

Brevard County Public Schools School Improvement Plan 2012-2013

Name of School:

Area:

Central

Quest Elementary

Principal:

Area Superintendent:

Sandra Demmon

Elia Lea

SAC Chairperson:

Danielle Kazoroski

Superintendent: Dr. Brian Binggeli

Mission Statement:

Our mission is a Quest for educational excellence in a nurturing 21st century environment that promotes exemplary character, independent thinking, and a desire for lifelong learning.

Vision Statement:

A collaborative learning community on a journey to reach its highest potential.

Brevard County Public Schools

School Improvement Plan

2012-2013

RATIONAL – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement)*

Quest’s three year FCAT reading trend shows that the school out-performs the district and the state in proficiency levels. The 2012 third grade reading FCAT proficiency rate data shows that Quest out performs the district by 18% and the state by 23%. However, the 2012 third grade reading proficiency rate was 16% lower than the grade level average in 2011 and the fourth grade reading proficiency rate was 3% lower. In addition, the fifth grade proficiency rate was 2% lower than the grade level average in 2011 and 9% in sixth grade. The percentage of students in the lowest 25% making learning gains on the 2012 FCAT Reading assessment was 73%.

Quest’s three year FCAT mathematics trend shows that the school out-performs the district and the state in proficiency levels. Conversely, Quest has decreased 10% in proficiency levels since the 2011 Math FCAT. The 2012 percentage of the lowest 25% of students making learning gains remained the same since 2011. The percentage of students in the lowest 25% making learning gains on the 2012 FCAT Mathematics assessment was 73%.

Quest’s three FCAT writing trend shows the school out performs the district and the state. Positive results from the 2012 FCAT writing data demonstrates that the percentage of students meeting high standards has increased 3% from 2011. The percentage of students scoring 4.0 and above was 67% which has dropped 27% since 2011.

Quest’s fifth grade students meeting high standards on the 2012 Science FCAT was 73%. This measure represents a drop of 12% since 2011.

The trend of a decrease in school score averages has partially been attributed to the rise of cut scores applied to the 2011-2012 FCAT. However, through the utilization of administrative and peer observations it was determined that the use of high yield strategies and exemplary practices was inconsistent as reported on observation checklists. Faculty and staff have reviewed and analyzed data to determine a specific need to strengthen the use of incorporating exemplary practices to increase student achievement across all subject areas.

Analysis of Current Practice: *(How do we currently conduct business?)*

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Collaborative teams were implemented last year as we worked toward the creation of a Professional Learning Community culture at Quest. Coaches were assigned to each team and met monthly with the administrative coaches to discuss collaborative efforts and their progress. It was our focus last year to work on creating a collaborative learning culture by establishing trust, setting norms, and learning about the open dialog that is needed for successful implementation of collaborative work. Through the disaggregation of data and administrative observation, it was determined that our focus this year will be on the continuation of building a collaborative culture, as well as, narrowing our focus on encouraging collegial discussions regarding the implementation of school initiatives.

The Quest Individual Problem Solving Team (IPST) continues to meet on a weekly basis in order to identify students and to determine the level of individual service needs. Students who have not responded to the Response to Intervention (RtI) process or who obtain an Individualized Education Plan are reviewed and discussed. The IPST works collaboratively to set up appropriate testing and to establish possible ESE or 504 placements.

Quest continues to be a leader in the use of technology. Quest has a Technology Team that meets at least once a month to discuss professional development ideas to support the teachers with the use of newly acquired 21st century classroom technology. The team also focuses on ways to integrate technology across all curriculum areas. The Technology Team collaborates constantly to write varying grants for technology and has reached out to Quest's PTO and stakeholders for support. Quest was a leading school in the district to acquire iPad technology for the classrooms. We have an iPad committee that meets monthly to discuss and share ideas regarding the student use of iPads, as well as, the most current and effective educational apps available. Quest currently has a technology activity class in which students attend one day per week. In addition to the activity class, we have a separate computer lab with state of the art all-in-one stations. This lab is available for all teachers to utilize with students for projects and special assignments that utilize technology. Quest also integrates the use of eBeams (interactive white boards) into daily instruction. There are eBeams across all grade levels and activity classes throughout the school.

Quest continues to promote 21st century learning for students. Teachers are encouraged to utilize 21st century techniques and ideas on projects and class work. Administration models the use of collaborative teams and 21st century ideals to establish the concept and demonstrate the importance of working in this way. Administration will continue to model expectations, as well as, provide multiple professional development opportunities to faculty and staff to strengthen their knowledge base on 21st century skills.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

Research proves that utilizing exemplary strategies during daily instruction will help increase student learning and achievement significantly (Thompson, 2011). Implementing exemplary practices during daily instruction enhances student engagement, as well as, increases higher order thinking skills for students. Exemplary practices are defined as research and evidence based practices, strategies, and activities that exist on a consistent and pervasive basis.

According to a study conducted by Dr. Robert Marzano from 1998-2001, there are five critical strategies that when incorporated together will have a significant impact on student achievement. These strategies include: Extended Thinking Strategies, Summarizing, Vocabulary in Context, Advance Organizers, and Non-Verbal Representations. LEARNING-FOCUSED states that learning power comes from connecting strategies, not just using one strategy in isolation. Studies conducted by the Educational Leadership (ASCD) during the 1990s started the LEARNING-FOCUSED commitment to make connections between all of the strategies, stating that, “the focus of teacher planning should not be simply to choose which strategy to use in a particular lesson or unit, but to connect and sequence strategies across lessons and units to generate achievement gains well above teachers who randomly choose strategies.”

The chart below includes the results from Dr. Marzano’s study.

Rank	Strategy	Effect Size	Percentile Gain
1	Extended Thinking Strategies	1.61	45
2	Summarizing	1.00	34
3	Vocabulary In Context	.85	33
4	Advance Organizers	.73	28
5	Non-Verbal Representations	.65	25

According to Dr. Marzano’s study, the use of extended thinking strategies was found to have the highest effect size and percentile gain in regards to student achievement. Dr. Brenda Freeman, the Director of Curriculum and Technology from the Southern Tioga School District states that, “Extended Thinking Strategies move students beyond the acquisition of skills and knowledge using higher order thinking strategies”. Extended Thinking Strategies include: Abstracting, Comparing/Contrasting, Classifying/Categorizing, Constructing

Support, Analyzing Perspectives, Inductive Reasoning, Deductive Reasoning, and Error Analysis.

Based on research conducted by R. Jones and J.T. Guthrie, summarizing instructs students on how to discern the most significant ideas in a text, how to disregard irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory and comprehension of what was read. Summarization strategies have the ability to be incorporated across all content areas.

Research conducted by Dr. Max Thompson and LEARNING-FOCUSED states that student achievement will increase through the consistent and pervasive use of teaching vocabulary in context. Cindy Riedl’s research states that effective vocabulary strategies for exemplary schools include an “awareness of words, wide reading and extensive writing, strategies for independently inferring word meanings from context, direct instruction of vocabulary and vocabulary related skills.”

The utilization of advance organizers is a research and evidence based strategy that has been proven to aid student learning across all subject areas. *Don’t Just Tell Me; Show Me: Using Graphic Organizers Effectively*, an article published by The Teaching Professor in July 2009, reports that research clearly indicates an increase in brain activity when students are taught and expected to represent information in a visual way. “Graphic organizers structure information into a pattern and use labels to help make relationships among discrete pieces of information clear. They are especially beneficial for those students who have difficulty organizing information as well as those who need a concrete representation to structure abstract ideas. When used consistently and creatively, they can greatly enhance instruction.”

The School District of Palm Beach County defines Non-linguistic Representation as “mental images associated with one’s experiences; for example, a student who has studied and understands the defining characteristics of the cell will have mental images associated with that information. Activities that help students with non-linguistic processing of information include: creating graphic representations, making physical models, generating mental pictures, drawing pictures and pictographs, and engaging in kinesthetic representations of the content.” Students acquire and retain knowledge in two primary ways, linguistic and nonlinguistic. “The more students use both systems of representing knowledge, the better they are able to think about and recall what they have learned”, (Marzano, Pickering, & Pollock, 2001).

According to Dr. Max Thompson (2011), 97% of schools that effectively implemented exemplary practices resulted in 90% of students meeting proficiency criteria on assessments. In addition, 97% of the schools met Annual Yearly Progress (AYP) in all sub-groups. “LEARNING-FOCUSED provides a proven framework for implementing exemplary practices that increase achievement of all students and catches struggling students up to grade level. And, once established, schools are able to sustain continuous improvement year after year.”

LEARNING-FOCUSED research states that lesson planning should be done collaboratively. “When you connect lessons with common assessments, launch activities, culminating activities, review activities, and other activities/practices, students will learn more of your content and retain it for much longer time”. Time should be provided so that teacher collaboration can occur throughout the school year.

CONTENT AREA:

Reading	Math	Writing	Science	Parental Involvement	Drop-out Programs
Language Arts	Social Studies	Arts/PE	Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

The Professional Learning Community at Quest Elementary School will increase the capacity to meet the learning and achievement needs of our students by expanding the use of research and evidence based exemplary practices such as: Extended Thinking Strategies, Summarizing, Vocabulary in Context, Advance Organizers, and Non-Verbal Representations.

Strategies: *(Small number of action oriented staff performance objectives)*

<i>Barrier</i>	<i>Action Steps</i>	<i>Person Responsible</i>	<i>Timetable</i>	<i>Budget</i>	<i>In-Process Measure</i>
1. Training for instructional staff.	1. Engage in action research to determine the exemplary practices that have the maximum impact on student achievement	Administration, Collaborative Teams, Teacher Leaders	June-August		Augmentation of school based professional development.

	2. Provide professional development to all instructional staff on the integration and implementation of research based exemplary practices including; Extended Thinking Strategies, Summarizing, Vocabulary in Context, Advance Organizers, and Non-Verbal Representations.	Administration, Instructional Staff, Teacher Leaders	August		Increased use of; Extended Thinking Strategies, Summarizing, Vocabulary in Context, Advance Organizers, and Non-Verbal Representations during daily instruction.
	3. Select and send six teachers, along with administration, to attend the Moving Florida's Schools: Lessons from Exemplary Leaders workshop	Administration, Teacher Leaders	November	\$3231.00	Development of instructional staff training. Increased use of exemplary practices during daily instruction including; Extended Thinking Strategies, Summarizing, Vocabulary in Context, Advance Organizers, and Non-Verbal Representations.
	4. Seek out through district level personnel resources, possible Learning Focused School models to visit.	Administration, District Staff	On-Going		Development of Action Plan regarding visitation of Learning Focused Schools.

2. Consistent and effective implementation of Exemplary Practices such as; Extended Thinking Strategies, Summarizing, Vocabulary in Context, Advance Organizers, and Non-Verbal Representation.	1. Monitoring the implementation of Exemplary Practices such as; Extended Thinking Strategies, Summarizing, Vocabulary in Context, Advance Organizers, and Non-Verbal Representation during daily instruction through administrative visits and observations, peer observations, and teacher feedback surveys.	Administration, Instructional Staff	September-May		Observational checklists and survey results.
	2. Reflect on feedback provided through observations and surveys.	Administration, Collaborative Teams, Instructional Staff	September – May		Grade level and collaborative team discussion.
3. Time for collaborative planning	1. Provide teachers with half-day planning time to meet collaboratively to increase collegial discussions on solutions to student achievement barriers.	Administration, Collaborative Teams	September - May	\$3500.00	Plan for implementing the discussed solutions into instruction.
	2. Refine and adjust instructional practices based on reflections and identified trends.	Instructional Staff	September - May		Increased student achievement on common, district, and state assessments.

EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

Qualitative Measures:

During the 2012-2013 school year, the professional practices that Quest Elementary will be focusing on and measuring are the connections of the five Exemplary Practices within each lesson (Extended Thinking Strategies, Summarizing, Vocabulary in Context, Advance Organizers, and Non-Verbal Representation) as outlined by Marzano.

Administrative observations and direct peer observations will be utilized as a tool to measure the levels of implementation of Exemplary Practices throughout the school. Administration will provide teachers with feedback and reflective questions on the implementation of Exemplary Practices via GoogleDocs.

While utilizing all of the Exemplary Practices, 100% of Quest Elementary School teachers will select one research and evidence based exemplary strategy to focus on and become an expert in by the end of the school year, as reported on the Exemplary Practice Pre and Post Survey. Exemplary Practice Pre and Post Surveys will be monitored to assess individual teacher levels of proficiency in their chosen exemplary practice. The expectation is that 100% of Quest Elementary school teachers will successfully implement their selected exemplary practice in every core content area and in every lesson.

As each teacher's PGP is linked to the School Improvement Plan, administration will meet with individual teachers to review and reflect upon their PGP qualitative outcome measures.

Evidence of implementation of the Exemplary Practices will be documented through: participation in professional development by administration and two teachers followed by pre-planning presentation, periodic administrative classroom walkthroughs, portfolio documentation, Post Exemplary Practice Survey, administrative feedback on Pinpoint, feedback on GoogleDocs.

Quantitative Measures:

Administration will compare the 2012 and the 2013 Professional Practice school score averages from the IPPAS in the following areas: Instructional Design and Lesson Planning, Learning Environment, Instructional Delivery and Facilitation, and Assessment. Through the use of Exemplary Practices: Extended Thinking Strategies, Summarizing, Vocabulary in Context, Advance Organizers, and Non-Verbal Representation, the comparison will reflect an increase in the Professional Practice school score averages.

Additionally, Quest Elementary School teachers will demonstrate an increase on school wide or individual VAM scores during the 2012-2013 school year. The increase of VAM will be a direct result of consistent and pervasive implementation of all five exemplary practices, with laser focus on one strategy.

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

Qualitative Measures:

All Quest Elementary School students will be immersed in Exemplary Practices during daily instruction. Administration will review student artifacts that have been submitted via Pinpoint. It is our expectation that student artifacts will reflect the utilization of Exemplary Practices.

Quantitative Measures:

It is our expectation that Quest's 3rd-6th grade students, in all curriculum and subgroup areas, will meet or exceed the 2013 Expected Level of Performance as listed in Appendix A (FCAT Reading, FCAT Math, FCAT Writing, FCAT Science, FAA, and CELLA).

As each teacher's PGP is linked to the School Improvement Plan, administration will meet with individual teachers to review and reflect upon their PGP quantitative outcome measures.

APPENDIX A
(ALL SCHOOLS)

1. Reading Goal	2012 Current Level of Performance	2013 Expected Level of Performance
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	(Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)	(Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)
Anticipated Barrier(s): 1. Inconsistent use of higher order thinking strategies during classroom instruction. 2. Insufficient time for differentiated instruction for the lowest 25% of students based on previous years FCAT data and District Required Assessments.		
Strategy(s): 1. Implementation of School Improvement Plan School Based Objective strategies 2. Implementation of Academic Support Program (ASP) in Reading 3. Track student data using A3 4. Hold monthly Response to Intervention (RtI) Meetings		
FCAT 2.0 Students scoring at Achievement Level 3 Barrier(s): Inconsistent use of higher order thinking strategies during classroom instruction. Strategy(s): 1. Implementation of School Improvement Plan School Based Objective strategies	27.2% = 131	29% = 144
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading Barrier(s): Insufficient time for differentiated instruction and individual student data tracking. Strategy(s): 1. Track student data using A3 2. Hold monthly Response to Intervention (RtI) Meetings	0%	0%
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading Barrier(s): Inconsistent use of higher order thinking strategies during classroom instruction. Strategy(s): 1. Implementation of School Improvement Plan School Based Objective strategies	58.4% = 281	60% = 299
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading Barrier(s): Insufficient time for differentiated instruction and individual student data tracking. Strategy(s): 1. Track student data using A3 2. Hold monthly Response to Intervention (RtI) Meetings	100% = 1	100% = 1
Florida Alternate Assessment: Percentage of students making learning Gains in Reading Barrier(s): Insufficient time for differentiated instruction and individual student data tracking. Strategy(s): 1. Track student data using A3 2. Hold monthly Response to Intervention (RtI) Meetings	0% = 0	100% = 1

<p>FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading</p> <p>Barrier(s): Insufficient time for differentiated instruction for the lowest 25% of students based on previous years FCAT data and District Required Assessments</p> <p>Strategy(s): 1. Implementation of Academic Support Program (ASP) in Reading 2. Track student data using A3 3. Hold monthly Response to Intervention (RtI) Meetings</p>	73% = 66	75% = 69
<p>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</p> <p>Baseline data 2010-11:</p>		
<p>Student subgroups by ethnicity NOT making satisfactory progress in reading :</p> <p style="text-align: right;">White: 12%</p> <p style="text-align: right;">Black: 24%</p> <p style="text-align: right;">Hispanic: 19%</p> <p style="text-align: right;">Asian: 10%</p> <p style="text-align: right;">American Indian: 10%</p> <p style="text-align: right;">N/A</p>	<p>Enter numerical data for current level of performance</p> <p>12%</p> <p>24%</p> <p>19%</p> <p>10%</p> <p>N/A</p>	<p>Enter numerical data for expected level of performance</p> <p>12%</p> <p>29%</p> <p>10%</p> <p>22%</p> <p>N/A</p>
<p>English Language Learners (ELL) not making satisfactory progress in Reading</p> <p>Barrier(s): Insufficient time for differentiated instruction and individual student data tracking.</p> <p>Strategy(s): 1. Track student data using A3 2. Hold monthly Response to Intervention (RtI) Meetings</p>	N/A	N/A
<p>Students with Disabilities (SWD) not making satisfactory progress in Reading</p> <p>Barrier(s): Insufficient time for differentiated instruction and individual student data tracking.</p> <p>Strategy(s): 1. Track student data using A3 2. Hold monthly Response to Intervention (RtI) Meetings</p>	40%	31%
<p>Economically Disadvantaged Students not making satisfactory progress in Reading</p> <p>Barrier(s): Insufficient time for differentiated instruction and individual student data tracking.</p> <p>Strategy(s): 1. Track student data using A3 2. Hold monthly Response to Intervention (RtI) Meetings</p>	16%	22%

Reading Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Professional Development for all staff on the integration and implementation of research based exemplary practices throughout curriculum instruction.	August	Consistent and increased use of exemplary practices during daily instruction.

Professional Development for all staff on implementing Common Core practices and using Quality Questioning throughout all content areas.	October	Consistent and increased use of learned best practices and questioning strategies.
Select and send six teachers, along with the administration, to attend the Moving Florida's Schools: Lessons from Exemplary Leaders workshop	November	Development of instructional staff training. Consistent and increased use of exemplary practices during daily instruction.

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/Monitoring
2012 Current Percent of Students Proficient in Listening/Speaking: 22.2%	Limited support for teachers	Schedule Itinerant ESOL services to support teachers and to help guide the implementation of effective ESOL strategies.	Lori Bryant Monitoring student progress through monthly RtI and Collaborative Team Meetings
2012 Current Percent of Students Proficient in Reading: 33.3 %	Limited support for teachers	Schedule Itinerant ESOL services to support teachers and to help guide the implementation of effective ESOL strategies.	Lori Bryant Monitoring student progress through monthly RtI and Collaborative Team Meetings
2012 Current Percent of Students Proficient in Writing: 22.2 %	Limited support for teachers	Schedule Itinerant ESOL services to support teachers and to help guide the implementation of effective ESOL strategies.	Lori Bryant Monitoring student progress through monthly RtI and Collaborative Team Meetings

1.	Mathematics Goal(s):	2012 Current Level of Performance (Enter percentage information and the number of students that	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage
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	percentage reflects)	reflects)
Anticipated Barrier(s): 1. Inconsistent use of higher order problem solving and reasoning strategies in classroom instruction. 2. Insufficient time for differentiated instruction for the lowest 25% of students based on previous years FCAT data and District Required Assessments.		
Strategy(s): 1. Implementation of School Improvement Plan School Based Objective strategies 2. Implementation of Academic Support Program (ASP) in Math 3. Track student data using A3 4. Hold monthly Response to Intervention (RtI) Meetings		
FCAT 2.0 Students scoring at Achievement Level 3 Barrier(s): Inconsistent use of higher order problem solving and reasoning strategies in classroom instruction. Strategy(s): 1. Implementation of School Improvement Plan School Based Objective strategies	28.6% =137	30% = 149
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics Barrier(s): Insufficient time for differentiated instruction and individual student data tracking. Strategy(s): 1. Track student data using A3 2. Hold monthly Response to Intervention (RtI) Meetings	100% = 1	0% = 0
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics Barrier(s): Inconsistent use of higher order problem solving and reasoning strategies in classroom instruction. Strategy(s): 1. Implementation of School Improvement Plan School Based Objective strategies	53% =254	55% =274
Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics Barrier(s): Insufficient time for differentiated instruction and individual student data tracking. Strategy(s): 1. Track student data using A3 2. Hold monthly Response to Intervention (RtI) Meetings	0% = 0	100% = 1
Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics Barrier(s): Insufficient time for differentiated instruction and individual student data tracking. Strategy(s): 1. Track student data using A3 2. Hold monthly Response to Intervention (RtI) Meetings	0% = 0	100% = 1

FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics Barrier(s): Insufficient time for differentiated instruction for the lowest 25% of students based on previous years FCAT data and District Required Assessments Strategy(s): 1. Implementation of Academic Support Program (ASP) in Mathematics 2. Track student data using A3 3. Hold monthly Response to Intervention (RTI) Meetings	73% = 67	75% = 69
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics Barrier(s): Insufficient time for differentiated instruction and individual student data tracking. Strategy(s): 1. Track student data using A3 2. Hold monthly Response to Intervention (RTI) Meetings	0% = 0	100% = 1
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11:		
Student subgroups by ethnicity : <div style="text-align: right; padding-right: 20px;"> White: 18% Black: 29% Hispanic: 19% Asian: 10% American Indian: N/A </div>		
English Language Learners (ELL) not making satisfactory progress in Mathematics	N/A	N/A
Students with Disabilities (SWD) not making satisfactory progress in Mathematics	45%	36%
Economically Disadvantaged Students not making satisfactory progress in Mathematics	28%	28%

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring
Professional Development for all staff on the integration and implementation of research based exemplary practices throughout curriculum instruction.	August	Consistent and increased use of exemplary practices during daily instruction.
Professional Development for all staff on implementing Common Core practices and using Quality Questioning throughout all content areas.	October	Consistent and increased use of learned best practices and questioning strategies.

Select and send six teachers, along with the administration, to attend the Moving Florida's Schools: Lessons from Exemplary Leaders workshop	November	Development of instructional staff training. Consistent and increased use of exemplary practices during daily instruction.
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Writing	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): No Academic Support Program (ASP) targeting students scoring 3.0 or lower on District Required Writing Assessments.		
Strategy(s): 1. Implement an Academic Support Program for writing with funding provided through Quest's School Advisory Council (ASP).		
FCAT: Students scoring at Achievement level 3.0 and higher in writing	98% = 123	99% = 111
Florida Alternate Assessment: Students scoring at 4 or higher in writing	N/A	N/A

Science Goal(s) (Elementary and Middle) 1.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): Lack of emphasis on science instruction throughout the grade levels.		
Strategy(s): 1. Implementation of Academic Support Program (ASP) in science. 2. Mandatory implementation of Science Fair in grades 3-6. 3. Provide Professional Development on effective implementation of interactive science journals for all grade levels. 4. Provide support for teachers to visit and observe science lessons at other schools.		
FCAT 2.0 Students scoring at Achievement level 3 in Science:	72% = 94	74% = 96
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science	100% = 1	0% = 0

FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Science:	29% = 38	30% = 39
Florida Alternate Assessment: Students scoring at or above Level 7 in Science	0% = 1	100% = 1

For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI (Identify the MTSS leadership team and its role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)

The MTSS/RtI team consists of the Administration, Guidance Counselors, School Psychologist, Part-Time Reading Coach, and Collaborative Teams. The team is involved with various aspects of developing the SIP. All of Quest’s teachers were involved with disaggregating, reviewing, and reflecting on prior and current year’s data. The Collaborative Teams create on-going action plans to target areas needing improvement and the lowest 25% of students.

Instructional Staff utilizes the A3 Data Management System to upload and disaggregate student data. The data consists of: District Required Assessments, Progress Monitoring, Individual Education Plans, Progress Monitoring Plans, Conference Notes, Response to Intervention Documentation, and other pertinent student information. In addition, the teachers utilize the Desktop Data Management System to disaggregate data from norm referenced assessments. Teachers utilize RtI tracking forms to document RtI groups and their response to the interventions. All RtI documents are tracked and organized by the school guidance counselor and the administrative team.

Quest is currently a Phase II school. During the 2011-2012 school year, the MTSS/RtI team met monthly to discuss student needs and student progress. New teachers to Quest were exposed to the RtI process and given support as required. Professional Development opportunities were offered to teachers in need of further assistance. The same procedures will be kept in place for the 2012-2013 school year. In addition, an emphasis will be placed on informing instructional staff on the 7 Core Principles of MTSS, which include: frequent data collection on student performance, early identification of students at-risk, early intervention, multi-tiered model of service delivery, research based/scientifically validated instruction/intervention, ongoing progress monitoring where interventions are evaluated and modified, and data based decision making.

PARENT INVOLVEMENT:

During the 2010-2011 school year, Quest acquired approximately 17,000 volunteer hours. During the 2011-2012 school year, Quest acquired approximately 9,428.10 volunteer hours. Volunteer hours have had a significant drop since 2010-2011. Maintaining a strong relationship with our families and developing a strong relationship with our new families as well as the community is essential to the continued growth of the school.

The 2011-2012 Parent Survey results were utilized to formulate the current Parent Involvement Goal. According to the results, 97.7% of the population preferred to be communicated through email and 53.7% of the population preferred Edline. For the current school year, information will be provided more consistently through email and Edline. According to the results, 88.7% of the population felt that informational meetings and academic events held at the school were useful. Reasons for 13.4% of the population not attending events at Quest include, inconvenient meeting times and not enough prior notice provided. 66.7% of the population feels that meetings held during the evening are more easily accessible. Based on this data, Quest will adjust scheduled events and provide more opportunities for parents to attend evening events.

The 2012-2013 Parent Involvement Goal is, to increase the level of parental involvement, as a result of, encouraging constant communication and by providing opportunities for families to collaborate with the school with the purpose of maximizing student success.

ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies)

Last year's data shows that Quest has an attendance rate of 95.48%. The percentage of excused absences was 2.35% and the percentage of unexcused absences was 2.17%. Approximately 6% of the student population had excessive tardies for the school year. For 2012-2013 school year, Quest will implement various strategies to increase the attendance rate to 96.48%. Strategies to meet this goal include, meeting with families and teachers to explore any concerns at home which may be impacting attendance and to make appropriate referrals to community agencies when necessary. In addition, families of students who have missed five or more days in a two month period will be contacted.

SUSPENSION:

During the 2011-2012 school year, approximately 10 students served in-school suspension and approximately 4 students served out-of-school suspensions. Numerous strategies have been put into place for the current school year to help decrease Quest's suspension rates. Time to Teach has been incorporated into our School Wide Behavior Plan. The goal of this program is to build a support system for teachers to help reduce interruptions during instructional time and assist students in self control and responsibility resulting in less time away from instructional time.

DROP-OUT (High Schools only):

POSTSECONDARY READINESS: (How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful? Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.)