Broward County Public Schools

The Quest Center

2022-23 Ungraded 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

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities*
School Improvement Rating History	2021-22: Maintaining 2020-21: Maintaining 2018-19: Unsatisfactory 2017-18: Maintaining 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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 the joint commitment of home, school, and community.

Provide the school's vision statement.

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

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

The Quest Center provides data-driven instruction to students with severe and profound disabilities in the most restrictive environment. Students receive educational services under the IDEA eligibilities of Autism Spectrum Disorder and Intellectual Disability. The Quest Center's priority is to meet the needs of all students through their individualized education and behavior plans. All stakeholders take part in this process to ensure that the students have the opportunity to reach their highest potential.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Laurent, Michelle	Principal	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 the 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. 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 students, 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

Name	Position Title	Job Duties and Responsibilities
Humphrey, Celeste	Assistant Principal	Assist the Principal with: 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 food service, 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 analyzes results, identifies 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 accomplishments. 16.Establish open lines of communication.
Moore, Kia	Staffing Specialist	1. Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual

Name	Position Title	Job Duties and Responsibilities
		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. Broward - 1021 - The Quest Center - 2021-22 SIP Last 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 schoolbased 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.

Name	Position Title	Job Duties and Responsibilities
Bravo, serena	Teacher, ESE	As the Autism Coach support/assist teachers and students with the following: 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 the 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.
Nieves, Deanna	Behavior Specialist	1. lead the behavior intervention team 2. act as the backup Legal Education Agency representative 3. Train staff on behavior strategies 4. Collaborate with staff to review and Implement students' current PBIP strategies 5. Create appropriate visuals related to the students' current PBIP strategies 6. Observe students' behavior in their classrooms 7. Meet with teachers during behavior chats to analyze and discuss the data 8. Create behavior technicians' school-wide schedule 9. Monitor and track the behavior codes' data 10. Supervise the behavior codes
Pratt, Ivy	Curriculum Resource Teacher	Coordinate the development, implementation, and evaluation of effective educational curriculum/services and/or programs

Name	Position Title	Job Duties and Responsibilities
		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. Assist and support teachers with classroom curriculum, strategies, and classroom management and setup. Schoolwide 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, 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.
kujack , Patricia	Teacher, ESE	As a Support Facilitator Delivers intensive instruction in all content areas 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. Assist and support teachers with classroom curriculum, strategies, and classroom management and setup. Schoolwide 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, 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.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Occupational therapy: Cestherapy, LLC
Physical therapy: Physical Therapy for kids with Special needs, Inc.
Speech therapy: The Stepping Stone Group
Speech therapy: CRA Inc

Demographic Information

Principal start date

Saturday 11/10/2018, Michelle Laurent

Total number of students enrolled at the school.

104

Total number of teacher positions allocated to the school.

23

Number of teachers with professional teaching certificates?

15

Number of teachers with temporary teaching certificates?

5

Number of teachers with ESE certification?

18

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

1

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

1

Demographic Data

Early Warning Systems

2022-23

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	3	0	5	4	6	7	10	10	5	43	96
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	2	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 2022 statewide FSA ELA assessment	0	0	0	0	3	1	2	2	1	3	3	2	1	18
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	3	0	2	3	3	4	0	2	8	25
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	1	2	2	1	3	3	4	0	0	6	22

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	0	0	2	0	0	0	0	2	0	0	0	8	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	3	3

Date this data was collected or last updated
Tuesday 8/30/2022

2021-22 - 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	0	0	0	0	0	0	0	0	0	0	0	0	
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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		57%	55%					58%	61%
ELA Learning Gains								58%	59%
ELA Lowest 25th Percentile								52%	54%
Math Achievement		47%	42%					58%	62%
Math Learning Gains								58%	59%
Math Lowest 25th Percentile								51%	52%
Science Achievement		52%	54%					51%	56%
Social Studies Achievement		64%	59%					74%	78%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					

			SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

		BIOLOGY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
		CIVICS EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
		HISTORY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
		ALGEBRA EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
		GEOMETRY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	5	48		18	37		6	14		73	
BLK		40		5	29						
FRL	4	50		13	44		9				
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	9	58		17	52		7	8			
BLK	6	57		16	54						
HSP				18							
WHT				18							
FRL	8	59		21	55						
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			

ESSA Data Review

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)	CSI
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	199
Total Components for the Federal Index	7
Percent Tested	94%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3

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	19
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	24
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

After reviewing our school's data, the three subgroups were identified as low performers. Black/ African Americans scored the lowest at 25%. Based on The Quest Center 2021 FSAA data: Black/African American Subgroup ELA Learning Gains was 8% 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.

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

The progress monitoring data and the 2021 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 area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The greatest need for improvement areas is ELA and math for elementary and high school. The data component that showed our Students with Disabilities the most improvement based on 2021 state assessments were our sixth - ninth-grade students in Math and ELA, increasing 11% from the 2020-2021 FSAA Assessment. 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 trends emerge across grade levels, subgroups and core content areas?

Based on our 2021 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 to our students with disabilities. Also, there were students who 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 support 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 and monitor students for growth. The Cycle Assessment results determined what students require remediation or enrichment of the previously taught standards.

What strategies 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 students 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 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.
Also to ensure the sustainability of improvement in the next year 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.

Areas of Focus:

#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.	The data component that showed our Students with Disabilities the most improvement based on 2021 state assessmeics were our sixth - ninth-grade students in Math and math increasing 11% from the 2020-2021 FSAA Assessment. Based on our 2021 FSAA data, ELA and Math scored lower than the state average.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, per the Math FAST, math achievement among students with disabilities will increase by 15% a as result of implementing high-yield strategies for ESE and allowing students opportunities to apply Math standards in real-world situations.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored through Unique implementation support, Unique diagnostic and formative assessments, common assessments, leadership team walkthroughs, and data-analysis chats
Person responsible for monitoring outcome:	Michelle Laurent (michelle.laurent@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Develop and implement the use of various flexible grouping that provides students opportunities to apply strategies taught to them during instructional activities in the classroom. OTR (Opportunity To Respond)
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Flexible grouping gives the students opportunities to apply Math strategies taught to them during standards-based whole-group instruction in real-world situations. Also, it is expected to result in more meaningful learning for students with disabilities, and many opportunities for peer learning.

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 develop and implement the use of various flexible grouping that provides students opportunities to apply strategies (such as OTR-Opportunity To Respond, UDL, etc.) taught to them during instructional activities in the classroom.

Person Responsible	Michelle Laurent (michelle.laurent@browardschools.com)

Professional development opportunities will be provided for the staff in Social-Emotional Learning and math B.E.S.T standards.

Person Responsible	Michelle Laurent (michelle.laurent@browardschools.com)

A Resource Room will be developed to provide additional intensive support to provide remediation and enrichment to students in small groups and one-to-one sessions in Math.

Person Responsible	Michelle Laurent (michelle.laurent@browardschools.com)

The leadership team and teachers will progress monitor by analyzing data, instructional practices, make necessary adjustments that improve student outcomes, and increase our systematic approach to providing scaffolded supports.

Person Responsible	Michelle Laurent (michelle.laurent@browardschools.com)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. 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.	The data component that showed our Students with Disabilities the most improvement based on 2021 state assessments were our sixth - ninth-grade students in Math and ELA, increasing 11% from the 2020-2021 FSAA Assessment. Based on our 2021 FSAA data, ELA and Math scored lower than the state average.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, per the ELA FAST, ELA Achievement among Students with disabilities will increase by 15% a as result of implementing high-yield strategies for ESE and allowing students opportunities to apply ELA standards in real-world situations.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored through Unique implementation support, Unique diagnostic and formative assessments, common assessments, leadership team walkthroughs, and data-analysis chats
Person responsible for monitoring outcome:	Michelle Laurent (michelle.laurent@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Develop and implement the use of various flexible grouping that provides students opportunities to apply strategies taught to them during instructional activities in the classroom. OTR (Opportunity To Respond).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Flexible grouping gives the students opportunities to apply ELA strategies taught to them during standards-based whole-group instruction in real-world situations. Also, it is expected to result in more meaningful learning for students with disabilities, and many opportunities for peer learning. and reciprocal teaching.

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 develop and implement the use of various flexible grouping that provides students opportunities to apply strategies (such as OTR-Opportunity To Respond, UDL, etc.) taught to them during instructional activities in the classroom.

Person Responsible	Michelle Laurent (michelle.laurent@browardschools.com)

A Resource Room will be developed to provide additional intensive support to provide remediation and enrichment to students in small groups and one-to-one sessions in ELA.

Person Responsible	Michelle Laurent (michelle.laurent@browardschools.com)

Professional development opportunities for the staff in Social-Emotional Learning and ELA B.E.S.T standards.

Person Responsible	Michelle Laurent (michelle.laurent@browardschools.com)

The leadership team and teachers will progress monitor by analyzing data, instructional practices, make necessary adjustments that improve student outcomes, and increase our systematic approach to providing scaffolded supports.

Person Responsible	Michelle Laurent (michelle.laurent@browardschools.com)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Other

Describe how data will be collected and analyzed to guide decision making related to the selected target.

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

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

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 improvement 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.

Describe how implementation will be progress monitored.

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 the 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.

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.

Action Step	Person Responsible for Monitoring
Send home the school flyer for each diversity celebration.	Laurent, Michelle , michelle.laurent@browardschools.com
Implement SEL during Transition Night	Laurent, Michelle , michelle.laurent@browardschools.com