

Broward County Public Schools

The Quest Center School



2023-24

Schoolwide Improvement Plan (SIP)

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The Quest Center

6401 CHARLESTON ST, Hollywood, FL 33024

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The Quest Center's mission is to provide an environment where 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.

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 for 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Laurent, Michelle	Principal	<ul style="list-style-type: none"> ? Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. ? 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). ? Achieve expected results on the school's student learning goals. ? Direct energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. ? Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. ? Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. ? 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, extra-curricular activities, school finance, and financial reporting, and maintenance of the physical plant. ? Employ an improvement cycle for operational problems that analyze results, identify root causes and takes corrective action. ? Manage and delegate tasks while consistently demonstrating fiscal efficiency. ? Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. ? Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals. ? Maintain high visibility at school and in the community. ? Cultivate, support, and develop others within the school. ? 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. ? Provide recognition and celebration for students, staff, and school accomplishments. ? 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
Humphrey, Celeste	Assistant 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

Name	Position Title	Job Duties and Responsibilities
		<p>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).</p> <ol style="list-style-type: none"> 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 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.

kujack ,
Patricia

Other

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

Name	Position Title	Job Duties and Responsibilities
		<p>Autism Spectrum Disorder (ASD) learner</p> <p>2. COMMUNICATION - Support and assist teachers/students with utilizing effective communication techniques with (ASD) students, parents, and all other stakeholders.</p> <p>3. CONTINUOUS IMPROVEMENT - Support and assist teachers/students engage in planned continuous professional quality improvement for self and school for the ASD Learner</p> <p>4. KNOWLEDGE SUBJECT MATTER - Support and assist teachers with demonstrating knowledge and understanding of the subject matter ASD.</p> <p>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.</p> <p>6. PLANNING - Support teachers with planning, aligning, implementing, and evaluating effective instruction and assessment in a variety of learning environments for ASD Learners.</p> <p>7. ROLE OF THE TEACHER work with peers, parents, community, and other stakeholders in the continuous improvement of the educational experiences of students.</p> <p>8. TECHNOLOGY integrate appropriate technology in teaching and learning processes for the ASD Learner.</p>
Nieves, Deanna	Behavior Specialist	<p>a. Lead the behavior intervention team</p> <p>b. Train staff on behavior strategies</p> <p>c. Collaborate with staff to review and Implement students' current PBIP strategies</p> <p>d. Create appropriate visuals related to the students' current PBIP strategies</p> <p>e. Observe students' behavior in their classrooms</p> <p>f. Meet with teachers during behavior chats to analyze and discuss the data</p> <p>g. Create behavior technicians' school-wide schedule</p> <p>h. Monitor and track the behavior codes' data</p> <p>i. Supervise the behavior codes</p> <p>J. Act as the backup Legal Education Agency representative</p>
Pratt, Ivy	Curriculum Resource Teacher	<p>As a Support Facilitator</p> <p>? Delivers intensive instruction in all content areas.</p> <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>

Name	Position Title	Job Duties and Responsibilities
		<p>? Assist and support teachers with classroom curriculum, strategies, and classroom management and setup. Schoolwide scheduling.</p> <p>? Establishing and maintaining community outreach programs. The outreach programs help families in need.</p> <p>? Provide post-secondary training for students.</p> <p>? Coordinate the training in teaching strategies and techniques for teachers, administrators, staff, and parents through staff development strategies including modeling demonstration teaching.</p> <p>? Serve as a member of the school's Child Support Team.</p> <p>? Disseminate resource materials related to specific teaching strategies. ? Participate in training programs offered to enhance individual skills and proficiency related to the job responsibilities.</p> <p>? Review current developments, literature, and technical sources of information related to job responsibilities.</p> <p>? Ensure adherence to safety rules and procedures. ? Follow federal and state, as well as School Board policies.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The stakeholders within the school are involved in the SIP development through SIP brainstorming meetings, during the month of May of the prior school year. The students' parents give their input through the PTO and the president of the PTO who is a member of the SIP development and implementation committee, will share it with the committee. The same process applies to the business and community leaders who are part of the school advisory committee.

SIP Monitoring

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

The SIP development and implementation committee meets quarterly for revisions or modifications if necessary, and S.I.P. plan's latest updates.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	No
2022-23 Minority Rate	68%
2022-23 Economically Disadvantaged (FRL) Rate	83%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2020-21: MAINTAINING 2018-19: UNSATISFACTORY 2017-18: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	1	2	1	1	4	2	1	1	13
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	3	1	2	2	1	18
Level 1 on statewide Math assessment	0	0	0	0	3	0	2	3	3	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	2	2	1	3	3	22

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	3	1	2	2	1	9
Level 1 on statewide Math assessment	0	0	0	0	3	0	2	3	3	11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	6	55	53	5	57	55	9		
ELA Learning Gains				48			58		
ELA Lowest 25th Percentile									
Math Achievement*	0	52	55	18	47	42	17		
Math Learning Gains				37			52		
Math Lowest 25th Percentile									
Science Achievement*	0	50	52	5	52	54	7		
Social Studies Achievement*		68	68	13	64	59	8		
Middle School Acceleration		72	70		57	51			
Graduation Rate	79	68	74	73	50	50			
College and Career Acceleration	0	54	53		66	70			
ELP Progress		53	55		75	70			

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	17
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	85
Total Components for the Federal Index	5
Percent Tested	93
Graduation Rate	79

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	28

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	199
Total Components for the Federal Index	7
Percent Tested	94
Graduation Rate	73

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	17	Yes	4	4
ELL				
AMI				
ASN				
BLK	0	Yes	4	4
HSP				
MUL				
PAC				
WHT				
FRL	0	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	3	3
ELL				
AMI				
ASN				
BLK	19	Yes	3	3
HSP				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	24	Yes	3	3

Accountability Components by Subgroup
 Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	6			0			0			79	0	
SWD	7			0			0			0	5	
ELL												
AMI												
ASN												
BLK	0			0							2	
HSP												
MUL												
PAC												
WHT												
FRL	0			0							2	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	5	48		18	37		5	13		73		
SWD	5	48		18	37		6	14		73		
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	0	40		5	29							
HSP												
MUL												
PAC												
WHT												
FRL	4	50		13	44		9					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	9	58		17	52		7	8				
SWD	9	58		17	52		7	8				
ELL												
AMI												
ASN												
BLK	6	57		16	54							
HSP				18								
MUL												
PAC												
WHT				18								
FRL	8	59		21	55		0					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

After reviewing our school's ESSA data, the three subgroups were identified as low performers which are the SWD (Students With Disabilities), African American, and the students receiving free or reduced lunch. These three subgroups are below 31% for 3 consecutive years. Based on The Quest Center 2023 FSAA, given to students in grades 3-10, 65% of our students scored a level 2 , 27.5 % a level 1, and 7.5 % of our students scored a level 3. On the Mathematics Florida Standards Alternate Assessment, given to students in grades 3-10, 45% of our students scored a level 1, 43% scored a level 2, 8 % a level 3 and 2.7% scored a level 4.

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

The progress monitoring data and the 2023 state assessment data show that the greatest need for improvement is for students with disabilities at all grade levels and in the area of mathematics. 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 at the Access Points and are on a modified curriculum.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The progress monitoring data and the 2023 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 at the Access Points and are on a modified curriculum.

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

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 2023 state assessments were our sixth - ninth-grade students in Math, increasing 11% from the 2022-2023 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 of best practices contribute to students' improved growth.

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

NOTE: Only complete this section for the data for grades 1-8. The Early Warning Systems section and this corresponding question are no longer required to be completed for grades 9-12 for the State SIP, per the Florida Department of Education.

The 2023 EWS data from Part I shows less than 50% percent of students making a learning gain in both ELA and math.

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

1. Students' math performance
2. Students' ELA performance

3. Students' transition job training
4. Students' engagement
5. Students' communication abilities

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The data component that showed our Students with Disabilities the most improvement based on 2023 state assessments were our sixth - ninth-grade students in Math and math increasing 10% from the 2022-2023 FSAA Assessment. Based on our 2023 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 2024, per the Math FAST, math and ELA achievement among students with disabilities will increase by 10% as a 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.

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This area of focus will be monitored through effective support for teachers, and the use of evidence-based practices, strategies, and interventions. in the classrooms. The formative assessments, common assessments, leadership team walkthroughs, and data-analysis chats are the tools to analyze and reflect on the data.

Person responsible for monitoring outcome:

Celeste Humphrey (celeste.humphrey@browardschools.com)

Evidence-based Intervention:

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

The evidence-based interventions being implemented: TouchMath, visualizing and verbalizing, number sense, SMILE, and STAR. The evidenced-based targeted strategies will be various flexible grouping that provides students opportunities to use them during instructional activities in the classroom; Universal design of learning, OTR (Opportunity To Respond), and Concrete Representational and Abstract.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These interventions are district approved and they are evidence-based for SWD. They are proven to be effective for SWD to improve their learning and engagement.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers will be trained on these evidence-based interventions and they will implement them using evidenced-based strategies such as flexible grouping that provides students opportunities to apply strategies such as OTR-Opportunity To Respond, and UDL,.

Person Responsible: Patricia kujack (patricia.kujack@browardschools.com)

By When: May 2024

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

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

The SWD's parents are not visible enough in the school events.

Measurable Outcome:

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

By May 2024, the parents' presence and involvement during school events will increase by 20%

Monitoring:

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

The president of the PTO and the leadership team will plan events related to the students' performances, and well-being and invite parents and families to attend. The team will send save the dates and reminders

Person responsible for monitoring outcome:

Ivy Pratt (ivy.pratt@browardschools.com)

Evidence-based Intervention:

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

Communication between school and home

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

"In addition to being less likely to have emotional or behavioral issues in class, we also found that students with engaged parents ended the year with better social skills and were able to focus on tasks easier," Tyler Smith, a senior research associate in the College of Education at the University of Missouri. "This means that when parents are more involved at school, the benefits to their child grow over time."

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

- Create a contact list of students' parents
- Create a schedule for events throughout the school year
- Designated the person responsible for contacting the parents
- Designated a person to create and send the invitations.
- Create a list for tangibles to give to parents who attend the most events.

Person Responsible: Celeste Humphrey (celeste.humphrey@browardschools.com)

By When: By October

- Create a contact list of students' parents
- Create a schedule for events throughout the school year
- Designated the person responsible for contacting the parents

Designated a person to create and send the invitations.
Create a list for tangibles to give to parents who attend the most events.

Person Responsible: Ivy Pratt (ivy.pratt@browardschools.com)

By When: By September

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Through impactful monthly collaboration with family and district stakeholders, common formative assessments and summative assessments related to academics and behavior are reviewed during behavior chats and student progression chats. During monthly " chat and chews" District Transition specialist along with community agencies assist families with essential information related to community resources and services for students with disabilities' transition from school to community. Information shared during behavior chats, student progression chats and community services " chat and chews" is reviewed and shared during the monthly School Advisory Council (SAC) Meetings. During the monthly SAC Meetings, current accountability funds are reviewed and depending on identified needs in the areas of academics, behavior, and/or transition the SAC committee tiers needs based on data trends provided from behavior chats, student progression chats and community services " chat and chews". School improvement allocations are reviewed during the SAC Budget Presentation and the first SAC meeting of the year. The accountability balance is reviewed at each meeting.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

school website
SAC meeting
Teachers' lounge
PTO meeting

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

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

Send flyers home to inform the parents
Send invites for school events
During OpenHouse

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Teachers professional development
Implementation of the interventions with fidelity
Have the support facilitator and enrichment and remediation teacher for targeted students.
Effective new teacher support
Supply teachers with the tools they need to deliver an effective instruction

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The Quest is not Title I. The above information is what we do to involve and educate families and other stakeholders.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The use of the district-wide SEL curriculum : Rethink available on Canvas for all teachers.
The Youth mental health training for all staff members
The social clubs in school
The social events and celebrations.
The implementation of the school counseling plan.
The specialized support services are available and used when necessary

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The job coach and the transition coach implement the Transition job exploration schedule with teachers and students.
Communicate with the community stakeholders and the community business owner about job training availability for the students.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

S.P.A.C.E.. is our school-wide behavior plan. The Explorers get to earn school dollars for positive behavior and buy a treat from the S.P.A.C.E. rocket.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

In-school targeted trainings for teachers, and ESPs(Fab Fridays(teacher-lead training), ESPs trainings, MIndfulness trainings, and PLCs

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A _ NO preschoolers. The Quest Center is not a Title I school