Orange County Public Schools

Acceleration Academy

2015-16 School Improvement Plan

Acceleration Academy

2274 S SEMORAN BLVD, Orlando, FL 32822

www.ocps.net/lc/district/hac

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	92%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Acceleration Academy interviews all students prior to enrollment. The interviewing committee consists of the principal, leadership team members, teachers, and classified staff. In addition to interviewing students, teachers build relationships with their students that foster a welcoming atmosphere in each classroom. Many of our students are termed at-risk; thus, the sense of connection to school is most important for them. Acceleration Academy is committed to all students meeting high academic standards, therefore Acceleration Academy has taken on the responsibility of ensuring all students reach their full potential.
Research has shown that students must have positive experiences every day in order to leave school optimistic about their educational and personal futures. Consequently, Acceleration Academy conducts several student activities each year that show our students they are valued members of the school community such as Hispanic Heritage Month, Multicultural Day, and Talent Shows. In addition to those experiences our students are provided multiple opportunities to experience academic success.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Acceleration Academy values all aspects of the learning process, intellectual, social, emotional, and civic. Acceleration Academy promotes safety in its community by encouraging all students, parents, and school personnel notify administration of any inappropriate language or behaviors noticed before, during and after school. Acceleration Academy administration responds in a socially responsible way to cruel, mean, or bullying behaviors using policy and procedures OCPS has in place for handling misconduct.
All leadership and classified team members are assigned to areas for supervision for before, during and after school hours. The leadership team is visible during instructional time as well conducting classroom walk-through/observations.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The purpose of the school wide behavioral system, which is required by Florida Statute 1006.07(2), is to assist students, parents, teachers and school administrators. All students are expected to follow the Code of Student Conduct which provides explanations of school rules and policies regarding student conduct and discipline.

The goal of the Acceleration Academy administration is to provide a safe and orderly environment for both staff and students where teachers can teach and students can learn to their full potential. In order to accomplish these goals, it is necessary that the school environment be free of disruptions that interfere with teaching and learning activities. Every teacher in the school covers the entire document during the first three days of school. Parents and students must sign a form acknowledging they read the document. All teachers are trained on classroom interventions and behaviors as it relates students' academic achievement. There are several teachers who are trained in exceptional education strategies to help identify and support students with learning or behavior disabilities.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Acceleration Academy students are offered counseling services through the school's SAFE Coordinator and Orange County Family Counseling Services. In addition, peer mentoring and peer mediation is provided through the SAFE Ambassadors Organization. The SAFE Coordinator manages a food and clothing closet, and assists students with financial needs.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Students will be monitored closely for academic success. Students who receive a failing grade in any marking period will receive academic counseling. Parents will be contacted if their student is in danger of failing a marking period or course. Tutoring services are provided after school.
Early warning indicators include:
- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics (Florida Standards Assessment data is not available at this time)

Provide the following data related to the school's early warning system

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

Indicator	Grade Level					Total
	8	9	10	11	12	
Attendance below 90 percent	9	14	10	22	2	57
One or more suspensions	5	5	2	5	0	17
Course failure in ELA or Math	10	4	0	3	0	17
Level 1 on statewide assessment	0	0	3	17	2	22

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	8	9	10	11	
Students exhibiting two or more indicators	5	2	1	5	13

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Acceleration Academy is an MTSS school. Students who exhibit one or more academic warning indicators as identified by the early warning system, are referred to the MTSS coordinator for intervention. Parents are contacted about the academic and/or behavior indicators identified by the early warning system. Students who exhibit one or more warning indicators are referred to appropriate staff to provide guidance (Principal, Dean, Staffing Specialist, Guidance Counselor, SAFE Coordinator, Learning Resource Specialist, Teachers, and Staff). The student might be placed on a behavior or attendance contract. After/During school tutoring is offered to the students for additional support.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/214680.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Parents receive communication about school events via the school's website, email, Progress Book, Facebook, Twitter, and school personnel. The school utilizes SchoolMessenger to reach parents and community members via telephone robocalling. An electronic newsletter is sent to parents who subscribe to the Acceleration Academy email list. Acceleration Academy maintains Partners in Education through local businesses including Hyatt Place, Rosen Plaza, and Chick-fil-a.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Loftus, Douglas	Principal
Hall, Barry	Instructional Coach
Beecher, Susan	Instructional Coach
Morgan, Kevin	Dean
Webster-Gardiner, David	Guidance Counselor
Mahoney, Joan	Other
Smith, Kimberly	Other
Arizola, Arthur	Other
Diaz, Richard	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal, Douglas Loftus -
Instructional Servant Leader
*Responsible for Student Achievement
*Assist with all testing
*Oversees School Budget
*Monitors Lowest 25% school wide
*Primary media contact
*Total school Progress monitoring
*Recruitment of staff, students and teachers.
*Responsible for SACS Accreditation
*Responsible for School Improvement Plan & School Advisory Committee
*Create the Student Handbook
*Conduct Student Interviews
*Conduct Teacher Observations
Learning Resource Specialists, Susan Beecher and Barry Hall -
Goal # 1: Increase teacher efficacy relating to student achievement through planning and implementation of rigorous professional development.
Responsibilities:
● Conduct needs assessment of faculty and staff.
● Create and implement professional development calendar.
● Create an instructional focus calendar based on student data.
● Identify teachers in need of assistance.
● Assist in screening assessments.
● Create and facilitate the Semester I book study, Greek and Latin Roots.
Goal # 2: Increase the effectiveness of AAHS PLCs.
Responsibilities:
● Review submitted forms and minutes.
● Review MTP/Unit plans.
● Beecher = Reading, Language Arts and Social Studies
● Hall = Math, Science and Electives
● Identify bottom quartile students; assist teachers in creating plan of support.
● Attend PLC meetings.
Goal # 3: Implement School, District and State Initiatives.
Responsibilities:

● Assist in development and implementation of the SIP.
● Develop and implement the School Literacy Plan (special emphasis on vocabulary development).
● Develop and implement the School Writing Plan.
● Attend all appropriate trainings and district meetings.
● Assist with testing.
Goal # 4: Implement the Coaching Model
Responsibilities:
● Provide mentors for new teachers.
● Assist teachers with planning.
● Assist teachers in gathering appropriate resources.
● Deliver model lessons when appropriate.
● Conduct regularly scheduled data meetings
● Coaches run initially, but moving to teacher-led
● Conduct regular non-evaluative Observations providing timely, specific feedback to teachers
● Implement full coaching cycle with identified teachers.
Staffing Specialist, Kimberly Smith -
• Track 11th/12th grade Standard Diploma ESE students for graduation requirement completion.
• Complete TPI (Transition Planning Inventory) as required Standard Diploma ESE students.
• Support assigned consult students (tracking progress, developing/monitoring IEP's), Consult with general education teachers (emphasis on Reading and Math), provide on-going support for all ESE staff.
• Conduct all necessary meetings for compliance for 504 students, ELL students and ESE students.
• Provide student and staff support in dealing with accommodations in the classroom, identifying sources for post-secondary support for students with disabilities, and understanding and implementing the IEP
• Work cooperatively with staff to coordinate appropriate services for ESE students
• Provide support and situational guidance to the Admin team on issues related to the ESE population
• Assist with the testing of all ESE/ELL and 504 students.
• Work cooperatively with Dean and discipline support staff for ESE student behavior concerns.
• Work directly with Guidance Counselor to assist in the development of ESE/ELL/504 student schedules.
• Monitor and provide academic support for all ESE/ELL/504 students on their academic progress.
• Meet with teachers regarding individual students as needed to assist in their academic achievement.
• Work directly with Clinic Assistant and County Nurse to develop Nursing Plans on student with health needs.
• Attend conferences, workshops, meetings, in-service trainings that will continue to educate me on current procedures/laws, etc. on students with IEP's, 504 plans or students that are ELL.
• Communicate with parents, General Ed teachers, ESE staff, Administration and district level staff in positive and effective manner to help keep the focus on ESE student success
Guidance Counselor, David Webster-Gardiner -
1. Complete master schedule with minimal course changes for teachers during the school day, based on student needs.
2. Schedule students for required classes to keep them on track for graduation.
3. Remind teachers when grades are due and double check that all students have a grade for each grading period.
4. Schedule and attend parent-teacher conferences.
5. Construct senior data walls to track seniors throughout the school year.
6. Construct underclass data wall for students who need to be monitored for academic success.
7. Increase graduation rate and provide necessary support for all students.
8. Be familiar with the 2015-2016 School Improvement Plan. Review and analyze data of all students.
9. Ensure students will have an accurate schedule for the first day of school.
10. Attend all Guidance Counselor meetings hosted by the district.
11. Plan an Open House for new parents and students to tour the school before the first day of

school.

12. Provide support for teachers by communicating and updating student progress.

Dean, Kevin Morgan -

• Promote student achievement by ensuring a safe learning environment

• Focus on student academic progress and achievement by:

o Reviewing grades on Progress Book

o Discussing GPA and credits earned

o Offering alternative academic programs, if necessary

o Working with lowest 25%

o Collaborating with guidance counselor to ensure success

• Appropriately handle the disciplinary action of all students based upon the level of infraction, which includes:

o Before and after school supervision, lunch supervision, removing students from classrooms, having an overall discussion with classes, bus issues

o Enforcing necessary interventions at the classroom level and assisting substitute teachers in the application of classroom management, if necessary

o Correctly processing discipline referrals as well as train teachers to correctly complete the form

o Working with general education, ELL, 504, and ESE students

o Conference and post conference discipline meetings with students and parents

• Provide support to all staff (including but limited to: PD and discipline interventions)

• Manage discipline and work towards a decrease in student referrals and negative behavior incidents. Coordinate with administration to facilitate an effective discipline process focusing on student academic achievement, social development, PBS

• Work in conjunction with Mr. Arizola regarding the Safe School Plan

• Be familiar with the 2015-16 School Improvement Plan and analyze data of all students

• Conduct and assist in investigations leading to evidence of an infraction, which also includes collaborative efforts with law enforcement

• Create intervention strategies to deter inappropriate behavior and increase appropriate behavior

• Mentor and counsel students as well as conduct mediations

• Communicate with parents daily to discuss behaviors, interventions, and provide supplementary information as well as support

• Monitor attendance and truancy patterns, which includes collaborative efforts with Attendance Clerk and Social Worker

• Prepare SAFE referrals and collaborate with SAFE Coordinator to ensure a safe learning as well as home environment of all students

• Attend Level 4 meetings and assist with the review or preparation of Level 4 packets

• Assist with the Child Study Team meetings

• Review the Student Code of Conduct with students

• Conduct random building and classroom walkthroughs

• Review discipline data and share with admin team (and instructional/classified staff if applicable)

• Assist with bus evacuation drills

• Assist with fire, lock down, and severe weather drills

• Assist with morning or afternoon announcements, if needed

• Attend essential and applicable professional development courses, which include:

o Discipline

o Current drug trends

o Search and seizure

o Restraint

o Leadership related courses that apply

• Monitor PLC meetings via SharePoint, if needed

Testing Coordinator, John Soriano, -

1) Become familiar 2015-16 AAHS Literacy Plan which is located on SharePoint.

2) Oversee the media center, and promote reading to all teachers and students.

3) Promote the media center with student incentives; book fairs, contests, etc.

4) Provide support to CRT and Staffing Specialist (Smith).

5) Testing Coordinator. Data mine (Tertiary) and execute all national, state and county assessments.

6) Will assist implementing data walls for seniors and underclass. Guidance and tech support will also assist.

7) Implement professional development workshops to all teachers regarding media center use and testing procedures.

8) Become familiar the 2015-16 School Improvement Plan. Secure and analyze data of all students.

9) Monitor PLC meetings via SharePoint.

10) Provide all testing data for Principal's update and District's request.

11) Increase Graduation Rate and reduce dropout rate.

12) Improve individual teachers' making gains for all students by 3%.

13) Assist with all student activities and communicate to Principal of upcoming events.

Safe Coordinator, Joan Mahoney -

1) Monitor all teachers and staff and provide coaching and support to struggling teachers.

2) Provide support to administrative personnel: Dean, LRS, Staffing Specialist, and Guidance.

3) Assist with testing and be accountable for 100% accuracy and efficiency.

4) Encourage teachers to be trained in Marzano's IObservation.

5) Schedule conferences and post conference meetings with all teachers relating to student issues. Hold yourself accountable and teachers accountable regarding student achievement.

6) Coordinate SAFE Ambassadors Program

7) Reduce dropout rate, increase graduation rate and provide necessary support for teachers and students regarding academic, personal and social concerns.

8) Implement freshman mentoring program with fidelity.

9) Improve individual teachers' making gains by 3%.

10) Provide support for all teachers by providing professional development opportunities relating to SAFE, Link Crew and Freshman Mentoring throughout the course of the school year.

11) Be familiar with the 2015-16 School Improvement Plan. Secure and analyze data of all students.

12) Communicate directly to Principal regarding severe issues such as DCF, etc.

13) Collaborate with Mr. Hall concerning potential discipline issues.

Security Coordinator, Arthur Arizola -

• Assist the Dean in appropriately handling the disciplinary action of all students based upon the level of infraction, which includes

• Before-and after-school supervision, lunch supervision, removing students from classrooms, having an overall discussion with classes, bus issues.

• Correctly processing discipline referrals as well as assists teachers to correctly complete the form.

• Conduct and assist in investigations leading to evidence of an infraction, which also includes collaborative efforts with law enforcement

• Mentor and counsel students as well communicate with parents daily to discuss behaviors, interventions, and provide supplementary information as well as support.

• Collaborate with SAFE Coordinator to ensure a safe learning as well as home environment of all students.

• Attend Level 4 meetings and assist with the review of preparation of Level 4 packets.

• Conduct random building and classroom walkthroughs. Monitor all students and provide coaching and support to struggling teachers.

• Provide support to administrative personnel.

• Provide discipline data for Principal's update and district's request.

• Conduct bus evacuation drills.

• Conduct fire drills, lock down, severe weather drills, bomb threat procedures and Active shooter's drill.

• Respond to emergencies and critical incidents for the purpose of confining, resolving or preventing injurious or otherwise hazardous situations.

• Conduct security checks of the facility and grounds perimeter for the purpose of identifying and

resolving any suspected or real security breaches or violations.
• Maintains security and environmental safekeeping of the assigned school location; monitors weather station and school cameras.
• Designate as alternate On-Scene Command Liaison working with fire/police officials during the absence of the Principal for Emergency Response Team.
• Update School's Crisis Plans & Emergency Evacuation Plans.
• Manage the Facilities (School maps, Work orders, and Student/Faculty Parking).
• Control for all school's Motorola, Kenwood radios, to include school keys.
• Manages the school Sonitrol Alarm.
• Be familiar with the 2015-2016 School Improvement Plan. Secure and analyze data of all students pertaining to discipline.
• Track Students' discipline with 100% accuracy
• Increase Graduation Rate and reduce dropout rate. Liaison with Mr. Morgan.
• Provides ID badges for new coming students.
• Promote visibility before, during and after school.
Technology Support Representative, Richard Diaz Quinones -
Goals
(These goals can be modified at any time to meet the goals established on the School Improvement Plan)
1. Obtain an accurate and detail inventory of all technology assets at AAHS and classify it by funding programs.
2. Design, create and implement Standard Operations Procedures (S.O.P.) for the IT Department in accordance with the School Improvement Plan to assist in the viability of resources for the Instructional Staff of the school.
3. Establish a Technology Resources Team with the Principal, Lead Teachers and the IT Department, to explore and identify new resources, to keep the Instructional Staff up to date with technology and present to them, new alternatives based on their respective teaching subjects.
4. Identify weakness and strength of the staff at AAHS regarding the use of technology to establish an "In Site Continued Education Program", to educate those staff members that are not technology "Savvy", get more confidence using technology resources at hand to improve and incorporate new and exciting learning strategies in the classrooms according to the vision and mission of the AAHS.
5. Establish the protocols to follow in order to request the assistance of the TSR in an orderly manner, by establishing priority levels of action.
6. Establish a time line with an action plan to keep all workstations up to date and ready for the different testing stages during the school year.
7. Establish a contingency plan to solve any technology issues during the mandatory testing process.
Responsibilities
1. Assist in preparing and planning a school-based technology plan and a Standard Operating Procedure. Oversees and maintains the school website.
2. Keeps an inventory (inventories) and maintains a database of technical equipment.
3. Handles district-approved software installation, maintenance as well as modifications according to ICTS/site management directions.
4. Implements the installation, relocation and/or modifications of district-approved workstations, monitors and peripherals; relocates existing equipment for the school or department.
5. Assists users with various district-approved software programs.
6. Provide technical support for computer hardware and software applications to school or department
personnel.
7. Troubleshoots and maintains district-approved site-based networks, workstations, peripherals/hardware
and databases.
8. Diagnose, track, and solve hardware and software problems; escalates irresolvable issues to the appropriate department for resolution.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

• Analysis of Student Trend Data (What's the Problem?)
• Analysis of School Profile and Demographic Data
• Objectives and Goal Setting (Planning)
• Action Steps (Implementation of Interventions)
• Evaluation of Action Steps (MTSS)
• Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.
• Identification of critical MTSS infrastructure already established and/or in need of development and provide plan for building capacity.
• Analysis of dis-aggregated data in order to identify trends and groups in need of intervention.
• Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment).
• Development of processes to ensure intervention fidelity.
• Implement the school improvement plan for consensus and communication building for MTSS implementation.
Title 1 Part A - Acceleration Academy High School is greatly enhanced by the coordination and integration of programs and funds through the State, District and Community. Title I funds and programs enhance the campus through parental involvement programs, professional development and student support and instruction.
Title III funds- will be coordinated with Title I funds to provide extra support to English Language Learners (ELLs) by offering after school tutoring in academic language acquisition, which will assist ELLs in meeting the academic content and English proficiency standards. Title III funds will be coordinated with Title I funds to support after school tutoring
Title X- Homeless - The district provides professional development regarding Homeless programs. Information is disseminated to our school through the SAFE Coordinators and Title I programming as well. Programs are implemented to help identify needs and to provide information and assistance with the highest degree of confidentiality.
Supplemental Academic Instruction (SAI) - SAI funds have been instrumental in assisting Acceleration Academy by providing our Level I and II students with remediation in reading, math and science and with supplies, materials and additional academic instruction.
Violence Prevention Programs
When special needs are recognized in students and disagreements are de-escalated quickly we can prevent many situations that could lead to violence. Programs aimed at students include: Red Ribbon Week, Non Violence Month, and other programs through the Teaching Tolerance magazine and website. Students in need are provided with school supplies, backpacks, personal products, dance tickets, uniforms, and any other items needed to be successful so that all students feel able to succeed. The Safe Program offers 'Thanks for Thanksgiving' and 'Angels and Elves' which are SAFE programs that identify students in need
and provide everything necessary for a wonderful Thanksgiving and/or Christmas for the student and their family. Finally, we target parents during orientations, open house, PTSA, SAC, and via newsletters and Facebook, Twitter, and YouTube to ensure their awareness of available resources and support. This helps us complete the loop of school, student, and home. By working together to keep everyone aware, informed, and able to meet their basic needs, we create a feeling of connection and family. When everyone feels connected and able to escape from embarrassment or engage in stress relief strategies that makes them feel better, we all are more able to function together in a successful and non-violent way.
Nutrition Programs - All students are provided daily with free breakfast. Any students on late buses or

signing in are offered breakfast by Guidance. We have a food pantry on campus for students and families to use any time to bring groceries home to ensure all students are getting enough nutrition to learn effectively.

Career and Technical Education - Acceleration Academy High School offers a Computers, Career and College course as well as working with all five of the Technology schools in the OCPS district for dual enrollment for students who are pursuing certification Cosmetology, Hospitality, Culinary, Diesel and Mechanic, Photography, Nursing and Veterinary programs.

The COMPACT mentor program is part of Acceleration Academy this year. This program is for all students and enhance student leadership skills, character and expose them to a variety of experiences where students learn to work together. In addition, students apply what they learn to the various community programs they are involved in. Community Partners also enhance the programs at Acceleration Academy.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Melissa Puebla	Parent
Doug Loftus	Principal
Earleen Gibbons	Parent
Kevin Morgan	Teacher
Theresa Ortiz	Parent
Ketty Mendoza	Parent
J.C. Andino	Parent
Mayra Fernandez	Parent
Carolina Marin	Parent
Chambrielle Harris	Parent
Pearl Blyden	Teacher
Cassandra Conti	Student
Neakus Santos	Student
Gabrielle Santos	Student
Stephanie Harris	Student
Maria Rodriguez	Teacher
Heidy Medina	Education Support Employee
Art Arizola	Education Support Employee
Maria Ballester	Education Support Employee
Yonoris Hernandez	Education Support Employee
Alex Irizarry	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC and staff reviewed and evaluated the 2014-15 SIP and assisted in the development of the 2015-16 SIP.

Development of this school improvement plan

The SAC reviewed the 2015-2016 SIP on Tuesday, October 13, 2015. Parents were provided a copy of the full draft of the SIP. Clarifications were requested on attendance (medical excused absences), enrollment numbers, items for which budget can/will be used, and the instructional observation process. After questions were taken, the SAC voted to accept the SIP as written.

Preparation of the school's annual budget and plan

The SAC will review this year's activities and expenses through the principal's report at the meetings and then make the plans for the annual 2016-2017 budget during our April meeting before it is submitted.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds were used to purchase sports related equipment to encourage school attendance and student engagement.
The total current balance in Acceleration Academy's school improvement fund is $2560.24.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Loftus, Douglas	Principal
Hall, Barry	Instructional Coach
Beecher, Susan	Instructional Coach
Smith, Kimberly	Other
Andre, Samantha	Teacher, K-12
Singh, Alka	Teacher, K-12
Webster-Gardiner, David	Guidance Counselor
Williams, Jamie	Teacher, K-12
Rodriguez, Maria	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Data discussions (school wide data). The Literacy Leadership Team (LLT) will develop its members to increase knowledge within all interdisciplinary areas of literacy. The LLT will maintain an intense focus on Greek and Latin roots and affixes to accelerate student vocabulary development through a school wide book study of the book "Greek & Latin Roots: Keys to Building Vocabulary" by Timothy

Rasinski, (et al.). LLT members will include teachers from all disciplinary studies. LLT members will be charged with assisting their respective departments in developing literacy among students.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Professional Learning Communities (PLCs) are integrated into the culture of Acceleration Academy. For the 2015-2016 school year, PLCs are formed based on common experiences and interests within the Marzano lesson segment addressing content. Teachers meet within their PLCs on a bi-monthly basis to focus on shared personal growth related to instructional strategies that will best benefit the students at Acceleration Academy. In addition to PLCs, teachers collaborate both within their subject areas and within interdisciplinary groups. While many courses at Acceleration Academy are taught by a single teacher, departments maintain vertical alignment within their subject areas.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Acceleration Academy is a Title I school. Title I schools are required to maintain a highly qualified, certified-in-field complement of teachers. As such, teacher applicants are only considered for positions if they meet these requirements. In order to affect development of professional growth, teachers are provided regular professional development opportunities and membership in dynamic professional learning communities. Through the support of both the Learning Resource Specialists and the Principal, teachers are supported both in the classroom and in personal professional growth. Additionally, teachers are encouraged to take leadership roles at the school. By sharing the leadership responsibility with all teacher stakeholders, each individual becomes more essential to the functioning of the group. Teachers are frequently recognized for their contributions by both school leadership and by their peers through the use of a public "Brag Wall." This process of continuous supported growth and recognition assists in the retention of highly qualified, certified-in-field teachers and concurrently increases individual and group effectiveness.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All teachers new to Acceleration Academy are paired with a teacher mentor (this includes both novice and veteran teachers). Teacher mentors provide support to new teachers as they acclimate to the culture and climate of Acceleration Academy. Teachers new to the education profession are paired with a mentor who guides them through either the Alternative Certification process (temporarily certified teachers) or the new teacher preparation program (professionally certified teachers). Teachers within either of these programs follow prescribed plans set forth by the respective program materials.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional

Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Acceleration Academy utilizes data from multiple sources to provide and differentiate instruction to meet the diverse needs of students. Data sources utilized include Florida Standards Assessments (FSA), OCPS created End of Course (EOC) examinations, Florida's Post-secondary Education Readiness Test (PERT), SAT, and ACT. Students who are identified as struggling to make learning gains in Math and Reading are scheduled into intensive courses designed to provide extra support. Additionally, teachers utilize a variety of formative and summative assessments (both teacher created and part of established curriculum) to assess student progress both formally and informally throughout the school year. Acceleration Academy also utilizes Florida's Multi-Tiered System of Supports (MTSS) in order to identify students who required additional academic support to achieve learning targets across all courses. Students are also provided support through tutoring programs offered both during and after school. Additionally, Acceleration Academy maintains a data wall (accessible only by faculty) to track student progress toward graduation. After reviewing the data, teachers pair with individual students to mentor them as they progress toward each goal on the path to graduation. Students can have multiple mentors.
Acceleration Academy also provides support for English Language Learners (ELL) and Exceptional Student Education (ESE) through the use of Individual Education Plans (IEPs), section 504 plans, and ELL plans. Accomodations provided to students through these plans include accomodations for reading, lectures and discussions, mathematics, writing, following instructions, completing assignments, organization, taking tests, behavior management, physical environment, time management, and communication.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,900

Through Title I services, Acceleration Academy offers an after school tutoring program. Students are provided the opportunity to receive extra assistance from certified educators in the areas of Math, Reading, English, Science, and Social Studies in addition to test preparation for state an national standardized tests including FSA, SAT, ACT, and PERT. The program meets every Tuesday and Thursday from 2:45 to 4:00, and it runs from September through May.

Strategy Rationale

The purpose of the After School Program is to provide enrichment and intervention opportunities for students designed to enhance learning in core subject areas in addition to test preparation services.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Hall, Barry, barry.hall@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Sessions are monitored on a weekly basis by a tutoring coordinator. Student success in core subject areas is monitored on a quarterly basis and is compared to attendance and effort in the after school tutoring program in order to ascertain effectiveness.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All students interested in attending Acceleration Academy must complete an application and interview process in order to be accepted for enrollment. During the summer prior to their initial enrollment, new students are afforded the opportunity to attend a new students orientation program coordinated by the school's SAFE Ambassadors. The new student orientation is a half day program designed to help students learn the culture of Acceleration Academy and begin to create social relationships with both peers and mentors who will support them throughout their initial year of attendance.
Graduating seniors are provided support from teacher mentors who provide encouragement and guidance as they complete their graduation requirements. Teachers provide tutoring opportunities to help students prepare for college entrance examinations. Seniors meet regularly with the Guidance Counselor to update their progress. Students are also provided assistance with completing college applications and essays.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Acceleration Academy provides support for students as they plan for college and career pathways. Students applying for post secondary education are provided tutoring support to prepare for college entrance examinations. All students at Acceleration Academy are provided two standard fee waivers for both the SAT and ACT exams. Juniors and Seniors are introduced to collegiate options through multiple campus visits and college fairs. In their Sophomore year, students at Acceleration Academy are introduced to the OCPS Technical Schools and are provided the opportunity to enroll in programs within these schools during their Senior year. Students also have the opportunity to maintain dual enrollment at both Acceleration Academy and Valencia College during their Senior year. Students enrolled in either the Technical or Valencia programs do not need to pay for the courses taken as long as they are enrolled as a high school student in OCPS.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Acceleration Academy offers dual enrollment courses through Valencia College. Acceleration Academy also offers enrollment in OCPS Technical schools which provide industry certification in a variety of areas. Programs studied during the 2015-2015 school year include Diesel Machinery, Digital Video, Early Childhood Education, Cosmetology, Medical Assisting, and Computer Systems Information Technology.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Through its partnership with the OCPS Technical schools, Acceleration Academy has successfully integrated career and technical education opportunities with academic courses offered on campus. Students enrolled in the Technical school programs spend half of the day at the technical school and half of the day at Acceleration Academy. This affords the students time to successfully complete academic coursework while availing themselves of the opportunity provided by the Technical schools.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

The most recent data available on the High School Feedback Report is as of 2013. Analysis of the High School Feedback Report shows that Acceleration Academy scores below both the district and the state for demonstrated proficiency on the FCAT. Acceleration Academy meets and sometimes exceeds the district and state in enrollment and completion of certain courses (such as Algebra I and Level 3 math). Acceleration Academy lags behind both the district and state is some other courses such as IB and AP as these courses are not offered at the school.
One of the main strategies Acceleration Academy could employ to improve student readiness for postsecondary education would be to further integrate the Valencia College dual enrollment program. This would allow students exposure to college level course work and help the transition to undergraduate studies become smoother for students.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

As of September 4, 2015, student achievement data is not available for analysis.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. To improve the school attendance rate by utilizing multiple strategies in order to increase student achievement. (Division Priority: Providing Empowering Environments)

G2. Maintain and improve academic student achievement by utilizing the Florida Standards and Instructional Framework. (Division Priority: Accelerate student performance)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To improve the school attendance rate by utilizing multiple strategies in order to increase student achievement. (Division Priority: Providing Empowering Environments) `1a`

🔍 G073900

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	95.0
4-Year Grad Rate (Standard Diploma)	80.0
Algebra I FSA EOC Pass Rate	75.0
AMO Math - All Students	50.0
AMO Reading - All Students	48.0
Bio I EOC Pass	43.0
U.S. History EOC Pass	50.0

Resources Available to Support the Goal `2`

- IMS
- SMS
- Attendance contracts
- EDW

Targeted Barriers to Achieving the Goal `3`

- No consistent monitoring plan for student attendance.

Plan to Monitor Progress Toward G1. `8`

Student attendance data will be collected and used to demonstrate that the goal is being monitored and whether there is progress being made toward the selected students. Student academic performance will increase with the monitoring of student's attendance data.

Person Responsible

Douglas Loftus

Schedule

Weekly, from 9/9/2015 to 6/8/2016

Evidence of Completion

Student attendance data, formative and summative data

G2. Maintain and improve academic student achievement by utilizing the Florida Standards and Instructional Framework. (Division Priority: Accelerate student performance) `1a`

🔑 G073901

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	50.0
AMO Reading - All Students	48.0
Algebra I EOC Pass Rate	75.0
4-Year Grad Rate (Standard Diploma)	80.0
Effective Teachers (Performance Rating)	85.0
Bio I EOC Pass	43.0
U.S. History EOC Pass	50.0

Resources Available to Support the Goal `2`

- Experienced teachers with the knowledge and skills to access outside resources for assistance
- Availability of technology in lab settings throughout the school
- Literacy Coaches
- District wide trainings
- Professional Learning Communities focused on enhancing knowledge within a specific design question

Targeted Barriers to Achieving the Goal `3`

- Teachers are not familiar with how to align standards-based instruction within the Marzano framework for design questions 2, 3, and 4.

Plan to Monitor Progress Toward G2. `8`

Administrator will monitor for appropriate standards-based instruction during observations. Regular lesson plan checks and classroom observations will verify that lessons taught consistently incorporate data to drive differentiated instructional groups and are aligned to the standards incorporating Marzano strategies.

Person Responsible
Douglas Loftus

Schedule
Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion
i-Observation data, Florida state assessments and formative and summative data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. To improve the school attendance rate by utilizing multiple strategies in order to increase student achievement. (Division Priority: Providing Empowering Environments) 1

🔑 G073900

G1.B2 No consistent monitoring plan for student attendance. 2

🔑 B193014

G1.B2.S1 The leadership team will implement a tracking process in order to monitor student's attendance more closely. Students will be placed on an attendance contract after 10 days of absences from school. The contract will include interventions intended to increase attendance. 4

🔑 S204522

Strategy Rationale

The implementation of a systematic monitoring system will increase student attendance.

Action Step 1 5

The leadership team will create and implement a new student attendance tracking process in order to monitor student's attendance.

Person Responsible

Douglas Loftus

Schedule

Quarterly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Attendance tracking procedures

Action Step 2 5

Student attendance will be monitored daily through tracking process. Students who have 10 cumulative absences from school will be placed on an attendance contract with interventions.

Person Responsible

Vanessa Marrero Diaz

Schedule

Weekly, from 9/9/2015 to 6/8/2016

Evidence of Completion

Copies of the attendance reports and attendance tracking reports

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Through the attendance tracking process, data will be collected and reviewed through the leadership team's PLCs. A review of interventions will be conducted.

Person Responsible

Douglas Loftus

Schedule

Weekly, from 9/9/2015 to 6/8/2016

Evidence of Completion

Attendance tracking process, student attendance data and PLC meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Student attendance data will be reviewed on a weekly basis to ensure that students are attending school regularly and on a timely basis. Interventions will be monitored for effectiveness.

Person Responsible

Vanessa Marrero Diaz

Schedule

Weekly, from 9/9/2015 to 6/8/2016

Evidence of Completion

A comparison between attendance contracts and attendance data from after the contract effective date should show a decrease in absences as a result of the contract.

G2. Maintain and improve academic student achievement by utilizing the Florida Standards and Instructional Framework. (Division Priority: Accelerate student performance) 1

G073901

G2.B1 Teachers are not familiar with how to align standards-based instruction within the Marzano framework for design questions 2, 3, and 4. 2

B193015

G2.B1.S1 Professional Learning Communities will be designed to enhance knowledge and application of a specific design question. 4

S204524

Strategy Rationale

Focused study within a specific design question (2, 3, or 4) will allow teachers to enhance their ability to plan standards-based instruction within the Marzano framework and increase student achievement when using elements throughout design questions 2, 3, and 4.

Action Step 1 5

Teachers will select a design question for study throughout the year within a PLC.

Person Responsible

Douglas Loftus

Schedule

On 9/4/2015

Evidence of Completion

Recorded list of Design Questions as selected by teachers.

Action Step 2 5

Teachers meet in professional learning communities to explore strategies within the various elements of their chosen design question.

Person Responsible

Susan Beecher

Schedule

Monthly, from 9/4/2015 to 5/31/2016

Evidence of Completion

PLC Notes

Action Step 3 `5`

Teachers will have the opportunity to observe their peers specific to their DP.

Person Responsible

Barry Hall

Schedule

Weekly, from 9/30/2015 to 6/8/2016

Evidence of Completion

Peer reflection logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

PLC agendas and minutes will be checked regularly and feedback will be provided. Through i-Observation, the leadership team will provide teachers ongoing feedback on specific elements.

Person Responsible

Douglas Loftus

Schedule

Monthly, from 9/4/2015 to 5/31/2016

Evidence of Completion

PLC agendas and minutes and i-Observation data and feedback to teachers

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

PLC agendas and minutes will be reviewed and feedback will be provided. Learning Resource Specialists (along with the Principal) will provide guidance for teachers to implement effective strategies. Knowledge gained within the PLC structure regarding appropriate standards-based instruction should be evident in observations.

Person Responsible

Susan Beecher

Schedule

Monthly, from 9/4/2015 to 5/31/2016

Evidence of Completion

Effective implementation will be demonstrated through regular classroom walk-throughs conducted by the Principal and Learning Resource Specialists. iObservation data specific to deliberate practice elements.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	The leadership team will create and implement a new student attendance tracking process in order to monitor student's attendance.	Loftus, Douglas	8/24/2015	Attendance tracking procedures	6/8/2016 quarterly
G2.B1.S1.A1	Teachers will select a design question for study throughout the year within a PLC.	Loftus, Douglas	8/17/2015	Recorded list of Design Questions as selected by teachers.	9/4/2015 one-time
G1.B2.S1.A2	Student attendance will be monitored daily through tracking process. Students who have 10 cumulative absences from school will be placed on an attendance contract with interventions.	Marrero Diaz, Vanessa	9/9/2015	Copies of the attendance reports and attendance tracking reports	6/8/2016 weekly
G2.B1.S1.A2	Teachers meet in professional learning communities to explore strategies within the various elements of their chosen design question.	Beecher, Susan	9/4/2015	PLC Notes	5/31/2016 monthly
G2.B1.S1.A3	Teachers will have the opportunity to observe their peers specific to their DP.	Hall, Barry	9/30/2015	Peer reflection logs	6/8/2016 weekly
G1.MA1	Student attendance data will be collected and used to demonstrate that the goal is being monitored and whether there is progress being made toward the selected students. Student academic performance will increase with the monitoring of student's attendance data.	Loftus, Douglas	9/9/2015	Student attendance data, formative and summative data	6/8/2016 weekly
G1.B2.S1.MA1	Student attendance data will be reviewed on a weekly basis to ensure that students are attending school regularly and on a timely basis. Interventions will be monitored for effectiveness.	Marrero Diaz, Vanessa	9/9/2015	A comparison between attendance contracts and attendance data from after the contract effective date should show a decrease in absences as a result of the contract.	6/8/2016 weekly
G1.B2.S1.MA1	Through the attendance tracking process, data will be collected and reviewed through the leadership team's PLCs. A review of interventions will be conducted.	Loftus, Douglas	9/9/2015	Attendance tracking process, student attendance data and PLC meeting notes	6/8/2016 weekly
G2.MA1	Administrator will monitor for appropriate standards-based instruction during observations. Regular lesson plan checks and classroom observations will verify that lessons taught consistently incorporate data to drive differentiated instructional groups and are aligned to the standards incorporating Marzano strategies.	Loftus, Douglas	9/1/2014	i-Observation data, Florida state assessments and formative and summative data	6/1/2015 monthly
G2.B1.S1.MA1	PLC agendas and minutes will be reviewed and feedback will be provided. Learning Resource Specialists (along with the Principal) will provide guidance for teachers to implement effective strategies. Knowledge gained within the PLC structure regarding appropriate standards-based instruction should be evident in observations.	Beecher, Susan	9/4/2015	Effective implementation will be demonstrated through regular classroom walk-throughs conducted by the Principal and Learning Resource Specialists. iObservation data specific to deliberate practice elements.	5/31/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	PLC agendas and minutes will be checked regularly and feedback will be provided. Through i-Observation, the leadership team will provide teachers ongoing feedback on specific elements.	Loftus, Douglas	9/4/2015	PLC agendas and minutes and i-Observation data and feedback to teachers	5/31/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Maintain and improve academic student achievement by utilizing the Florida Standards and Instructional Framework. (Division Priority: Accelerate student performance)

G2.B1 Teachers are not familiar with how to align standards-based instruction within the Marzano framework for design questions 2, 3, and 4.

G2.B1.S1 Professional Learning Communities will be designed to enhance knowledge and application of a specific design question.

PD Opportunity 1

Teachers meet in professional learning communities to explore strategies within the various elements of their chosen design question.

Facilitator

Susan Beecher & Barry Hall

Participants

Instructional Faculty

Schedule

Monthly, from 9/4/2015 to 5/31/2016

Budget

Budget Data

1	G1.B2.S1.A1	The leadership team will create and implement a new student attendance tracking process in order to monitor student's attendance.				$0.00
2	G1.B2.S1.A2	Student attendance will be monitored daily through tracking process. Students who have 10 cumulative absences from school will be placed on an attendance contract with interventions.				$0.00
3	G2.B1.S1.A1	Teachers will select a design question for study throughout the year within a PLC.				$0.00
4	G2.B1.S1.A2	Teachers meet in professional learning communities to explore strategies within the various elements of their chosen design question.				$332.29
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3610	500-Materials and Supplies	1811 - Acceleration Academy	General Fund		$332.29
			Notes: Marzano Element Books Greek and Latin Roots book for book study			

Budget Data

5	G2.B1.S1.A3	Teachers will have the opportunity to observe their peers specific to their DP.	$0.00
		Total:	$332.29