/assist teachers and students with the following:</p> <ol style="list-style-type: none"> 1. ASSESSMENT - Support teachers with utilizing effective assessment strategies aligned with the curriculum and standards to assist in the continuous development of the Autism Spectrum Disorder (ASD) learner 2. COMMUNICATION - Support and assist teachers/students with utilizing effective communication techniques with (ASD) students, parents, and all other stakeholders. 3. CONTINUOUS IMPROVEMENT - Support and assist teachers/students engage in planned continuous professional quality improvement for self and school for the ASD Learner 4. KNOWLEDGE SUBJECT MATTER - Support and assist teachers with demonstrating knowledge and understanding of the subject matter ASD. 5. LEARNING ENVIRONMENTS - Support teachers with establishing a classroom management system that maintains appropriate discipline and creates a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation for all ASD Learners. 6. PLANNING - Support teachers with planning, aligning, implementing, and evaluating effective instruction and assessment in a variety of learning environments for ASD Learners. 7. ROLE OF THE TEACHER work with peers, parents, community, and other stakeholders in the continuous improvement of the educational experiences of students. 8. TECHNOLOGY integrate appropriate technology in teaching and learning processes for the ASD Learner.

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

22

Total number of students enrolled at the school

102

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

2

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

4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	1	1	2	4	2	5	8	10	11	8	10	14	39	115	
Attendance below 90 percent	0	1	0	3	0	0	2	3	4	1	2	2	15	33	
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	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	2	1	3

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

Thursday 8/26/2021

2020-21 - As Reported

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

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

2020-21 - Updated

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

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					58%	61%		57%	60%
ELA Learning Gains					58%	59%		57%	57%
ELA Lowest 25th Percentile					52%	54%		49%	52%
Math Achievement					58%	62%		58%	61%
Math Learning Gains					58%	59%		56%	58%
Math Lowest 25th Percentile					51%	52%		49%	52%
Science Achievement					51%	56%		52%	57%
Social Studies Achievement					74%	78%		75%	77%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

Due to our students severe intellectual disabilities they are on Access Points as well as a modified curriculum.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	25
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	151
Total Components for the Federal Index	6
Percent Tested	83%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	18
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	18
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	29
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

After reviewing our school's data, the three subgroups were identified as low performers. Black/ African Americans scored the lowest at 32%. Based on The Quest Center 2019 FSAA data: Black/ African American Subgroup ELA Learning Gains was 11% compared to the White Subgroup. These students have significant cognitive disabilities that impact their ability to learn at a commensurate with their typical peers. A considerable percentage of these students have medical conditions that impair their ability to consistently retain and respond to verbal, gestural, and physical prompts.

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

The progress monitoring data and the 2019 state assessment data show that the greatest need for improvement is for students with disabilities and English Language Learners at all grade levels and content areas. Students in the lowest quartile in ELA and Math are also an area for improvement. All of our students have severe cognitive disabilities and intellectual disabilities. They receive instruction on Access Points and are on a modified curriculum.

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

Based on our 2019 FSAA data, ELA and Math scored lower than the state average. Overall, the consistent use of various modes of communication may have contributed when presenting new content for our students with disabilities. Also, there were students where learning digitally was not the best learning platform for them to learn. Due to our student's severe cognitive disabilities, they required a lot of intensive supports to access the curriculum. Despite the barriers, teachers followed the ELA and Math Instructional Focus Calendar with fidelity and completed Cycle Assessments pre and post-test to progress monitor students for growth. The Cycle Assessment results determined what students require remediation or enrichment of the previously taught standards.

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

The data component that showed our Students with Disabilities most improvement based on the 2019 state assessments was our sixth - ninth-grade students in Math and ELA, increasing 5% from the 2018-2019 FSAA Assessment.

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

For the 2019 FSAA State Assessment data contributing factor to the math increase, the implementation cycle data assessments and individual face-to-face meetings between teachers, support staff, and administration contributed to the emphasized focus on the Access Points Standards. Team PLCs addressed the unique challenges, and peer collaboration was the result.

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

To accelerate learning, teachers will utilize Universal Design Learning (UDL) strategies for the targeted subgroups with the greatest need. To better support our Students with Disabilities, teachers will implement the following strategies: Essential 42 to frontload vocabulary, activate and build background knowledge, use sentence frames to give students practice with academic language, use pictures and manipulatives, use concept maps and graphic organizers, use cooperative learning and collaborative group projects, utilize scaffolds developed to teach the K-12 Florida ELA Access Standards.

Additionally, to better support our students with disabilities, teachers will implement the following strategies: build our culture of collaboration between professionals to increase student success, build up our system of interpretation and communication of assessment information that is shared between stakeholders to collaboratively design and implement educational programs, build up our student of how we analyze data, analyze instructional practices, and make necessary adjustments that improve student outcomes, and increase our systematic approach to providing scaffolded supports.

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

Based on the contributing factors and the strategies identified to accelerate learning, The Quest Center will be offering professional development opportunities for the staff in Social-Emotional Learning and B.E.S.T standards.

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

To ensure the sustainability of improvement in the next year is the implementation of a Resource Room. The Resource Room teacher will provide additional intensive support to provide remediation and enrichment to students in small groups and one-to-one sessions in ELA and Math.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: When reviewing the data, the ESSA subgroup of students with disabilities fell below the federal index. Students with disabilities were at 39% for the 2018-2019 school year data set. When analyzing our progress monitoring data, the students with disabilities subgroup often had a proficiency score of 0%. When analyzing the data from 2019, students with disabilities' ELA achievement remained the same as it was in 2018 (26%).

Measurable Outcome: ELA Achievement among Students with disabilities will increase by 10% as a result of implementing high yield strategies for ESE and allowing student opportunities to apply ELA standards in real-world situations.

Monitoring: This area of focus will be monitored through iReady diagnostic assessments, common assessments, and leadership team walkthrough observation data and data chats.

Person responsible for monitoring outcome: Michelle Laurent (michelle.laurent@browardschools.com)

Evidence-based Strategy: Develop and implement the use of flexible grouping and providing students opportunities to apply strategies taught to them during instructional activities in the classroom.

Rationale for Evidence-based Strategy: Allowing students opportunities to apply literacy strategies taught to them during standards-based whole group instruction in real-world situations is expected to result in more meaningful learning for students with disabilities.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Culture & Environment specifically relating to Equity & Diversity**Area of Focus Description and Rationale:**

Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to the subject material. By strengthening our school's culture for social and emotional learning we will address the following school needs:

- student behavior disrupting other student learning
- positive energy of the school

Measurable Outcome: Cognia survey data from students will show an increase of 3% in the school climate score when compared to the school climate score from the 2020-2021 school year.

Monitoring: This area of focus will be monitored by conducting staff and student surveys throughout the school year by the PBIS team.

Person responsible for monitoring outcome:

Michelle Laurent (michelle.laurent@browardschools.com)

Evidence-based Strategy:

Use descriptive leadership and social-emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies and deliberate school supports for families. Our school will plan and implement two cycles of professional learning to provide training opportunities for safe practices, and examination of impact data. Our school will monitor and measure the impact of our observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

Rationale for Evidence-based Strategy:

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change. Research indicates that for sustainable improvement efficient and sustainable improvements efforts to be realized, collective ownership is necessary. Through a distributive leadership model, our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

The Quest Center is a Separate Day School that serves students with severe cognitive and intellectual disabilities. The majority of our students require ongoing behavior intervention support to assist them with de-escalating behaviors. The manifestation of our student's disability, intensive behavior support is implemented daily across all settings. Our Autism Coach, Behavior Specialist, and ESE resource teacher will continue to support our teachers to meet the needs of our students.

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.

To establish a positive school culture and climate, The Quest Center will engage in ongoing, district-wide professional learning on leveraging social and emotional learning and leadership for student success. We will use social and emotional learning to strengthen team dynamics and collaboration through a distributive leadership model to close the student gap. Our School leadership team will collaborate with students, staff, and families through the School Advisory Council processes to reflect on implementation and determine the next steps. The development of positive culture and environment enhanced through school-based and district-wide opportunities focus on building families' capacity to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

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

Michelle Laurent, Principal
 Chiantae Jones, Assistant Principal
 Serena Bravo, Curriculum Specialist
 Kia Moore, ESE Specialist
 De Anna Nieves, Behavior Specialist
 Leigh Townley, Autism Coach
 All Instructional Staff
 All Students

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1021 - The Quest Center	IDEA		\$1,000.00
2	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1021 - The Quest Center	IDEA		\$500.00
Total:						\$1,500.00