

Brevard Public Schools

Quest Elementary School



2022-23 Schoolwide Improvement Plan

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Quest Elementary School

8751 TRAFFORD DR, Melbourne, FL 32940

<http://www.quest.brevard.k12.fl.us>

Demographics

Principal: Karry Castillo A

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	20%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (66%) 2018-19: A (76%) 2017-18: A (76%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Brevard 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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Quest Elementary School

8751 TRAFFORD DR, Melbourne, FL 32940

<http://www.quest.brevard.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	No	20%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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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.

Our mission, at Quest, is for educational excellence in a nurturing 21st century environment that promotes exemplary character, independent thinking, and a desire for lifelong learning. (Rev. 2019-20)

Provide the school's vision statement.

A collaborative learning community on a journey to reach its highest potential. (Rev. 2019-20)

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Boyd, Christine	Principal	As an administrator, we review data, reflect on best practices, and develop professional development based on data. This is done with a Shared Leadership approach, including SAC, PTO, parent forums, Leadership Team, staff meetings, and engaging all stakeholders in the process of school improvement. Once input is collected, the team moves for solidifying the goals and benchmarks to achieve those goals.
Phillips, Tauna	Assistant Principal	As an administrator, we review data, reflect on best practices, and develop professional development based on data. This is done with a Shared Leadership approach, including SAC, PTO, parent forums, Leadership Team, staff meetings, and engaging all stakeholders in the process of school improvement. Once input is collected, the team moves for solidifying the goals and benchmarks to achieve those goals.

Demographic Information

Principal start date

Saturday 7/1/2017, Karry Castillo A

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

9

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

15

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

669

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

6

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

4

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	65	90	88	127	99	100	100	0	0	0	0	0	0	669
Attendance below 90 percent	2	5	3	4	0	4	0	0	0	0	0	0	0	18
One or more suspensions	0	2	0	2	0	0	1	0	0	0	0	0	0	5
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	1	0	1	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	3	8	7	0	0	0	0	0	0	21
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	6	7	19	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	0	0	2	3	3	8	7	0	0	0	0	0	0	23

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

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

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

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

Date this data was collected or last updated

Wednesday 8/24/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	82	101	103	88	94	102	0	0	0	0	0	0	639
Attendance below 90 percent	1	8	10	5	8	10	3	0	0	0	0	0	0	45
One or more suspensions	0	1	1	1	0	2	3	0	0	0	0	0	0	8
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	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	5	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	7	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	0	0	1	2	1	0	0	0	0	0	0	0	0	4
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	7	8	8	0	0	0	0	0	0	23
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	10	9	7	0	0	0	0	0	0	26

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	1	0	0	3	0	0	0	0	0	0	4

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	82	101	103	88	94	102	0	0	0	0	0	0	639
Attendance below 90 percent	1	8	10	5	8	10	3	0	0	0	0	0	0	45
One or more suspensions	0	1	1	1	0	2	3	0	0	0	0	0	0	8
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	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	5	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	7	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	0	0	1	2	1	0	0	0	0	0	0	0	0	4
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	7	8	8	0	0	0	0	0	0	23
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	10	9	7	0	0	0	0	0	0	26

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	1	0	0	3	0	0	0	0	0	0	4

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	75%	61%	56%				81%	62%	57%
ELA Learning Gains	67%						67%	60%	58%
ELA Lowest 25th Percentile	50%						65%	57%	53%
Math Achievement	77%	49%	50%				88%	63%	63%
Math Learning Gains	74%						79%	65%	62%
Math Lowest 25th Percentile	55%						67%	53%	51%
Science Achievement	65%	60%	59%				82%	57%	53%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	29	48	41	36	46	42	17				
ELL	64	65	58	63	68						
ASN	71	38		80	69						
BLK	56	56		56	63						
HSP	62	67	54	63	63	20	50				
MUL	72	89		76	68						
WHT	80	67	49	81	78	65	68				
FRL	63	63	48	61	72	56	43				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	45	61	42	46	49	36	35				
ELL	72	100		85	92						
ASN	95			90							
BLK	57	58		73	62						
HSP	67	70		74	63		40				
MUL	75	65		78	65		58				
WHT	81	77	68	83	69	53	76				
FRL	67	68	59	73	61	63	57				
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	51	54	37	68	74	55	63				
ELL	70	52		92	70	75					
ASN	89	58		97	92						
BLK	70	79		82	79						
HSP	80	60	65	80	69	55	83				
MUL	80	62		92	84	70					
WHT	82	69	66	89	79	71	80				
FRL	63	58	45	70	65	43	76				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	532

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	65
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	76
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

When looking at our Spring 22 FSA data, we had an ESSA subgroup that dropped below 41% for the first time. This subgroups was our Students with Disabilities subgroup. Our Students with Disabilities subgroup scored 45% in 2021 and dropped 8% to 37% in 2022. Both of these scores are lower than the previous data of 57% in 2018.

In addition to our Students with Disabilities subgroup dropping, our ELL subgroup also dropped 19% from 84% to 65%. Both of these groups showed gains on iReady during the 21-22 school year; however, these gains were not significant enough to close the gap.

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

During the 2021-22 school year, our Students with Disabilities and our ELL subgroup showed the biggest decline on state assessments.

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

We had a decline in personnel in ESE and ESOL. The number of ESE Instructional Assistants we were given at our school was less in prior years. In addition, our ESOL Instructional Assistant was out for the majority of the school year for medical reasons. We also had a new ELA curriculum that did not focus on

the Florida State standards, but instead, the BEST benchmarks.

This year we will have additional assistance in the ESE department. We will offer professional development for our assistants in areas that they need it. We will be using the new ELA curriculum for the second year, and it will align with our current BEST benchmarks.

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

91% of our gifted students demonstrated learning gains on the 2022 state assessment.

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

Our gifted program utilized an ATP program to excel those students who need enrichment. We had a sound program taught by experienced teachers who collaborated with the general education teachers. We will continue to keep these strategies in place.

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

Through the dedicated use of our new ELA (and Math curriculums) and following the new BEST standards, we hope to accelerate student learning, especially in our ELL and ESE student ESSA groups. A push-in model for Tier 1 instruction will be used for the majority of our population and guided reading small groups will be utilized for those students who need extra remediation/ acceleration in the core subject areas.

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.

Teachers who are new to our school will be trained on the ELA curriculum and all teachers at our school will be trained on the new Math Curriculum. B.E.S.T. benchmarks will be focused on in professional development as well to insure the successful implementation of the new benchmarks.

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

Since we are without an instructional coach, we will be utilizing the strongest teachers in each grade level to model the delivery of quality whole group and small group instruction to others on their team. We will also be utilizing team leader support for grade level planning.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus****Description and Rationale:**

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

According to FSA 2022 data, our Students with Disabilities decreased 8% from 45% in 2021 to 37% in 2022. This subgroup is 16% of our student population and was our lowest scoring subgroup and fell below the 41% federal index level for the first time. Since many students in this group also fall in the lowest 25%, focusing on these students would also increase our lowest 25%.

Measurable Outcome:

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

During the 2022-23 school year, our students with disabilities will increase proficiency from Reading PM1 19.67% to at least 45% on Reading PM3 for grades 3-6.

Monitoring:

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

During our grade level data chats, we will specifically monitor the data of our students with disabilities on our grade level data sheets and will adjust instruction accordingly.

Person responsible for monitoring outcome:

Christine Boyd (boyd.christine@brevardschools.org)

Evidence-based**Strategy:**

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

B.E.S.T. benchmark-based planning (collaboratively between the general education teachers and the ESE teachers) to focus on grade level assessments in all grades. Teacher clarity is imperative and will include focus board usage school-wide.

Rationale for Evidence-based Strategy:

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

Teacher clarity is imperative for successful instruction. Hattie's effect size for organizing instruction (.64), explaining content (.70), and assessment of student learning (.64) make this an important area to focus on. Learning gains for students with disabilities will occur when effective planning, instruction, and assessment are utilized.

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.

Teachers will post learning target; communicate to students throughout lessons. Administration will provide professional development for any teachers who are not utilizing focus boards; team leads will model where needed.

Person Responsible

Christine Boyd (boyd.christine@brevardschools.org)

Continue walkthroughs during ELA block looking for complex text/ use of new curriculum in all lessons. (100% of teachers goal) Continue looking for task alignment to full intent of the B.E.S.T benchmark. Written feedback provided to teachers after walk-throughs and observations.

Person Responsible

Christine Boyd (boyd.christine@brevardschools.org)

Data chat meetings will use revamped worksheet looking at tier 1 and 2 data for students with disabilities and gen-ed students. Walk-to-intervention will be school wide and will use approved curriculum and progress monitoring.

Person Responsible Tauna Phillips (phillips.tauna@brevardschools.org)

Tutoring support offered for student with disabilities who are 1-2 grade levels below.

Person Responsible Christine Boyd (boyd.christine@brevardschools.org)

Following the FIN's Best Practices for Inclusive Scheduling. Schedule our students with disabilities accordingly.

Person Responsible Christine Boyd (boyd.christine@brevardschools.org)

#2. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description and Rationale:**

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

According to FSA 2022 data, our English Language Learners (ELLs) decreased 19% from 84% in 2021 to 65% in 2022. This subgroup is 6.4% of our student population and was our subgroup with the biggest drop. Since some students in this group also fall in the lowest 25%, focusing on these students would also increase our lowest 25%.

Measurable Outcome:

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

During the 2022-23 school year, our English Language Learners (ELLs) will increase proficiency from Reading PM1 36% to at least 70% on Reading PM3 for grades 3-6.

Monitoring:

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

During our grade level data chats, we will specifically monitor the data of our English Language Learners (ELLs) on our grade level data sheets and will adjust instruction accordingly.

Person responsible for monitoring outcome:

Christine Boyd (boyd.christine@brevardschools.org)

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

B.E.S.T. benchmark-based planning to focus on grade level assessments in all grades. Grade level planning for effective use of ESOL assistant as well as teacher use of ESOL strategies in all lessons. Teacher clarity is imperative and will include focus board usage school-wide.

Rationale for Evidence-based Strategy:

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

Teacher clarity is imperative for successful instruction. Hattie's effect size for organizing instruction (.64), explaining content (.70), and assessment of student learning (.64) make this an important area to focus on. Learning gains for our ELL's will occur when effective planning, instruction, and assessment are utilized.

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.

Teachers will post learning target; communicate to students throughout lessons. Administration will provide Focus Board PD for any teachers who are not utilizing focus boards; team leads will model where needed.

Person Responsible

Christine Boyd (boyd.christine@brevardschools.org)

ESOL assistant will attend all district ESOL training for ESOL strategies and effective teaching techniques.

Person Responsible

Tauna Phillips (phillips.tauna@brevardschools.org)

Continue walkthroughs during ELA block looking for complex text/ use of new curriculum in all lessons. (100% of teachers goal) Continue looking for task alignment to full intent of the B.E.S.T benchmark as well as ESOL strategy utilization. Written feedback provided to teachers after walk-throughs and observations.

Person Responsible

Christine Boyd (boyd.christine@brevardschools.org)

Data chat meetings will use revamped worksheet looking at tier 1 and 2 data for ELLs and general education students. Walk-to-intervention will be school wide and will use approved curriculum and progress monitoring.

Person Responsible Tauna Phillips (phillips.tauna@brevardschools.org)

Tutoring support will be offered to all English Language Learners (LY).

Person Responsible Christine Boyd (boyd.christine@brevardschools.org)

Provide classroom teachers with Evidence Based Practices for ELL's. https://drive.google.com/file/d/1tAq2vMXTh1FcCNfenBY6jzAmt_fnovqZ/view

Follow up with teachers to provide support as needed.

Person Responsible Tauna Phillips (phillips.tauna@brevardschools.org)

Positive Culture & Environment

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

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

Quest will address a positive school culture and environment in many ways this year. Our Quest students took the Youth Truth Survey in January 2022 with a 100% response rate. This year our Culture rating dropped from the 79th percentile to the 60th percentile. All grade levels showed a 10 or more drop, showing that we need to work on positive school culture from the eyes of the students. Sixth grade is always the lowest scoring age group. To address this need, we have implemented a Walk-N-Talk into the sixth grade block that includes clubs and instructional help as needed. In addition to this, we will continue to add events like QuestFest, Walk-A-thon, and other school-wide activities in conjunction with our PTO to build that school culture. Academic Challenge plateaued from 2021 to 2022 at the 14th percentile. To support this need for increased academic rigor, we will provide curriculum nights for our families, the opportunity to participate in the BPS Science Fair, and other challenging academic activities for our students. In third grade, we will also be participating in the Accelerated Math program offered by BPS.

On the Teacher Insight Survey, the areas of Diversity, Equity, & Inclusion (6.8/10) and Academic Expectations (7.6/10) were slightly below the BPS benchmark. Our teacher leadership team will be meeting in September to address these concerns and to put steps in place to increase the culture in these areas. According to the Parent Insight Survey, 93% of our parents feel welcome at Quest. On the survey, our parents expressed a need for more teacher communication regarding the academic progress of their students. 28.5% of the parents surveyed said that their teacher communicates progress less than 1-2 times a year. Teachers will put an emphasis on how to use FOCUS to see progress with the parents as well as increase their communication of academic progress through phone calls, emails and conferences. 75.36% of our parents want an increase in academic support materials to use at home. We are hopeful that our new ELA and Math curriculums will meet this need for our parents.

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

Quest teachers are on their third year of Conscious Discipline implementation. School-wide, our classroom teachers meet and greet students at the classroom doorways in the mornings, hold class meetings and provide Sanford Harmony lessons in their classroom according to their grade level created pacing guides. Quest guidance will be holding whole and small group lessons to provide our students with strategies they need. Our military social worker will be supporting the needs of our large military population. There will be a school-wide focus at Quest to continue connecting with families by encouraging parent/family engagement and volunteering in the classrooms.