QUEST CHARTER ACADEMY

ESSER 3 LEA Plan of Use for Quest Charter Academy

Please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:

Quest will continue to remain open safely with strategies for everyday operations aligned with the Center for Disease Control (CDC) which include:

- Provide information about vaccinations
- Staying home when sick
- Ventilation
- Hand hygiene and respiratory etiquette
- Cleaning
- Masking
- Testing
- Responding to Outbreaks

In addition, Quest updates a Safe Return to School and Continuity of Learning Plan to ensure the environment is safe for all school staff and students which includes the strategies above.

Quest is using ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19:

Strategies:

- Universal and correct use of masks
- physical distancing
- cleaning
- maintaining health facilities

Investments:

- PPE
    - Aramark PPE
        - cleaning
        - maintaining health facilities(including sanitizing/disinfecting building, equipment, supplies)
    - PPE
        - Masks
        - Wipes
        - Hand sanitizer
        - Air filters
        - Air purifier for each room

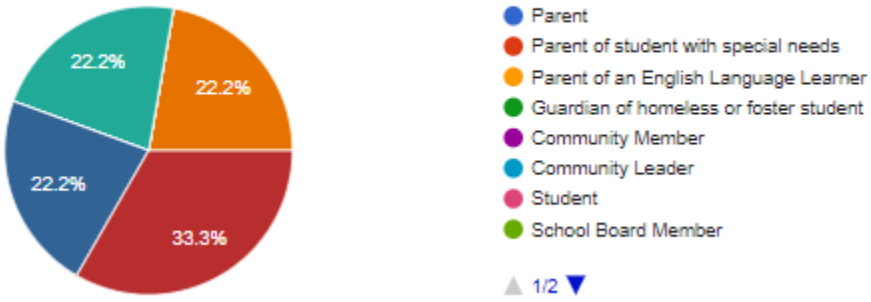
Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:

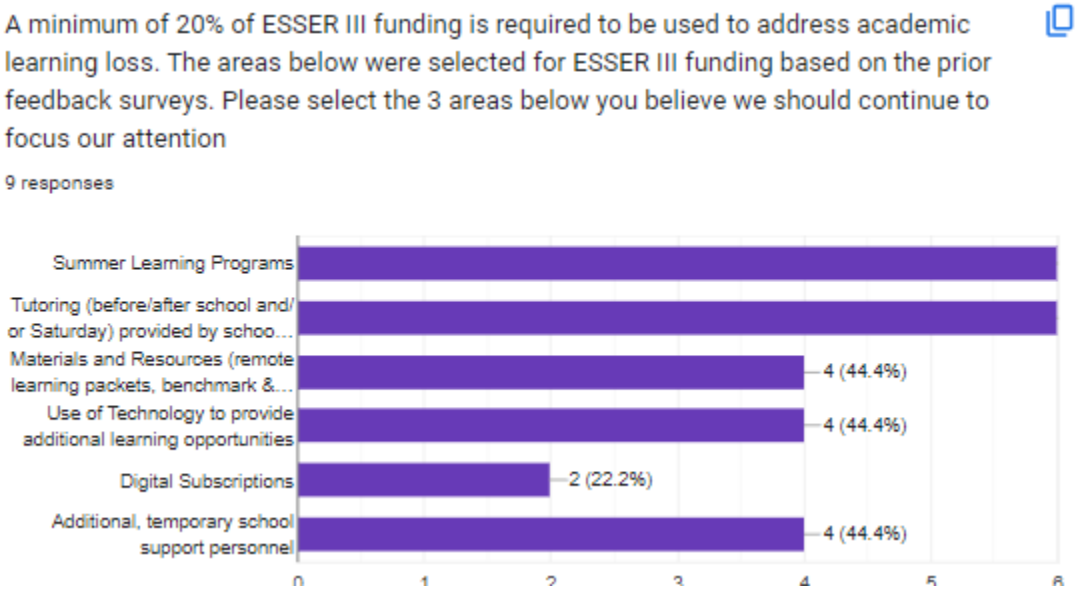
- Quest will also use funds for evidence-based interventions and resources in order to address the academic impact of lost instructional time. Through Quest's data analysis and the school's meetings with stakeholders, Quest has decided to implement the following strategies using ESSER funds:
    - May 2, 2023 Survey
        1. Survey Feedback: Training for new staff members
            a. **ESSER Funds Include: Professional Development**
                i. Art of Coaching Professional Development
                    1. New/novice teacher program
                ii. New Novice Teacher PD Courses
                    1. New/novice teacher program
                iii. Bridges Math Professional Development
                    1. Intervention training for staff for student learning loss for grades K-5.
                iv. Reading Master Professional Development
                    1. Intervention training for staff for students learning loss for grades K-2.
        2. Survey Feedback: On-site tutoring
            a. **Response to feedback ESSER Funds Include:** Tutoring Personnel
                i. Coordinators 2
                    1. Provides intervention for student learning loss in grades K-8
                ii. Tutors 15
                    1. Provides intervention for student learning loss in grades K-8
        3. Survey Feedback: One-to-one computers
            a. **Response to feedback ESSER Funds Include:** Technology
                i. Chromebook refresh
                ii. Calculators
                iii. Chromebook chargers
                iv. Headphones
                v. Mice
        4. Survey Feedback: Digital subscriptions
            a. **Response to feedback ESSER Funds Include:** Digital Curriculum
                i. Typing Club for technology class
                ii. Classkick
                iii. Dreambox
                iv. Edcite
                v. Goalbook Pathways and Toolkit
                vi. GoGuardian
                vii. Learning A-Z
                viii. Learning.com
                ix. Sora Reading
                x. The Core Project
        5. Survey Feedback: Retaining staff
            a. **Response to feedback** E**SSER Funds Include:** Retention supports retention of teachers to minimize turnover, thus decreasing learning loss. Recruitment supports hiring qualified teachers to strengthen instructional quality.
        6. Survey Feedback: Social Emotional Learning
            a. **Response to feedback ESSER Funds Include**:
                i. SEL Games
                    1. Resources for parents, staff and students for social emotional learning
                ii. The Core Project
                    1. SEL Staff Professional Development
                iii. The Core Project Materials
                    1. Social emotional learning materials for teachers to use in the classrooms

iv. Miracle Morning (Book Study)
    1. Affirmations and starting your day and students day positive book for all staff.
v. Collaboration and Proactive Solutions (Ross Green)
    1. A social emotional learning for staff to help solve problems for student behaviors.
vi. Emotional Resilience
    1. A social emotional professional development to help combat “burn out.” Principal Patterson Leadership Services
vii. The Responsive Classroom
    1. Social emotional professional development for staff to create safe, joyful and engaging classrooms and school communities.

7. Survey Feedback: Summer Learning
    a. **Response to feedback ESSER Funds Include**: Supplies
        i. Corrective Reading
            1. Fluency intervention materials for grades 3-8
        ii. Reading Mastery
            1. Fluency intervention materials for grades K-2
        iii. Staples
            1. school supplies
        iv. Incentives
            1. school supplies
        v. Light refreshments
        vi. Summer Bridge Books

- Quest surveyed stakeholders October 2023 for additional feedback and below were the outcomes:





In your opinion, what changes do you feel should be made to our Local Education Agency (LEA) Use of Funds Plan?

9 responses

Teacher retention funding continued

Provide opportunities for PD in the area of social/emotional behavior for everyone not just ABSS, and social workers- special education teachers deal with behaviors also.

None

We need to continue with the funds for additaionl school support (personnel)

Better compensation of teachers,

We need a heightened focus on those (at-risk) failing students. When one grade level is seeing nearly half its students two years below grade level, we need to start looking at the curriculum(s) we are using and asking if they are truly building foundational skills to develop truly fluent readers. Take the teaching of foundational skills out of the hands of paraprofessionals, train certified teachers in SOR (LETRS), and put the foundational teaching back in the hands of teachers. We're doing great with Bridges in Mathematica, K-2. Address dyslexia as a reading disability, students need to be screened K-1, identified students need additional "doses" of phonemic awareness and phonics instruction.

Please share anything else you believe should be considered to improve our school and/or student success when creating our plan to prevent, prepare and response to the COVID-19 Pandemic with ESSER III Funds.

9 responses

Teacher retention funding continued

none

I think that Bridges Intervention is not good for Kindergarten students. Many students this year cannot even trace their names, let alone count. I feel like we as teachers/paraprofessionals, know our students and what they need to help them grow. It does not make sense to me that I have to move to the next lesson after reteaching it. The kids in my group STILL struggle to count to 20 and they have no clue how to count backwards from 5 to 1. or from 10-2 or 20-1.
Maybe sending materials home over the summer so the parents can help them learn before the first day of school would be helpful.
We just recently sent home 4 boxes of different flash cards for each K student, in hopes that the parents would be working with their child at home.

The more support we can get in our 3-8 grade students the better. These students had the highest level of learning loss compared to those that were just starting school.

We need to use programs to fully develop phonemic Awareness and Phonics skills (not Reading Mastery) UFLI is a research based curriculum with proven results, and the addition of decodable books (already have Heggerty), Fly Leaf or Geodes are good resources as well.

- **Includes Quest specific data. Includes our summer learning and tutoring program and what subgroup(s) we serve. In addition, the core content areas are included.**
    - Summer Learning
        - Focused on students performing below the 25th percentile in ELA or Math to support their learning loss.
    - Tutoring
        - Session 1 Focus on students performing below the 25th percentile in ELA or Math to support their learning loss.
        - Session 2 Focus on students performing partially proficient in ELA or Math to support their learning loss.

- Data below shows snapshots of our proficiency by grade level. We use this data as a starting point to determine our bottom 25th percentile for our tutoring and summer learning. From here we will generate a list of students in the bottom 25th percentile.
- Also included is our summer learning plan for math and ELA.

Class Interim State Comparison

	21-22 State Test		22-23 Interim 1		22-23 Interim 2		22-23 Interim 3		22-23 Interims
Toggle All	Avg Score	Proficient	Avg Score	Proficient	Avg Score	Proficient	Avg Score	Proficient	Average
Total	--	114 / 302 37.75%	2.49	341 / 708 48.16%	2.36	290 / 698 41.55%	2.39	308 / 682 45.16%	2.39

* Proficient scores are underlined.

Class Interim State Comparison

	21-22 State Test		22-23 Interim 1		22-23 Interim 2		22-23 Interim 3		22-23 Interims
Toggle All	Avg Score	Proficient	Avg Score	Proficient	Avg Score	Proficient	Avg Score	Proficient	Average
Total	--	112 / 312 35.90%	2.13	136 / 457 29.76%	2.34	149 / 392 38.01%	2.23	173 / 509 33.99%	2.23

* Proficient scores are underlined.

Quest (MI:09) 2023-24 Early Literacy Leadership Dashboard

387 (98%) out of 395 have been Benchmarked

356 (99%) out of 358 have a Progress Monitoring Goal set

PM Frequency

PM Due | PM Due Soon | PM Complete

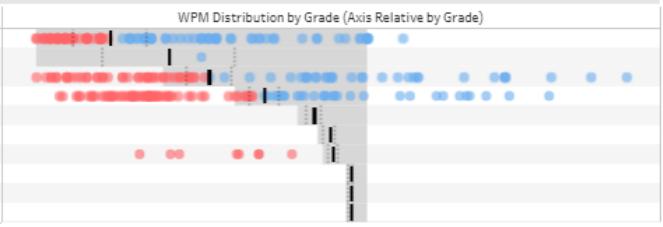
Grade	PM Frequency Category Distribution by Grade
K	98%
1	92%
2	96%
3	100%
4	100%
5	100%
6	94% 6%
7	93% 7%
8	71% 21% 7%
All	34% 64%

Goal Projection Status

Grade	% of Students with Goal	Not On Track	Close to On Track	On Track	Met Goal	Insufficient Data
K	100%	23% (21)	5% (5)	64% (59)	1% (1)	7% (6)
1	99%	20% (19)		53% (50)		27% (26)
2	99%	31% (24)		48% (37)	1% (1)	19% (15)
3	100%					100% (32)
4	100%					100% (24)
5	100%					100% (21)
6	100%					100% (16)
7	100%					100% (14)
8	100%					100% (14)
All	99%	17% (64)	1% (5)	38% (146)	1% (2)	44% (168)

54% of students met or exceeded October's WPM/SPM Goal on their most recent Progress Monitoring Assessment.

Grade	Measure	WPM Goal	Avg. WPM
K	LWSF	10	17.4
1	LWSF	18	23.0
	ORF	34	38.8
2	ORF	69	55.7
3	ORF	101	
4	ORF	119	
5	ORF	134	84.3
6	ORF	147	
7	ORF	147	
8	ORF	147	



Gray bands represent the range from normal starting words per minute to the end-of-year grade level goal. Each solid black line represents October's grade-level goal. Dotted lines represent previous and following month's goal, respectively.

		Tier 3 (0-10th Percentile)	Tier 2 (11-24th Percentile)	Tier 1 (25th Percentile or Above)
Fall	K-2	24%	30%	47%
	3-8	37%	18%	45%
Winter	K-2			
	3-8			
Spring	K-2			
	3-8			

Quest Charter Academy

2022-23 State Test Root Cause Report

All Students | New Students | Returning Students

ELA

Grade	N	2022-23 Proficiency (YoY Difference)
3	72	35% (+5%)
4	74	41% (+12%)
5	65	28% (-7%)
6	77	38% (-1%)
7	77	40% (+3%)
8	71	59% (+8%)
All		40% (+4%)

Math

Grade	N	2022-23 Proficiency (YoY Difference)
3	71	52% (+10%)
4	73	37% (-5%)
5	64	19% (-6%)
6	76	26% (-2%)
7	76	24% (-17%)
8	71	32% (-9%)
All		32% (-5%)

New and Returning Students' 2022-23 Proficiency Compared to Overall Grade-Level

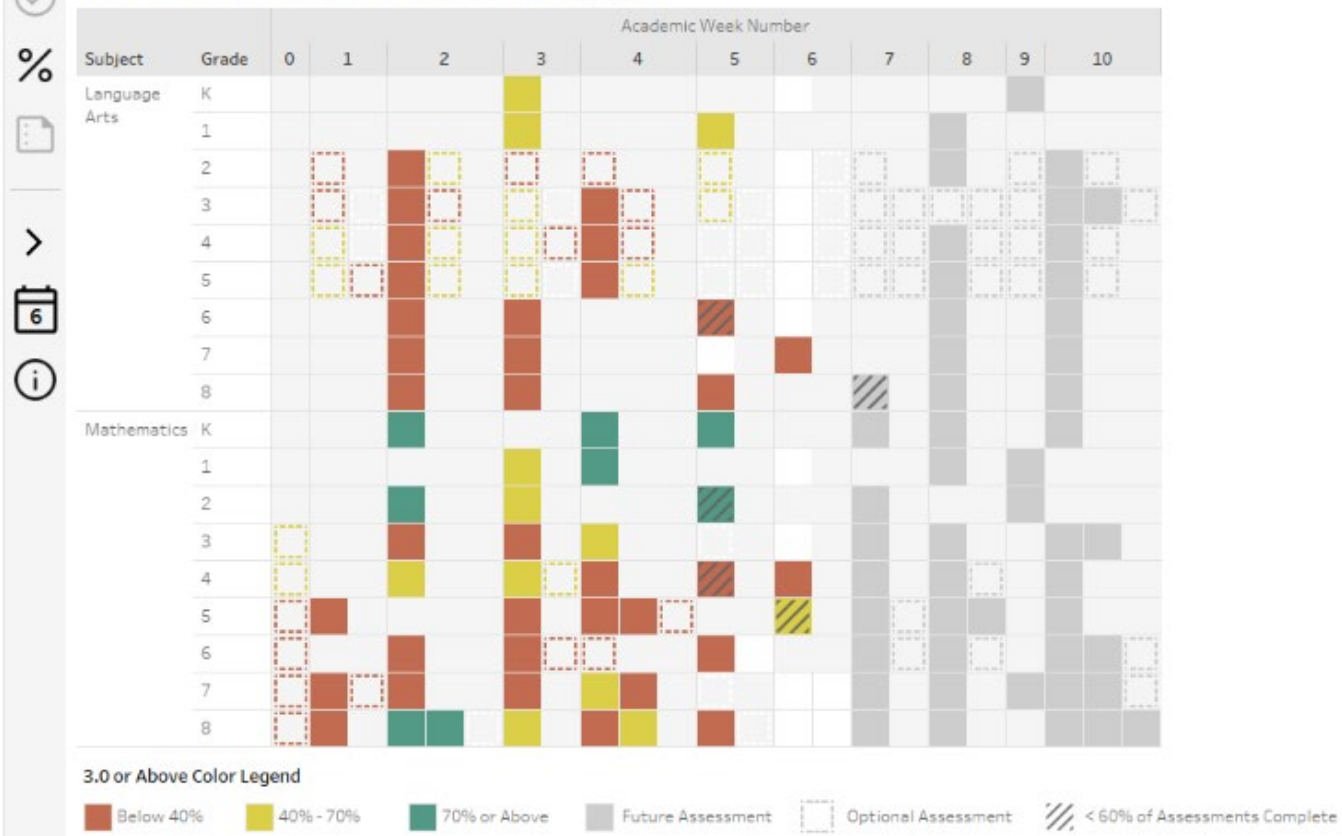
ELA

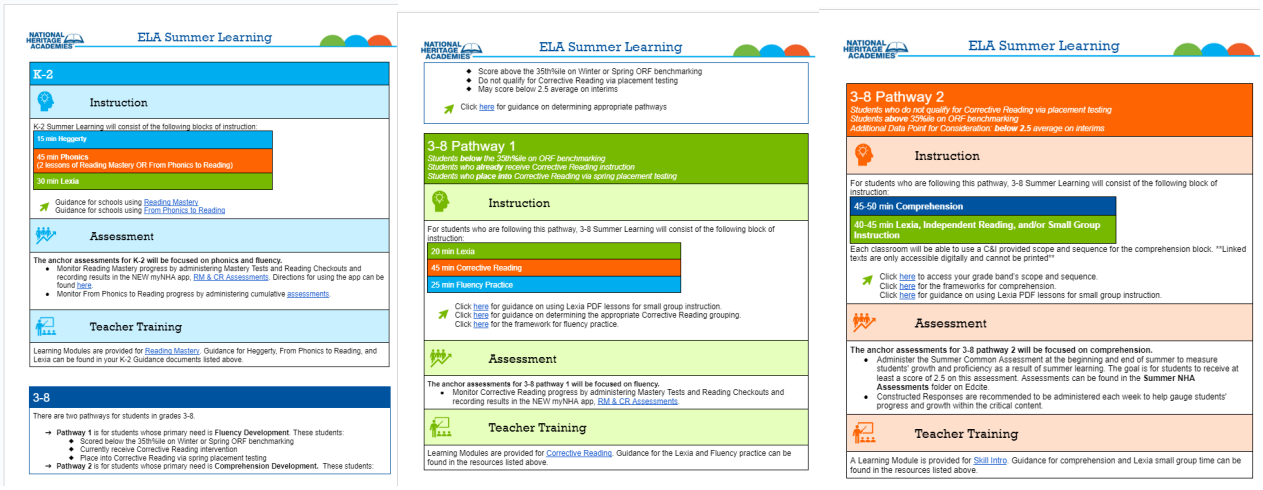
Grade	Grade Level Proficiency
3	35%
4	41%
5	28%
6	38%
7	40%
8	59%
All	40%

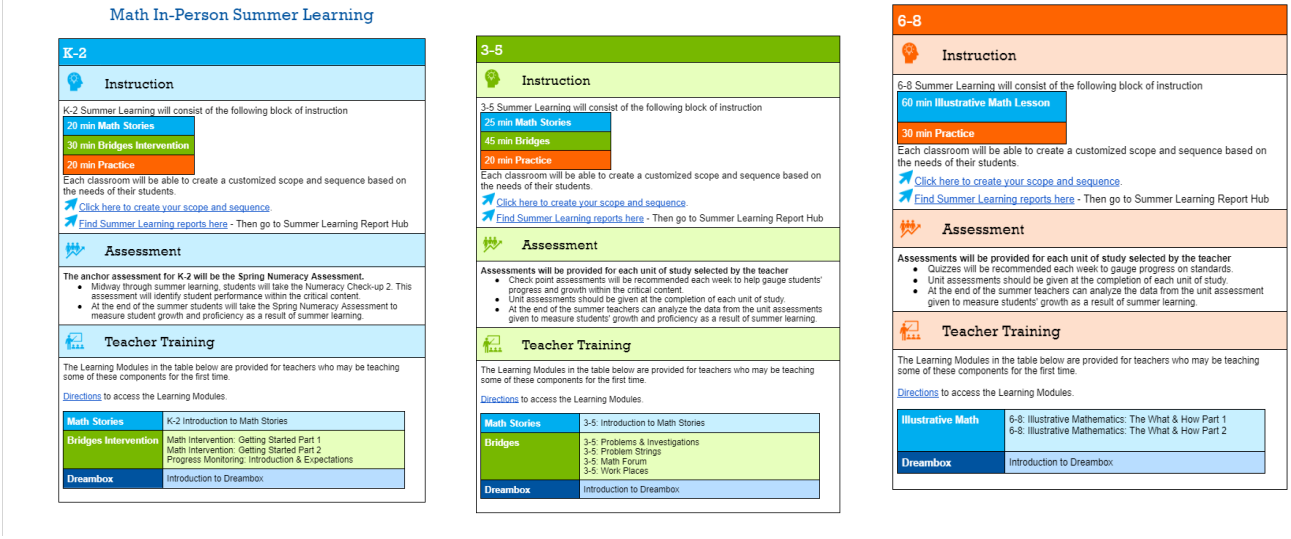
Math

Grade	Grade Level Proficiency
3	52%
4	37%
5	19%
6	26%
7	24%
8	32%
All	32%

2023-24 Common Assessment Performance Tracking: Quest







Please describe how your school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

- Quest will spend the remaining ESSER funds through the following initiatives:
    - Digital Curriculums
        - Typing Club for technology class

        - Classkick
        - DreamBox
        - Edcite
        - Goalbook Pathways and Toolkit
        - GoGuardian
        - Learning A-Z
        - Learning.com
        - Sora Reading
        - The Core Project
    - Parent Engagement Events
        - Fall Harvest Parent Event
            - Providing parents with take home materials to support learning loss
            - Leveled library books
            - Flash cards
            - Light refreshments
        - International Parent Night
            - Providing parents with take home materials to support learning loss
            - Leveled library books
            - Flash cards
            - Light refreshments
        - Health Expo
            - Providing parents with take home materials to support learning loss
            - Leveled library books
            - Flash cards
            - Light refreshments
        - Mini Olympics
            - Providing parents with take home materials to support learning loss
            - Leveled library books
            - Flash cards
            - Light refreshments
    - Bonuses for retaining and Recruiting
        - Retention supports retention of teachers to minimize turnover, thus decreasing learning loss. Recruitment supports hiring qualified teachers to strengthen instructional quality.
    - Educational Technology Coordinator
        - Supports our technology within the building to support our digital learning

Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

- Quest will respond to academic, social, emotional, and mental health needs of all students through the collection of progress monitoring on an ongoing basis and through student benchmarking data. We use AIMS web benchmarking for all grade levels. Students are benchmarked at the beginning of the school year and then that data will determine how often they will be benchmarked, either weekly or bi-weekly to measure achievement.
- Within each K-2 classroom, we have an interventionist to support student learning to address the impact of lost instructional time. The interventionist supports students with additional instruction with fluency and

other interventions. In addition, we have interventionists and specialists to support our students in grades 3-8 in both ELA and math to address the academic impact of lost instructional time.

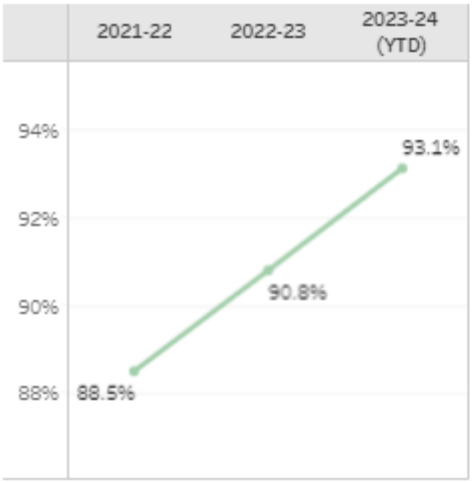
- Quest is also collecting data for our summer learning program and monitors student progress throughout this learning. We evaluate implementation fidelity and effectiveness of interventions continuously for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color.
- Quest will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups .
- Quest reviews our data during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings.
- Additionally, Quest will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

ESSER Investments:

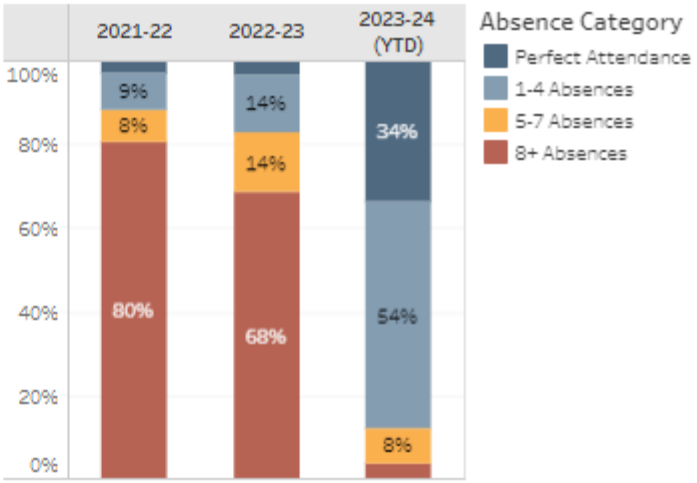
- Intervention Materials
    - Corrective Reading Materials
        - Fluency intervention materials for grades 3-8
    - Reading Mastery Materials
        - Fluency intervention materials for grades K-2
- School Supplies for Students in Need
    - Backpacks with school supplies
- Take Home Libraries to support learning loss

- **Social Emotional Professional Development, Supplies and Materials**
    - SEL Games
        - Resources for parents, staff and students for social emotional learning
    - The Core Project
        - SEL Staff Professional Development
    - The Core Project Materials
        - Social emotional learning materials for teachers to use in the classrooms
    - Miracle Morning (Book Study)
        - Affirmations and starting your day and students day positive book for all staff.
    - Collaboration and Proactive Solutions (Ross Green)
        - A social emotional learning for staff to help solve problems for student behaviors.
    - Emotional Resilience
        - A social emotional professional development to help combat "burn out." Principal Patterson Leadership Services
    - The Responsive Classroom
        - Social emotional professional development for staff to create safe, joyful and engaging classrooms and school communities.
- Academic Specialist 1 (Math)
    - Provides intervention for student learning loss in grades K-8
- Academic Specialist 1 (ELA)
    - Provides intervention for student learning loss in grades K-8
- Paraprofessionals 8
    - Provides intervention for student learning loss in grades K-8

Average Daily Attendance Rate

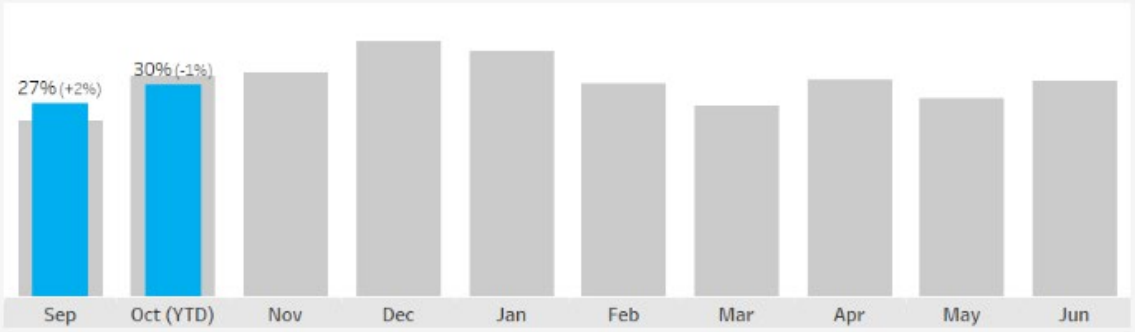


Student Absence Distribution

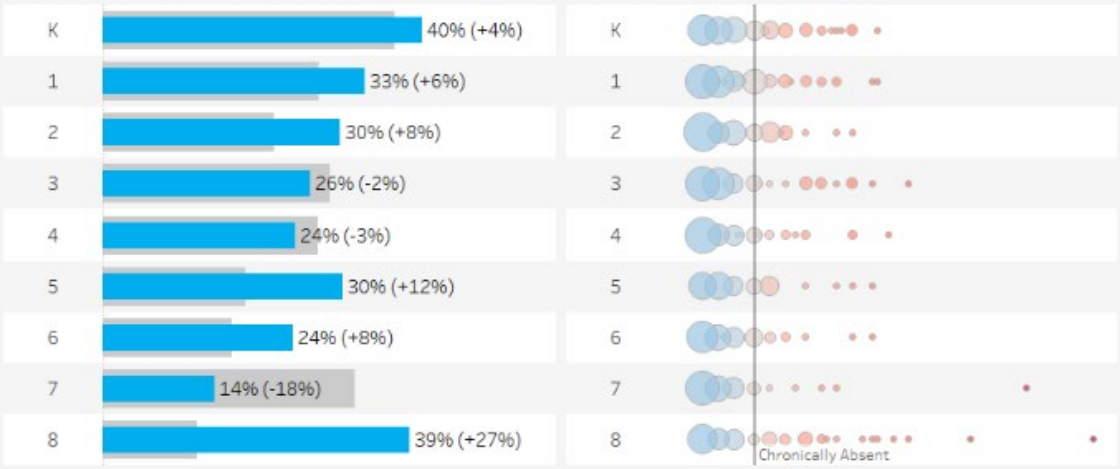


2023-24 Year-to-Date Chronic Absenteeism Rate by Month

Currently Enrolled (YTD) | Ever Enrolled

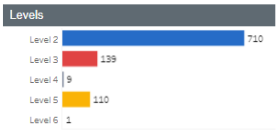


2023-24 Year-to-Date Chronic Absenteeism Rate by Grade (Currently Enrolled)

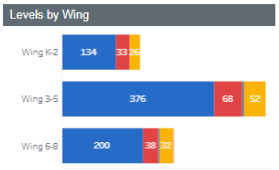


Level 2 Level 4 Level 6
Level 3 Level 5

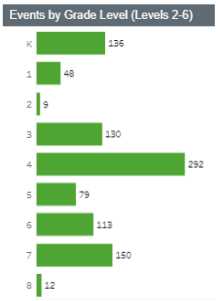
Levels



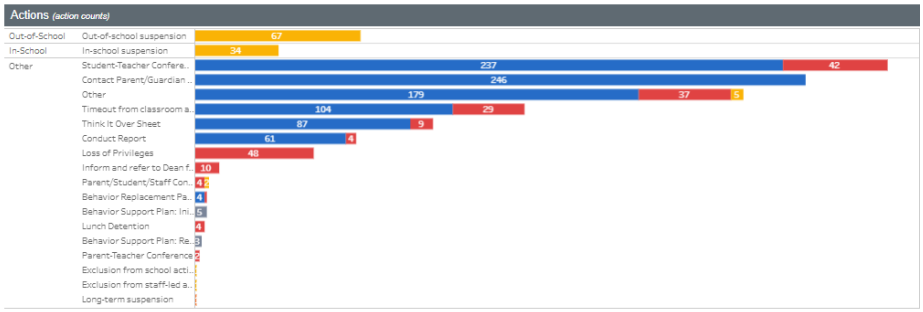
Levels by Wing

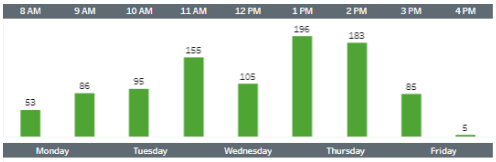


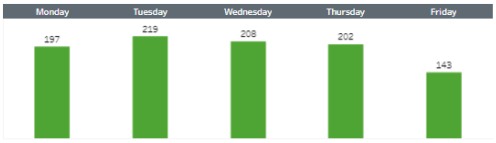
Events by Grade Level (Levels 2-6)

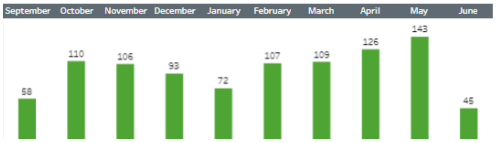
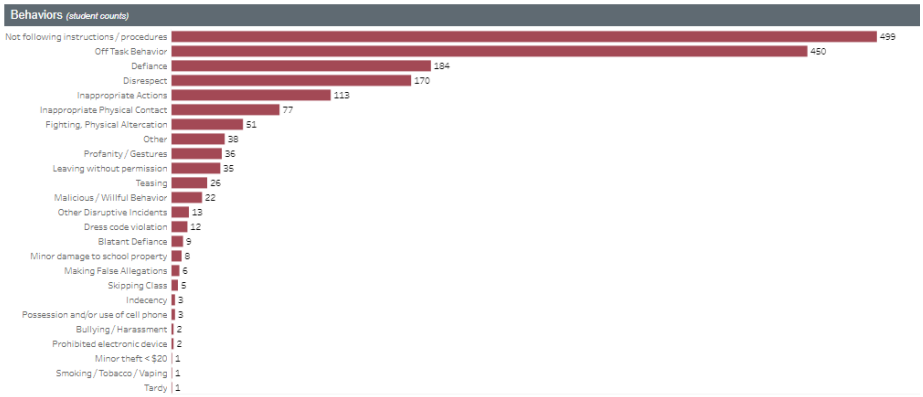


Actions *(action counts)*









Behaviors *(student counts)*