

Orange County Public Schools

Acceleration West



2017-18 Schoolwide Improvement Plan

Acceleration West

2751 LAKE STANLEY RD, Orlando, FL 32818

<https://accelerationwesths.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 8-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	95%

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Acceleration West

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

Each student that enrolls at Acceleration West completes an application which includes their commitment and their parent/guardian's commitment to their success and the school's success. They also interview with the principal or principal designee prior to enrollment to discuss the school's curriculum and culture. Due to our size and multiple core credits needed annually to graduate in three years, our students are assigned to teachers on an annual basis and in some cases, for multiple periods. This builds and enhances the relationship between staff and students.

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

Before enrolling at Acceleration West, each student has an interview with the principal to discuss the school's curriculum, size, and culture. The interview allows students and parents to meet and talk with the principal or designee before they enroll at Acceleration West, which makes it more comfortable for them to approach staff when areas of inquiry or concern arise at the school. This interview also clearly defines student expectations which help deter discipline issues. This is important due to our size and three-year accelerated program. Our school dress code allows all students and staff to quickly identify anyone on campus that does not belong and to notify administrative or security staff. We have restricted areas identified on campus where students are not allowed before and during school and also after school during tutoring.

c. 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.

Acceleration West utilizes a modified version of CHAMPS which encourages teachers to regularly review and post classroom guidelines and expectations designed to prevent and/or minimize distractions in order to keep students engaged in learning. Consequences, such as loss of privileges (LOP's), lunch detentions, PASS, and conferences are offered quickly and consistently for infractions in a manner that minimizes interruptions to the school day. Teachers are trained at the beginning of the year with the school's expectations for following the CHAMPs program in their classrooms. Fair and consistent enforcement of those expectations and informing the appropriate personnel of any infraction is monitored regularly. A review of the student code of conduct is conducted quarterly to remind students of behavioral expectations.

d. 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 West helps to ensure that all students' social-emotional needs are met by providing an academic and socially safe learning environment. Counseling services are available at the school as well as through social service referrals through SEDNET providers. School counselors have an open-door policy and students have access to them daily.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Attendance is monitored both daily and weekly by the attendance record clerk. Once a student reaches three unexcused absences, parents are contacted and an attendance contract is created. Student discipline is monitored closely due to our small, close-knit campus. Meetings with the administration are held with students and parents in an effort to modify behavior and prevent student withdrawal. Due to the three-year accelerated program that includes an eight-period daily schedule at Acceleration West, students who fail an ELA or mathematics course will either retake the class through Orange County Virtual School, Expectation Graduation APEX program, as a regular class the following year. Acceleration West offers daily OCVS classes each period in a computer lab on campus for all students, with priority going to students who lack the resources to participate and complete online courses at home. All students who receive a level 1 or level 2 on the previous year's state assessment in reading are scheduled into an intensive class for added support.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	24	1	16	5	13	59
One or more suspensions	0	0	0	0	0	0	0	0	9	0	1	1	2	13
Course failure in ELA or Math	0	0	0	0	0	0	0	0	13	7	18	4	8	50
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	39	11	19	0	0	69

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	24	5	16	4	6	55

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

Attendance is monitored both daily and weekly by the attendance record clerk. Once a student reaches three unexcused absences, parents are contacted and an attendance contract is created.

After school tutoring is conducted throughout the year on Mondays and Tuesdays from 2:30 until 4:00 and on Saturdays from 9:00 until 11:00. Tutoring is open to all students and includes all subject areas. The school provides bus passes for students who depend on public transportation to get home

from tutoring.

Schoolwide professional development to utilize instructional strategies obtained through the District Professional Learning Community to enhance literacy in the classroom will be conducted throughout the year for all instructional staff.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/464766>.

2. Description

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

2. 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.

Acceleration West is a Provision II Title I school that serves multiple communities from the north, west, and southwest areas of Orange County. We utilize retired educators that live in the community as volunteers to help staff and students on campus. The school also provides community service hours for seniors from area high schools to support staff and students on our campus. The school partners with the S.T.A.R.S. organization to procure school supplies for our students. We also accept food donations for our food pantry that is used to supply our needy, especially homeless students, with food items.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Morse, George	Principal
Mueller, Stephanie	Instructional Coach
Pluguez, George	Instructional Coach
Carswell, Shun	School Counselor

b. Duties

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

The principal builds the master schedule to meet all the state expectations for curriculum and graduation requirements. The principal and instructional coaches will write the SIP, monitor academic data, and perform classroom observations. Weekly leadership team meetings are utilized to discuss the academic climate of the campus. Instructional coaches will monitor school-wide student data, perform classroom observations and conduct professional development. The guidance counselor will counsel and academically mentor students, monitor student attendance, construct and monitor student schedules, and monitor student progression for graduation requirements.

2. 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.

Daily, our leadership team discusses specific needs and pressing issues. The team also meets monthly to analyze data from formative and summative classroom assessments and classroom observations to identify trends and generate action plans to address areas of concern. Teachers collect and analyze formative and summative assessment data. Lesson plans follow the district scope and sequence that aligns with state standards and reflects differentiated instruction based on student needs. Acceleration West is a Provision II Title I school with over 96% of the students receiving free or reduced lunch. We offer a complete free breakfast and lunch to every student every day. Title I funds are used to update the academic software needs of the curriculum and support the after-school tutoring program.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
George Morse	Principal
George Pluguez	Teacher
Bill Chambers	Business/Community
Latoya Clarke	Parent
Rennon Clarke	Parent
Sonya Williams	Parent
Lakisue Bradley	Parent
Rene Salguero	Education Support Employee
Kenneth Nicolas	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The 2016-17 School Improvement Plan goals were reviewed, discussed and evaluated by the School Advisory Council. While showing learning gains in some grade levels in reading and writing, we

continue to have to improve our proficiency rate in the FSA ELA assessment and the Algebra I EOC. To increase our school's proficiency levels, we agreed in the best interest of the school to provide job-embedded professional development to improve instruction. Schoolwide professional development through the District Professional Learning Community is provided to instructional staff throughout the year to increase the utilization of instructional strategies ultimately enhancing literacy in the classroom.

b. Development of this school improvement plan

The school leadership team initiated the school improvement process over the summer and created the SIP. The SAC reviewed the SIP at the September meeting and the committee discussed its components. We discussed the academic areas and goals that will be the focus for the school and its SIP goals. The two main goals for the 2017-2018 school improvement plan are to increase the level of effective instructional strategies in the classrooms and decrease the number of chronically absent students (students absent more than 10 percent of the school year)

c. Preparation of the school's annual budget and plan

The SAC discussed and planned for the annual 2017-2018 budget during the April 2017 meeting. The SAC will review this year's activities and expenses through the principal's report at the forthcoming meetings.

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

Last year we used \$700 of the school improvement funds for new school signage to welcome parents, students, and guests -- contributing to a safe, empowering environment.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Pluguez, George	Instructional Coach
Mueller, Stephanie	Instructional Coach
Morse, George	Principal
Gore, Valerie	Teacher, K-12
Mooring, Gayle	Teacher, K-12
Rigsby, Henriann	Teacher, K-12
Precil, Geraldine	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives to be addressed this year through the LLT will be to improve student performance in reading, writing, and vocabulary development for all grade levels. Reading will be addressed through a comprehensive approach using Reading Plus and differentiated instruction in order to focus on the six components of reading. Writing will be addressed school-wide via the Collins Writing Program. Vocabulary development is an integral component of each of these programs, especially content related vocabulary within each subject area. As a supplement to content area instruction, students will have access to vocabulary.com, a tool designed to increase vocabulary skills in all curriculum areas. Teachers will use data from Reading Plus, along with formative and summative classroom assessments, to drive their instruction. Teachers will use common planning to share researched based ideas and instructional strategies that are effective with our school population. Schoolwide professional development through the district professional learning community is provided to instructional staff to enhance literacy in the classroom. The principal and instructional coaches will monitor the use of the strategies in the classes through classroom observations and lesson plan reviews.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Each school year begins with a welcome back breakfast for teachers and staff on day one of pre-planning and a potluck luncheon together at the end of the pre-planning week. Teachers have a departmental common planning period each day which provides them the opportunity to collaborate, analyze data and build relationships. The early release of students on Wednesdays allows an additional hour each week for teachers to collaborate with each other, participate in staff development, and meet as a faculty.

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

The principal and instructional coaches work with staff to enhance their instructional practice through professional development that targets standards-based instruction, using data to drive instruction, and deepening the understanding of effective instructional strategies as seen in the Marzano instructional framework. Instructional coaches and veteran teachers serve as teacher mentors for all new teachers to provide support and help them to grow professionally, yielding high levels of teacher retention. The principal involves teachers in the master scheduling process so they have input into courses taught, course loads, and planning time. Existing teachers act as recruiters for qualified staff for instructional vacancies that arise during the year.

The principal interviews only certified in-field applicants for all vacancies.

The school SAC approves the use of school improvement funds to be used to help teachers take subject area certification exams for additional certification needed in critical shortage areas.

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

Acceleration West has three new teachers this year requiring a mentor. They are part of the OCPS Beginning Teacher Program by way of the Alternative Certification Program. They are paired with their departmental instructional coach and another teacher for mentoring. Teachers work closely with the instructional coach, peers, and the principal to learn the school's culture and to be effective instructors for all students.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 curriculum materials and the Florida Standards. Core instructional resources are provided through the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize these standards-based resources during daily instruction.

b. Instructional Strategies

1. 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 West uses data from a variety of sources including historical, state, and district assessments as well as data collected from educational programs, such as Reading Plus, Khan Academy, and Math Nation, to drive instructional practices. School-based formative and summative assessment data for each class is also used. These data sources allow teachers to group students in a variety of ways in order to provide differentiated instruction and to scaffold lessons based on student needs. Instructional coaches use one-on-one and small group pull-out programs that focus on specific skills to assist students having difficulty attaining the proficient or advanced levels on state assessments. Acceleration West offers an after-school tutoring program two days a week and Saturday school twice a month for all content areas as well as ACT and SAT prep.

2. 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: Weekend Program

Minutes added to school year: 3,600

15 four-hour Saturday school sessions to include all content areas, ACT/SAT prep. and AP test practice.

Strategy Rationale

To provide students supplemental, differentiated instruction in order to increase student achievement in all areas.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Carswell, Shun, shunta'.crockett-carswell@ocps.net

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

Prior state assessment and classroom student data.

Strategy: After School Program

Minutes added to school year: 6,750

Weekly after-school tutoring will be held on Monday and Tuesday from 2:30 - 4:00 in all academic areas, FSA ELA, and EOC assessment prep.

Strategy Rationale

Students will receive additional differentiated instruction to promote academic success in their classes, on the state FSA, and on the Algebra I EOC exam. The targeted instruction will provide additional academic support generated by student needs.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Carswell, Shun, shunta.crockett-carswell@ocps.net

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

Historical Algebra I EOC, FSA and ELA assessment data along with weekly class grades are used for placement recommendations. Ongoing classroom formative and summative assessment data and student grades are monitored for placement and effectiveness.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Acceleration West provides students with a safe, secure, and caring learning environment. Acceleration West provides students with enrichment resources such as tutoring, intensive reading, and writing courses for added academic support. All students are provided opportunities for academic tutoring. We maintain a flexible open door policy for both parents and students. We provide a low teacher to student ratio. Incoming eighth and ninth grade students are provided an opportunity to take a college and career interest inventory. These students are also double blocked with liberal arts math 1 and algebra 1 for added support for the algebra 1 curriculum. This is important for the 8th-grade transition, as these students are entering algebra 1 without having taken pre-algebra in middle school. The transition for these students is a focus of our leadership team and teachers. The importance of success is stressed to each student starting with their first year in high school. Post-secondary choices (college, technical school, military, and workforce) are introduced during the first year of attendance. Outgoing students are provided with continued academic support. Scholarship, volunteer, testing, and employment information is provided. Assistance with completion of applications for post-secondary admission, financial aid forms, scholarships, community service, and employment is provided. Acceleration West offers the SAT on campus during the school day twice a year to all sophomores, juniors and seniors to help those students who can't afford test fees and have transportation issues that prevent them from participating in Saturday testing. Acceleration West provides applicable students with financial assistance through assessment fee waivers (SAT or ACT).

Acceleration West provides students with opportunities to meet with post-secondary education and employment representatives.

b. College and Career Readiness

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

Students are encouraged to participate in college/career fairs, visit post-secondary campuses in person and virtually. The school staff takes and escorts seniors on two college visits annually. Students are provided with interest inventory assessments for the purpose of matching students' interests with potential career choices.

The guidance counselor meets with students both individually and in small groups to discuss courses needed for graduation, college admission requirements, technical school admission, and scholarship opportunities.

Testing information is provided for FSA, EOC, SAT, ACT, PERT, and TABE. Tutoring for SAT, ACT, and PERT assessment is offered throughout the year to help students prepare for these college-ready assessments. Parent Information Night is held to inform parents about graduation requirements, testing requirements, dual enrollment opportunities and scholarship opportunities. Financial Aid Day is provided to inform parents and students of the financial aid process for all post-secondary institutions. College and career information is disseminated through classroom visits and guidance conferences.

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

Acceleration West offers qualified students dual enrollment opportunities with Valencia College and all Orange Technical College.

Acceleration West offers Industry Certification courses in Digital Information Technology and Digital Design I & II.

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

Students are offered and placed in courses based on standardized test scores, prior grades, teacher recommendations, student and parent requests. Students are offered Industry Certification courses in Digital Information Technology and Digital Design I & II where students are able to obtain industry certification,

Acceleration West offers qualified students dual enrollment opportunities with Valencia College and all Orange Technical College campuses.

4. 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.

Our first two graduating classes of 2015 and 2016 had a graduation rate of 76% and the class of 2017 was at 88%. We currently do not have any data from the High School Feedback Report. Our students are provided with a rigorous curriculum as set forth by OCPS and FLDOE. Core instructional resources are provided through the Instructional Management System (IMS) and are aligned to the Florida Standards. Acceleration West utilizes these standards-based resources during daily instruction. We also provide our students with enrichment courses aligned with FLDOE standards. Academic tutoring is available three days per week after school.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** Acceleration West will decrease the school's daily absentee rate by utilizing multiple strategies in order to increase student achievement.

- G2.** Acceleration West will increase the effectiveness of standards-based instruction and the use of instructional strategies within the Marzano Instructional Framework addressing content delivery at the applying level. (Division Priority: Accelerate student performance)

Strategic Goals Detail

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

G1. Acceleration West will decrease the school's daily absentee rate by utilizing multiple strategies in order to increase student achievement. 1a

G095565

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Lack of sufficient interventions for students who do not attend school on a regular basis
- Lack of consistent monitoring plan for student attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Attendance records clerk
- ProgressBook student attendance system
- Guidance counselor
- SMS attendance data
- Parents

Plan to Monitor Progress Toward G1. 8

SMS attendance reports will be used to determine the progress toward the goal.

Person Responsible

Shun Carswell

Schedule

Biweekly, from 10/14/2017 to 5/22/2018

Evidence of Completion

SMS attendance reports will be used to determine the progress toward the goal. Progress is indicated by the number of students who decrease their number of days absent from school.

G2. Acceleration West will increase the effectiveness of standards-based instruction and the use of instructional strategies within the Marzano Instructional Framework addressing content delivery at the applying level. (Division Priority: Accelerate student performance) 1a

G095566

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal 3

- Teachers need to deepen their knowledge and practice the use of effective strategies within the Marzano Instructional Framework.
- Multiple observers with inconsistent ratings and feedback to teachers.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development training for teachers in the Marzano Instructional Framework
- Coaching for teachers in the area of effective use of instructional strategies within the Marzano Instructional Framework.
- Teachers' daily planning period
- Book study: Becoming a Reflective Teacher
- Two instructional coaches and one administrator trained in the effective use of instructional strategies within the Marzano Instructional Framework.
- Scheduled professional learning communities during the school day.

Plan to Monitor Progress Toward G2. 8

The administrator will monitor for appropriate standards-based instruction during observations. Regular lesson reviews and classroom observations will be conducted to ensure that lessons taught were differentiated based on data and aligned to the standards with instruction aligned to the Marzano Instructional Framework.

Person Responsible

George Morse

Schedule

Monthly, from 9/12/2017 to 5/29/2018

Evidence of Completion

Data from iObservation, Florida State Assessments, and formative and summative student data will be used to monitor progress toward meeting this goal.

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. Acceleration West will decrease the school's daily absentee rate by utilizing multiple strategies in order to increase student achievement. **1**

 G095565

G1.B2 Lack of sufficient interventions for students who do not attend school on a regular basis **2**

 B257305

G1.B2.S1 Principal, counselor and dean will meet with students who are chronically absent. **4**

 S272231

Strategy Rationale

Meeting one on one with students will help to build relationships among school leadership and students and encourage school attendance.

Action Step 1 **5**

Principal, counselor and dean will meet with students who are chronically absent.

Person Responsible

Shun Carswell

Schedule

Monthly, from 10/17/2017 to 5/29/2018

Evidence of Completion

Meetings with students will be evidenced by school attendance spreadsheet containing all students and absences, and meeting logs.

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

Attendance clerk will maintain and monitor the Excel spreadsheet and notify leadership when student absences reach five. Principal will monitor the meeting log and school attendance spreadsheet to ensure the meetings occur.

Person Responsible

George Morse

Schedule

On 5/29/2018

Evidence of Completion

SMS attendance data, meeting logs, and the school attendance spreadsheet will be used as evidence of the implementation of the planned action steps.

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

SMS attendance data will be monitored to determine the effectiveness of the implementation of the planned action steps.

Person Responsible

Shun Carswell

Schedule

On 5/29/2018

Evidence of Completion

SMS attendance data will be used to determine the effectiveness of the implementation of the planned action steps. The measure of effectiveness will be percent of students who decrease their number of absences following implementation.

G1.B2.S2 The school will contact parents after students have accrued five or more absences within a month. 4

S272232

Strategy Rationale

Parents will be informed of potential academic consequences should the student fail to improve their daily attendance rate. This allows for collaboration between parents and the school in an effort to improve attendance.

Action Step 1 5

The school will send a letter to parents in order to notify them of attendance issues.

Person Responsible

Shun Carswell

Schedule

Biweekly, from 10/14/2017 to 5/8/2018

Evidence of Completion

SMS attendance data will be used to identify students with five or more absences within a month. Copies of the letters will be kept on file with the attendance clerk.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Maintain an attendance spreadsheet of students who accrue more than five absences and ensure letters were mailed home.

Person Responsible

Shun Carswell

Schedule

Biweekly, from 10/14/2017 to 5/26/2018

Evidence of Completion

SMS attendance data, school attendance spreadsheet and copies of letters mailed home will be used to ensure the implementation of the planned action steps.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Monitoring of SMS absentee data will be used to determine the effectiveness of implementation of the planned action steps.

Person Responsible

George Morse

Schedule

Monthly, from 10/14/2017 to 5/26/2018

Evidence of Completion

The monitoring of SMS attendance data will be used to determine the effectiveness of implementation. A decrease in student absenteeism will be the target for effective implementation of the planned action steps.

G2. Acceleration West will increase the effectiveness of standards-based instruction and the use of instructional strategies within the Marzano Instructional Framework addressing content delivery at the applying level. (Division Priority: Accelerate student performance) 1

G095566

G2.B1 Teachers need to deepen their knowledge and practice the use of effective strategies within the Marzano Instructional Framework. 2

B257307

G2.B1.S2 Offer job embedded instructional coaching on the use of effective instructional strategies as defined within the Marzano Instructional Framework. 4

S272236

Strategy Rationale

Coaching will provide guidance and feedback for teachers while they research, practice, and assess the use of effective instructional strategies.

Action Step 1 5

The school will provide job embedded instructional coaching for teachers in the use of effective instructional strategies as defined within the Marzano Instructional Framework. Schoolwide professional development through the district professional learning community is provided to instructional staff throughout the year to increase the utilization of instructional strategies, ultimately enhancing literacy in the classroom.

Person Responsible

George Morse

Schedule

Biweekly, from 8/22/2017 to 5/22/2018

Evidence of Completion

iObservation coaching observations, training sign in logs, and coaching log

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Develop and implement a coaching cycle calendar

Person Responsible

George Pluguez

Schedule

Monthly, from 8/22/2017 to 5/22/2018

Evidence of Completion

Calendar and iObservation coaching observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monitor the effective use of strategies within the instructional model

Person Responsible

George Morse

Schedule

Monthly, from 8/29/2017 to 5/22/2018

Evidence of Completion

Formal, informal, and coaching observations will be used to determine if teachers are demonstrating the use of effective instructional strategies on a daily basis. Student assessment data will be used to determine the effectiveness of the teacher use of the instructional strategies.

G2.B1.S3 Acquire print and electronic resources on effective instructional strategies for teachers to read and reflect. 4

 S272237

Strategy Rationale

The establishment of a professional library will allow teachers to research, practice, assess, and reflect on effective instructional strategies that fit within their content area.

Action Step 1 5

The school will develop and sustain a professional library.

Person Responsible

Stephanie Mueller

Schedule

On 5/22/2018

Evidence of Completion

An electronic catalog of materials will be used to log teacher use of materials. Lesson plans and teacher observations will be used to determine teacher use of the researched strategies.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

The purchase and use of the materials will be monitored.

Person Responsible

Stephanie Mueller

Schedule

Weekly, from 8/22/2017 to 5/22/2018

Evidence of Completion

Electronic catalog will be monitored for material check-out, PLC meeting notes will be monitored for book study/sharing of information and lesson plans will be monitored for use of the strategies. DPP plans will be monitored for teacher reflections that include the materials from the professional library.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Monitor use of professional library, sharing with colleagues, and use of researched strategies in the classroom

Person Responsible

Stephanie Mueller

Schedule

Monthly, from 8/22/2017 to 5/22/2018

Evidence of Completion

PLC meetings, lesson plans, and classroom observations will be used to monitor the implementation of the strategies researched.

G2.B2 Multiple observers with inconsistent ratings and feedback to teachers. 2

B257308

G2.B2.S1 Improve the inter rater reliability among observers through the use of instructional rounds. 4

S272238

Strategy Rationale

Instructional rounds will create consistency among observers.

Action Step 1 5

Observers will improve the inter-rater reliability by conducting instructional rounds.

Person Responsible

George Morse

Schedule

Monthly, from 9/5/2017 to 5/22/2018

Evidence of Completion

PLC minutes

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Schedule instructional rounds

Person Responsible

George Morse

Schedule

On 5/22/2018

Evidence of Completion

Schedule of instructional rounds and administration meeting minutes

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Review data from iObservation

Person Responsible

Stephanie Mueller

Schedule

Monthly, from 9/8/2017 to 5/22/2018

Evidence of Completion

iObservation coaching, informal and formal observations

G2.B2.S2 Initiate a PLC among observers (school administration and coaches) with a focus on providing teachers with consistent, frequent, meaningful and supporting feedback. Create a calendar for administration PLC Meetings. 4

 S272239

Strategy Rationale

Providing teachers with quality actionable feedback will result in an increase in observable effective teaching as measured with the Marzano Instructional Framework. Meeting as a PLC will allow observers to improve the rater reliability, therefore, make feedback to teachers more consistent and meaningful.

Action Step 1 5

Observers will create a calendar for administration PLC meetings

Person Responsible

George Pluguez

Schedule

Monthly, from 9/5/2017 to 5/22/2018

Evidence of Completion

Administration PLC meeting minutes

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Conducting the administration PLC meetings to review data

Person Responsible

George Morse

Schedule

Monthly, from 10/2/2017 to 5/22/2018

Evidence of Completion

Reports from iObservation and administration PLC meeting minutes

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Analysis of data from iObservation

Person Responsible

George Morse

Schedule

Monthly, from 10/1/2017 to 6/3/2018

Evidence of Completion

Trends and results from iObservation reports data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S2.A1 A365163	The school will send a letter to parents in order to notify them of attendance issues.	Carswell, Shun	10/14/2017	SMS attendance data will be used to identify students with five or more absences within a month. Copies of the letters will be kept on file with the attendance clerk.	5/8/2018 biweekly
G1.MA1 M391021	SMS attendance reports will be used to determine the progress toward the goal.	Carswell, Shun	10/14/2017	SMS attendance reports will be used to determine the progress toward the goal. Progress is indicated by the number of students who decrease their number of days absent from school.	5/22/2018 biweekly
G2.B2.S1.MA1 M391028	Review data from iObservation	Mueller, Stephanie	9/8/2017	iObservation coaching, informal and formal observations	5/22/2018 monthly
G2.B2.S1.MA1 M391029	Schedule instructional rounds	Morse, George	9/1/2017	Schedule of instructional rounds and administration meeting minutes	5/22/2018 one-time
G2.B2.S1.A1 A365168	Observers will improve the inter-rater reliability by conducting instructional rounds.	Morse, George	9/5/2017	PLC minutes	5/22/2018 monthly
G2.B1.S2.MA1 M391024	Monitor the effective use of strategies within the instructional model	Morse, George	8/29/2017	Formal, informal, and coaching observations will be used to determine if teachers are demonstrating the use of effective instructional strategies on a daily basis. Student assessment data will be used to determine the effectiveness of the teacher use of the instructional strategies.	5/22/2018 monthly
G2.B1.S2.MA1 M391025	Develop and implement a coaching cycle calendar	Pluguez, George	8/22/2017	Calendar and iObservation coaching observations	5/22/2018 monthly
G2.B1.S2.A1 A365166	The school will provide job embedded instructional coaching for teachers in the use of effective...	Morse, George	8/22/2017	iObservation coaching observations, training sign in logs, and coaching log	5/22/2018 biweekly
G2.B2.S2.MA1 M391031	Conducting the administration PLC meetings to review data	Morse, George	10/2/2017	Reports from iObservation and administration PLC meeting minutes	5/22/2018 monthly
G2.B2.S2.A1 A365169	Observers will create a calendar for administration PLC meetings	Pluguez, George	9/5/2017	Administration PLC meeting minutes	5/22/2018 monthly
G2.B1.S3.MA1 M391026	Monitor use of professional library, sharing with colleagues, and use of researched strategies in...	Mueller, Stephanie	8/22/2017	PLC meetings, lesson plans, and classroom observations will be used to monitor the implementation of the strategies researched.	5/22/2018 monthly
G2.B1.S3.MA1 M391027	The purchase and use of the materials will be monitored.	Mueller, Stephanie	8/22/2017	Electronic catalog will be monitored for material check-out, PLC meeting notes will be monitored for book study/sharing of information and lesson plans will be monitored for use of the strategies. DPP plans will be monitored for teacher reflections that include the materials from the professional library.	5/22/2018 weekly
G2.B1.S3.A1 A365167	The school will develop and sustain a professional library.	Mueller, Stephanie	8/22/2017	An electronic catalog of materials will be used to log teacher use of materials. Lesson plans and teacher observations will be used to determine teacher use of the researched strategies.	5/22/2018 one-time
G1.B2.S2.MA1 M391019	Monitoring of SMS absentee data will be used to determine the effectiveness of implementation of...	Morse, George	10/14/2017	The monitoring of SMS attendance data will be used to determine the effectiveness of implementation. A decrease in student absenteeism will be	5/26/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				the target for effective implementation of the planned action steps.	
G1.B2.S2.MA1 M391020	Maintain an attendance spreadsheet of students who accrue more than five absences and ensure...	Carswell, Shun	10/14/2017	SMS attendance data, school attendance spreadsheet and copies of letters mailed home will be used to ensure the implementation of the planned action steps.	5/26/2018 biweekly
G2.MA1 M391032	The administrator will monitor for appropriate standards-based instruction during observations....	Morse, George	9/12/2017	Data from iObservation, Florida State Assessments, and formative and summative student data will be used to monitor progress toward meeting this goal.	5/29/2018 monthly
G1.B2.S1.MA1 M391017	SMS attendance data will be monitored to determine the effectiveness of the implementation of the...	Carswell, Shun	10/14/2017	SMS attendance data will be used to determine the effectiveness of the implementation of the planned action steps. The measure of effectiveness will be percent of students who decrease their number of absences following implementation.	5/29/2018 one-time
G1.B2.S1.MA1 M391018	Attendance clerk will maintain and monitor the Excel spreadsheet and notify leadership when student...	Morse, George	10/14/2017	SMS attendance data, meeting logs, and the school attendance spreadsheet will be used as evidence of the implementation of the planned action steps.	5/29/2018 one-time
G1.B2.S1.A1 A365162	Principal, counselor and dean will meet with students who are chronically absent.	Carswell, Shun	10/17/2017	Meetings with students will be evidenced by school attendance spreadsheet containing all students and absences, and meeting logs.	5/29/2018 monthly
G2.B2.S2.MA1 M391030	Analysis of data from iObservation	Morse, George	10/1/2017	Trends and results from iObservation reports data	6/3/2018 monthly

V. Professional Development Opportunities

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

G2. Acceleration West will increase the effectiveness of standards-based instruction and the use of instructional strategies within the Marzano Instructional Framework addressing content delivery at the applying level. (Division Priority: Accelerate student performance)

G2.B1 Teachers need to deepen their knowledge and practice the use of effective strategies within the Marzano Instructional Framework.

G2.B1.S2 Offer job embedded instructional coaching on the use of effective instructional strategies as defined within the Marzano Instructional Framework.

PD Opportunity 1

The school will provide job embedded instructional coaching for teachers in the use of effective instructional strategies as defined within the Marzano Instructional Framework. Schoolwide professional development through the district professional learning community is provided to instructional staff throughout the year to increase the utilization of instructional strategies, ultimately enhancing literacy in the classroom.

Facilitator

Stephanie Mueller

Participants

All instructional staff

Schedule

Biweekly, from 8/22/2017 to 5/22/2018

G2.B1.S3 Acquire print and electronic resources on effective instructional strategies for teachers to read and reflect.

PD Opportunity 1

The school will develop and sustain a professional library.

Facilitator

Stephanie Mueller

Participants

All instructional staff

Schedule

On 5/22/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B2.S1.A1	Principal, counselor and dean will meet with students who are chronically absent.				\$0.00
2	G1.B2.S2.A1	The school will send a letter to parents in order to notify them of attendance issues.				\$0.00
3	G2.B1.S2.A1	The school will provide job embedded instructional coaching for teachers in the use of effective instructional strategies as defined within the Marzano Instructional Framework. Schoolwide professional development through the district professional learning community is provided to instructional staff throughout the year to increase the utilization of instructional strategies, ultimately enhancing literacy in the classroom.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	General Fund		\$1,000.00
			<i>Notes: substitutes</i>			
4	G2.B1.S3.A1	The school will develop and sustain a professional library.				\$0.00
5	G2.B2.S1.A1	Observers will improve the inter-rater reliability by conducting instructional rounds.				\$0.00
6	G2.B2.S2.A1	Observers will create a calendar for administration PLC meetings				\$0.00
					Total:	\$1,000.00