

Orange County Public Schools

# Acceleration East



2017-18 Schoolwide Improvement Plan

## Acceleration East

2274 S SEMORAN BLVD, Orlando, FL 32822

<https://accelerationeasths.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	90%

### 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 East

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	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.

Many of our students are identified as at-risk; thus, the sense of connection to school is most important for them.

Acceleration East 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. Acceleration East is committed to all students meeting high academic standards. The faculty and staff have taken on the responsibility of ensuring all students reach their full potential; therefore, teachers participate in a student mentoring program to assist our students holistically. 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 East conducts several student activities (e.g., Hispanic Heritage Month, multicultural day, talent shows, etc.) each year to demonstrate to our students that they are valued members of the school community. In addition to those experiences, our students are provided multiple opportunities to experience academic success.

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

Acceleration East values all aspects of the learning process which includes intellectual, social, emotional, and civic. Acceleration East promotes safety in its community by encouraging all students, parents, and school personnel to notify administration of any inappropriate language or behaviors noticed before, during, and after school. Acceleration East administration responds in a socially responsible way to cruel, mean, or bullying behaviors using the policy and procedures OCPS has in place for handling misconduct.

All leadership and classified team members are assigned to areas for supervision before, during, and after school hours in accordance with OCPS policy. The leadership team is visible during instructional time while supporting teachers and conducting classroom observations.

##### 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.

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 with ensuring a safe and orderly

working and learning environment. All students are expected to follow the OCPS Code of Student Conduct which defines school rules and policies regarding student conduct and discipline.

The goal of the Acceleration East 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. In order to help students understand expectations for success, specific forms such as dress code, cell phone, and tardy will be disseminated to the students when the rules are not followed. Every teacher in the school covers the OCPS Code of Student Conduct 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 behavioral disabilities.

**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 East 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.

### 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.**

Students are 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 English Language Arts FSA or Mathematics FSA (Florida Standards Assessment data is not available at this time)

**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	0	19	31	9	16	75	
One or more suspensions	0	0	0	0	0	0	0	0	0	5	6	1	1	13	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	22	39	8	17	86	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	27	30	0	0	57	

**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	0	23	32	6	5	66	

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

Acceleration East 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 behavioral 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, or other staff). The student may also be placed on a behavior or attendance contract. Tutoring is offered to the students for additional academic support before school, during school, and after school.

## 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/464723>.

**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.**

Parents receive communication about school events through the school's website, email, Progress Book, Facebook, Twitter, and school newsletter. 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 East email list. Acceleration East maintains Partners in Education through local businesses including Excellence Assisted Living Facility, Rosen Plaza, Rosen Centre, and Chick-fil-A.

## 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
Loftus, Douglas	Principal
Webster-Gardiner, David	School Counselor
Smith, Kimberly	Other
Arizola, Arthur	Other
Durkee, Kelly	Other
Herring, Jamilla	Instructional Coach
Soriano, John	Other
Williams, James	Dean

## b. Duties

### ***1. 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
- Assists with testing
- Oversees school budget
- Monitors lowest 25% of students schoolwide
- Primary media contact
- Total school progress monitoring
- Recruitment of staff, students, and teachers
- Responsible for AdvancED Accreditation
- Responsible for School Improvement Plan & School Advisory Committee
- Author of the student handbook
- Conduct student interviews
- Conduct teacher observations

Guidance Counselor - David Webster Gardiner

Goal # 1: Increase teacher efficacy relating to student achievement through planning and implementation of rigorous professional development.

- Completes the master schedule with minimal course changes for teachers during the school day, based on student needs
- Schedules students for required classes to keep them on track for graduation
- Reminds teachers when grades are due and double checks that all students have a grade for each grading period
- Provides support for teachers by communicating and updating student progress

Goal # 2: Implement School, District and State Initiatives

- Schedules and attends parent-teacher conferences
- Ensures students will have an accurate schedule for the first day of school
- Attends all Guidance Counselor meetings hosted by the district
- Plans an Open House for new parents and students to tour the school before the first day of school

Goal # 3: Infuse multiple sources of data to improve student achievement

- Constructs senior data walls to track seniors throughout the school year
- Constructs underclass data wall for students who need to be monitored for academic success
- Provides necessary support for all students to increase the graduation rate

- Understands the 2017-2018 School Improvement Plan, including the school's goals, reviews and analyzes data of all students

SAFE Coordinator - John Soriano

Goal # 1: Increase teacher efficacy relating to student achievement through planning and implementation of rigorous professional development

- Monitors all teachers and students and provide coaching and support to struggling teachers
- Provides support to administrative personnel: dean, LRS, staffing specialist, and guidance
- Encourages teachers to be trained in Marzano's iObservation
- Attends conferences and post-conference meetings with all teachers relating to student issues
- Provides necessary support for teachers and students regarding academic, personal, and social concerns to help reduce the dropout rate and increase the graduation rate

Goal # 2: Increase the safety and effectiveness of Acceleration East

- Collaborates with Mr. Williams concerning potential discipline issues
- Understands the 2017-2018 SAFE School Plan
- Conducts one-on-one meetings with students who are in need (e.g., food assistance, clothing assistance, transportation assistance, counseling, etc.)
- Coordinates the food pantry and other community events/activities
- Communicates with social workers and district personnel regarding student issues

Goal # 3: Implement School, District and State Initiatives

- Coordinates SAFE Ambassadors Program
- Understands the 2017-2018 School Improvement Plan and corresponding school goals
- Provides support for all teachers by providing professional development opportunities relating to SAFE, link crew, and student mentoring throughout the school year
- Communicates directly to the principal regarding severe student issues (e.g., child abuse, neglect, etc.)
- Collaborates with Mr. Williams concerning potential discipline issues
- Implements student mentoring program/peer mediation with fidelity
- Assists with testing and ensures the process is executed with 100% accuracy

Dean - James Williams

Goal #1: Reduce student misbehavior and referral rates from the 2016-2017 school year

- Enforces necessary interventions at the classroom level and assists substitute teachers in the application of classroom management
- Processes discipline referrals and trains teachers to correctly complete this form
- Works with general education, ELL, 504, and ESE students
- Conferences and post-conferences discipline meetings with students and parents
- Reviews discipline data and shares with administration team (faculty/staff if applicable)
- Creates intervention strategies to deter inappropriate behavior and increase appropriate behavior
- Mentors and counsels students as well as conducts student mediations
- Communicates with parents daily to discuss behaviors, interventions, and provides supplementary information as well as support
- Monitors attendance and truancy patterns, which includes collaborative efforts with attendance clerk and social worker
- Attends essential and applicable professional development courses, including, but not limited to: discipline, current drug trends, search and seizure, and restraint
- Conducts and assists in investigations leading to evidence of an infraction, which also includes collaborative efforts with law enforcement

Goal #2: Promote student achievement by ensuring a safe learning environment

- Supervises students during bus drop-off and pickup, class change, breakfast, and lunch
- Coordinates with administration to facilitate an effective discipline process focusing on student academic achievement, social development, and positive behavior support system (PBS)
- Works in conjunction with security attendant Mr. Arizola regarding the implementation of the Safe School Plan
- Conducts building and classroom walkthroughs
- Assists with bus evacuation drills
- Assists with fire, lockdown/active assailant, and severe weather drills
- Prepares SAFE referrals and collaborates with the SAFE coordinator to ensure a safe learning environment as well as supporting families to promote a positive home environment for all students

Goal #3: Implement school, district, and state initiatives

- Coordinates the creation and updates to the 2017-2018 School Improvement Plan and analyzes data of all students aligned to the school improvement goals
- Plans for and conducts the annual administration of AdvancED school climate surveys for students, staff, and parents
- Attends level 4 discipline meetings and assists with the review or preparation of appropriate level 4 packets
- Assists with the Child Study Team meetings
- Reviews the OCPS Code of Student Conduct with students
- Collaborates with Partners in Education
- Collects, uploads, and maintains documentation for compliance with Title I
- Creates, distributes, and maintains the Title I Parental Involvement Plan and Acceleration East Compact
- Conducts quarterly professional development for instructional staff on parental involvement
- Monitors PLC meetings through the use of SharePoint
- Assists with morning or afternoon announcements
- Conducts teacher coaching observations

Goal #4: Promote student achievement by ensuring a positive learning environment

- Focuses 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% of students
  - o Collaborating with guidance counselor to ensure success

Instructional Coach - Jamilla Herring

Goal # 1: Increase teacher efficacy relating to student achievement through planning and implementation of rigorous professional development

- Conducts needs assessment of faculty and staff
- Creates and implement professional development calendar
- Creates an instructional focus calendar based on student data
- Identifies teachers in need of assistance
- Assists in screening assessments

Goal # 2: Increase the effectiveness of Acceleration East professional learning communities (PLCs)

- Reviews submitted PLC forms and minutes
- Reviews MTP/Unit plans
- Identifies bottom quartile students (lowest 25%) and assists teachers in creating a plan to support

these students

- Attends PLC meetings

Goal # 3: Implement school, district and state initiatives

- Assists in development and implementation of the SIP
- Develops and implements the school literacy plan with a special emphasis on vocabulary development
- Develops and implements the school writing plan
- Attends all appropriate trainings and district meetings
- Assists with testing

Goal # 4: Implement the coaching model

- Provides mentors for new teachers
- Assists teachers with planning
- Assists teachers with gathering appropriate resources
- Delivers model lessons
- Conducts regularly scheduled data meetings
- o Coach initially models, works side-by-side, and then transitions to teacher led
- Conducts regular coaching observations that includes timely, actionable feedback to teachers
- Implements full coaching cycle with identified teachers

Staffing Specialist - Kim Smith

Goal # 1: Increase teacher efficacy relating to student achievement through planning and implementation of rigorous professional development

- Supports assigned consultation students (tracking progress, developing/monitoring IEPs)
- Consults with general education teachers (emphasis on reading and math)
- Provides on-going support for all ESE staff
- Provides student and staff support for implementing accommodations in the classroom
- Identifies sources for post-secondary support for students with disabilities
- Understands and implements the IEP
- Works cooperatively with staff to coordinate appropriate services for ESE students
- Provides support and situational guidance to the administration team on issues related to the ESE population
- Works cooperatively with the dean and discipline support staff for ESE student behavior concerns
- Works directly with the guidance counselor to assist in the development of ESE/ELL/504 student schedules
- Meets with teachers regarding individual students as needed to assist in their academic achievement
- Works directly with Clinic Assistant and County Nurse to develop Nursing Plans on student with health needs

Goal # 2: Implement school, district and state initiatives

- Collaborates with parents, general education teachers, ESE staff, administration and district level staff in positive and effective manner to help keep the focus on ESE student success
- Attend conferences, workshops, meetings, and in-service trainings that will emphasize current policies, procedures, and legal issues associated with IEPs, 504 plans, or ELL students
- Assist with the testing of all ESE, ELL, and 504 students
- Conduct all necessary meetings for compliance for ESE, ELL, and 504 students
- Complete TPI (Transition Planning Inventory) as required Standard Diploma ESE students
- Understands the 2017-2018 School Improvement Plan and the corresponding school goals

Goal # 3: Infuse multiple sources of data to improve student achievement

- Monitors student data and provides academic support for all ESE, ELL, and 504 students on their academic progress
- Tracks 11th and 12th grade standard diploma ESE students for graduation course requirement completion
- Identifies declining grades and student GPA concerns
- Assists with the guidance data wall

Testing Coordinator - Barry Hall

Goal # 1: Increase teacher efficacy relating to student achievement through planning and implementation of rigorous professional development

- Oversees all district, state, and national testing
- Promotes effective test taking strategies to all teachers and selected students
- Provides support to CRT's and Staffing Specialist
- Identifies students who need extra support for testing
- Disseminates all national, state, and district assessment results with principal, leadership team, and faculty
- Delivers professional development workshops to all teachers regarding testing procedures
- Increases graduation rate and reduces the dropout rate

Goal # 2: Implement school, district, and state initiatives

- Understands the 2017-2018 School Improvement Plan and the school improvement goals
- Secures and analyzes all student data
- Assists with all student activities and communicates to the principal all upcoming events
- Manages the testing calendar
- Attends trainings provided by the district's assessment office

Goal # 3: Infuse multiple sources of data to improve student achievement

- Provides testing data for the principal's update and to the district
- Assists with the guidance data walls
- Serves as the school's testing coordinator
- Works with guidance to determine placement of students based on testing data (e.g., AP courses, honors courses, etc.)
- Serves as sophomore class council advisor
  - o Supervises meetings
  - o Assists in sophomore sponsored events (including talent show)
  - o Plans, prepares, and serves as lead chaperone for sophomore class field trip
- Serves as yearbook sponsor
  - o Schedules picture day and retakes
  - o Guides students as they plan, prepare, edit, and market the 2017-2018 yearbook
  - o Collects funds for yearbook sales
  - o Communicates with Herff Jones and Dean Stewart Photography regarding yearbook and portrait contracts and any additional meetings/scheduling required for 2017-2018 Yearbook

Security - Art Arizola

- Assists 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, student bus issues
- Correctly processes discipline referrals as well as assists teachers with correct completion of this form
- Conducts and assists with investigations leading to evidence of an infraction, which also includes collaborative efforts with law enforcement
- Mentors and counsels students as well communicates with parents daily to discuss behaviors, interventions, and provide supplementary information as well as support

- Collaborates with SAFE coordinator to ensure a safe learning environment as well as supporting families to promote a positive home environment for all students
- Attends level 4 discipline meetings and assists with the review of preparation of level 4 discipline packets
- Conducts building and classroom walkthroughs
- Monitors all students and provides coaching and support to struggling teachers
- Provides support to administrative personnel
- Provides discipline data for principal's update and to the district
- Conducts bus evacuation drills
- Conducts fire drills, lock down drills, severe weather drills, bomb threat procedures, and active shooter drill
- Responds to emergencies and critical incidents for the purpose of confining, resolving, or preventing injurious or otherwise hazardous situations
- Conducts 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 security cameras
- Designated as alternate on-scene command liaison working with fire/police officials during the absence of the principal on the school's Emergency Response Team
- Updates school's crisis plans and emergency evacuation plans
- Manages the facilities (school maps, work orders, and student/faculty parking)
- Oversees the school's portable radios and facility keys
- Manages the school security alarm
- Understands the 2017-2018 School Improvement Plan and school improvement goals
- Obtains and analyzes student discipline data
- Tracks student discipline data
- Provides ID badges for new students
- Promotes visibility before, during, and after school

A shared decision-making process is followed through a weekly leadership meeting, wherein each team member contributes to the process.

**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.**

The leadership team meets on a weekly basis to discuss alignment of resources and data to meet the needs of all students. Resources discussed include the following:

- 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 currently established along with areas in need of development
- Analysis of disaggregated data in order to identify trends and plan appropriate interventions
- Development of assessment strategies and calendars (e.g., universal screening, progress monitoring, diagnostic assessment)



- Development of processes to ensure intervention fidelity
- Implement the school improvement plan

Title 1 Part A - Acceleration East is enhanced by the coordination and integration of programs and funds. Title I funds enhance the campus through parental involvement programs, professional development, student support (after school tutoring program), and additional core instruction.

Title III - Acceleration East does not receive Title III funds.

Title X- Homeless - The district provides professional development regarding homeless students. Information is disseminated to our school through the SAFE Coordinator. As students are identified through registration, confidential assistance (e.g., food assistance, clothing assistance, transportation assistance, counseling, etc.) is provided to students experiencing homelessness.

Supplemental Academic Instruction (SAI) - SAI funds have been instrumental in assisting Acceleration East by providing our Level I and II students with remediation in reading, math, and science. SAI funds also provide supplies, materials, and additional academic instruction.

Violence Prevention Programs - Acceleration East offers many violence prevention programs that include: Red Ribbon Week, Non Violence Month, and other programs through the Teaching Tolerance curriculum materials. Students in need of financial assistance are provided with school supplies, backpacks, personal products, dance tickets, uniforms, and any other items needed to be successful so that all students feel connected to their school. The SAFE Program offers 'Thanks for Thanksgiving' and 'Angels and Elves' that provide food and supplies for Thanksgiving and/or Christmas for the student and their family. Finally, Acceleration East targets parents during orientations, open house, PTSA, SAC, newsletters, Facebook, Twitter, and YouTube to ensure they are aware of resources available to their student. By working together to keep everyone aware and informed, we help meet each student's basic needs and create a feeling of connection and family. When everyone feels connected, able to maintain their dignity, or engage in stress relief strategies, we are 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. Students are able to bring groceries home to ensure they are receiving enough nutrition to learn effectively.

Career and Technical Education - Acceleration East works with all five campuses of Orange Technical College for dual enrollment of students who are pursuing certification in cosmetology, hospitality, culinary, diesel mechanic, photography, nursing, and veterinary programs.

The SAFE Ambassador program is part of Acceleration East this year. This program is for all students and enhances student leadership skills, character development, and exposes them to a variety of experiences where students learn to work together. In addition, students apply what they learn through the years as a SAFE Ambassador to various community programs. Community partners create opportunities for students at Acceleration East.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Theresa Conti-Ortiz	Parent
Doug Loftus	Principal
Mayra Fernandez	Parent
John Andino	Student
Richard Diaz	Business/Community
Jose Cagua	Education Support Employee
Maria Ordaz	Parent
Juan Andino	Parent
Maricela Beato	Parent
Andy Gonzalez	Parent
Jacqueline Gonzalez	Parent
Maria Rodriguez	Student
Pearl Blyden	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*

SAC and staff reviewed and evaluated the 2016-2017 SIP and assisted in the development of the 2017-2018 SIP.

#### *b. Development of this school improvement plan*

The SAC reviewed the 2017-2018 SIP on October 10, 2017. Parents were provided a copy of the full draft of the SIP. The SAC voted to accept the SIP as presented including both school improvement goals.

#### *c. 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 SAC meetings.

The SAC made plans for the annual 2017-2018 budget during the April, 2017 SAC meeting. The SAC will then make the plans for the annual 2018-2019 budget during the April, 2018 SAC meeting.

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

Acceleration East was allocated \$0.00 for school improvement for the 2016-2017 school year; therefore no funds were spent.

The total current balance in Acceleration East's school improvement fund is \$0.00.

### **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
Loftus, Douglas	Principal
Durkee, Kelly	Instructional Coach
Singh, Alka	Teacher, K-12
Webster-Gardiner, David	School Counselor
Williams, Jamie	Teacher, K-12
Herring, Jamilla	Instructional Coach
Smith, Kimberly	Other

#### b. Duties

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

The Literacy Leadership Team (LLT) will develop its members to increase knowledge within all interdisciplinary areas of literacy. LLT members will include teachers from all disciplinary studies. LLT members will be charged with assisting their respective departments in developing literacy among students by incorporating literacy into planned standards-based instruction.

Acceleration East High School participates in a District Professional Learning Community with Acceleration West High School and Orange County Virtual School. The DPLC meets regularly to identify common trends and set common literacy goals to fulfill the school improvement plan. The following teachers comprise the DPLC: Jamilla Herring, Jamie Williams, Christopher Fitzpatrick, Marcia Vieira, Alka Singh, Deana Naffziger

### 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.

Professional Learning Communities (PLCs) are integrated into the culture of Acceleration East. For the 2017-2018 school year, PLCs are comprised of mixed content areas. Teachers meet within their PLCs on a bi-monthly basis to focus on student achievement data related to instructional strategies that will best benefit the students at Acceleration East. In addition to PLCs, teachers collaborate both within their subject areas and within interdisciplinary groups. While many courses at Acceleration East are taught by a single teacher, departments maintain vertical alignment within their subject areas.

Acceleration East High School participates in a District Professional Learning Community with Acceleration West High School and Orange County Virtual School. The DPLC meets regularly to identify common trends and set common literacy goals to fulfill the school improvement plan. At least one DPLC member is assigned to each Acceleration East PLC.

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

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

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

All teachers new to Acceleration East are paired with an experienced teacher mentor. Teacher mentors provide support to new teachers as they acclimate to the culture and climate of Acceleration East. Teachers new to the education profession are paired with a mentor who guides them through either the alternative certification process or the new teacher preparation program. Teachers within either of these two programs follow prescribed plans set forth by the respective program materials.

# **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 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.

### **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 East 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, ACT, and teacher created formative assessments. Students who are struggling to make learning gains in math or reading are scheduled into intensive courses designed to provide additional support. Teachers utilize a variety of formative and summative assessments to assess student progress both formally and informally throughout the school year. Acceleration East also utilizes Florida's Multi-Tiered System of Supports (MTSS) in order to identify students who require additional academic support to achieve learning targets. Students are provided support through tutoring programs offered both during and after school. Additionally, Acceleration East maintains a data wall to track student progress towards graduation. After reviewing the data during faculty

meetings, leadership meetings, and PLCs, teachers pair with individual students to mentor them as they make progress towards each goal on the path to graduation. Students can have multiple mentors. Acceleration East also provides support for English Language Learners (ELLs) and Exceptional Student Education (ESE) students through the use of Individual Education Plans (IEPs), section 504 plans, and ELL plans.

**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:** After School Program

**Minutes added to school year:** 3,900

Through Title I funding, Acceleration East 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. Students also receive test preparation for state and national standardized tests including FSA, SAT, ACT, and PERT. The program is offered every Tuesday and Thursday from 2:45 to 4:00, and 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.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Webster-Gardiner, David, david.webstergardiner@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 in the after school tutoring program in order to determine 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.**

All students interested in attending Acceleration East 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 an orientation program coordinated by the school's SAFE Ambassadors. The new student orientation is a half-day program designed to help students learn about the culture of Acceleration East and begin to create social relationships with both peers and mentors who will support them throughout their initial school year.

Seniors are supported by 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 discuss their progress. Students are also provided assistance with completing college applications and essays.

## **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.**

Acceleration East provides support for students as they plan for college and career pathways. Students applying for post secondary education are provided tutoring to prepare for college entrance examinations. All students at Acceleration East 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. During their sophomore year, students at Acceleration East are introduced to Orange Technical College. During their senior year, students are provided the opportunity to enroll in Orange Technical College programs where they can earn industry certification. Students also have the opportunity to maintain dual enrollment at both Acceleration East and Valencia College during their senior year. Students enrolled in either Orange Technical College or Valencia College programs do not need to pay for the courses taken as long as they are enrolled at Acceleration East.

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

Acceleration East offers dual enrollment courses through Valencia College. Acceleration East also offers enrollment at Orange Technical College which provides industry certification in a variety of areas. Programs studied during the 2017-2018 school year include diesel machinery, digital video, early childhood education, cosmetology, medical assisting, veterinary assisting, and computer systems information technology.

### **3. 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 Orange Technical College, Acceleration East has successfully integrated career and technical education opportunities within academic courses offered on campus such as Digital Video Production and Digital Media/Multimedia Design. Students enrolled in Orange Technical College programs spend half of the day at the technical College and half of the day at Acceleration East. This affords students time to successfully complete academic coursework while availing themselves of the opportunity provided by the technical college.

### **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.**

The most recent data available on the High School Feedback Report is from 2013. Analysis of the High School Feedback Report shows that Acceleration East scores below both the district and the state for demonstrated proficiency on the FCAT. Acceleration East meets, and sometimes exceeds, the district and state in enrollment and completion of certain courses and standardized tests (e.g., Algebra I and FCAT math). Because Acceleration East did not offer AP or IB courses at the time of the report, the school's enrollment rate is below the state and district average.

In order to improve student readiness for postsecondary education, Acceleration East can further integrate the Valencia College dual enrollment program by increasing the number of participating students. This provides students exposure to college level course work and helps ensure a smoother transition to undergraduate studies.

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Acceleration East teachers and principal will effectively communicate course requirements, grading standards and academic progress to parents and students which will lead to an increase in academic achievement.
- G2.** Acceleration East will improve the school attendance rate by utilizing multiple strategies in order to increase student achievement. (Division Priority: Providing Empowering Environments)

## 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 East teachers and principal will effectively communicate course requirements, grading standards and academic progress to parents and students which will lead to an increase in academic achievement. 1a

G095567

### Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
Algebra I EOC Pass Rate	75.0
4-Year Grad Rate (Standard Diploma)	87.0
School Climate Survey - Parent	50.0
Bio I EOC Pass	43.0
U.S. History EOC Pass	50.0

### Targeted Barriers to Achieving the Goal 3

- Parents do not receive all communications from the school regarding important dates and/or events.

### Resources Available to Help Reduce or Eliminate the Barriers 2

- SMS
- Emergency Contact Forms
- Meeting Sign In Sheets
- Progressbook

### Plan to Monitor Progress Toward G1. 8

Digital Parent Surveys attached to weekly community brief

#### Person Responsible

Douglas Loftus

#### Schedule

Monthly, from 10/3/2017 to 5/31/2018

#### Evidence of Completion

Results from parent surveys.

**G2.** Acceleration East will improve the school attendance rate by utilizing multiple strategies in order to increase student achievement. (Division Priority: Providing Empowering Environments) **1a**

 G095568

### Targets Supported **1b**

Indicator	Annual Target
Attendance rate	95.0
4-Year Grad Rate (Standard Diploma)	87.0
Algebra I EOC Pass Rate	75.0
AMO Math - All Students	
AMO Reading - All Students	
Bio I EOC Pass	43.0
U.S. History EOC Pass	50.0

### Targeted Barriers to Achieving the Goal **3**

- Underdeveloped/underutilized monitoring plan for student attendance.

### Resources Available to Help Reduce or Eliminate the Barriers **2**

- IMS
- SMS
- Attendance contracts
- EDW

### Plan to Monitor Progress Toward G2. **8**

Student attendance data will be collected and used to determine whether there is an improvement in attendance for the selected students. Student academic performance will increase with the monitoring of attendance data.

#### Person Responsible

Douglas Loftus

#### Schedule

Weekly, from 8/21/2017 to 5/30/2018

#### Evidence of Completion

Student attendance data, formative and summative testing data that shows increased attendance correlates with academic achievement.



## 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

 = Problem Solving Step       S123456 = Quick Key

**G1.** Acceleration East teachers and principal will effectively communicate course requirements, grading standards and academic progress to parents and students which will lead to an increase in academic achievement. 1

 G095567

**G1.B2** Parents do not receive all communications from the school regarding important dates and/or events.

2

 B257310

**G1.B2.S2** Increase modalities for delivery of information to parents. 4

 S272241

### Strategy Rationale

By differentiating the methods of communication with parents, more parents will obtain knowledge about their student and their student's progress in school.

### Action Step 1 5

SAC will meet to discuss ways to increase parental communication.

#### Person Responsible

Douglas Loftus

#### Schedule

On 9/12/2017

#### Evidence of Completion

SAC Meeting notes

### Action Step 2 5

School will purchase outdoor signage to advertise events, meetings, and important academic dates.

#### Person Responsible

Douglas Loftus

#### Schedule

Monthly, from 9/12/2017 to 5/30/2018

#### Evidence of Completion

Signs purchased will be displayed as needed.

### Action Step 3 5

School will post information for events, meetings, and important academic dates on school Web site and social media accounts

**Person Responsible**

Kelly Durkee

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Web site calendar and social media posts.

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

SAC will monitor implementation of signage

**Person Responsible**

Douglas Loftus

**Schedule**

Semiannually, from 10/2/2017 to 5/31/2018

***Evidence of Completion***

SAC meeting minutes

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

AdvancEd School Climate Surveys will be distributed

**Person Responsible**

Douglas Loftus


**Schedule**

Daily, from 1/31/2018 to 3/30/2018

***Evidence of Completion***

Evidence from school climate surveys focused on parental communication will show evidence of parental agreement that Acceleration East High School is successfully communicating with parents.

**G2.** Acceleration East will improve the school attendance rate by utilizing multiple strategies in order to increase student achievement. (Division Priority: Providing Empowering Environments) **1**

 G095568

**G2.B2** Underdeveloped/underutilized monitoring plan for student attendance. **2**

 B257312

**G2.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 5 unexcused absences (or 10 excused absences) from school. The contract will include interventions intended to increase attendance. **4**

 S272244

### 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 attendance.

#### Person Responsible

Douglas Loftus

#### Schedule

Quarterly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Attendance tracking procedures

### Action Step 2 **5**

Student attendance will be monitored daily through a school-based tracking process. Students who have 5 cumulative unexcused absences will receive a five day attendance letter, an attendance contract, and an Attendance Child Study Team meeting will be scheduled. Students with 2 unexcused tardies from school will be placed on an attendance contract with interventions.

#### Person Responsible

Marlene Figueroa De Ortiz

#### Schedule

Weekly, from 8/21/2017 to 5/30/2018

#### Evidence of Completion

Copies of the daily attendance reports and attendance tracking reports

### Action Step 3 **5**

School leaders and attendance clerk will contact parents/guardians through telephone, text, and/or email prior to implementation of attendance contracts and scheduling of child study team meetings.

**Person Responsible**

Douglas Loftus

**Schedule**

Daily, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

copies of daily attendance reports, phone call logs

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

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

**Person Responsible**

Douglas Loftus

**Schedule**

Weekly, from 8/21/2017 to 5/30/2018

***Evidence of Completion***

Attendance tracking process, student attendance data, and PLC meeting notes

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

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

**Person Responsible**

Marlene Figueroa De Ortiz

**Schedule**

Weekly, from 8/21/2017 to 5/30/2018

***Evidence of Completion***

A comparison of attendance data for students on attendance contracts should show a decrease in absences.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B2.S2.A1 A365170	SAC will meet to discuss ways to increase parental communication.	Loftus, Douglas	9/12/2017	SAC Meeting notes	9/12/2017 one-time
G1.B2.S2.MA1 M391033	AdvancEd School Climate Surveys will be distributed	Loftus, Douglas	1/31/2018	Evidence from school climate surveys focused on parental communication will show evidence of parental agreement that Acceleration East High School is successfully communicating with parents.	3/30/2018 daily
G2.MA1 M391040	Student attendance data will be collected and used to determine whether there is an improvement in...	Loftus, Douglas	8/21/2017	Student attendance data, formative and summative testing data that shows increased attendance correlates with academic achievement.	5/30/2018 weekly
G2.B2.S1.MA1 M391038	Student attendance data will be reviewed on a weekly basis to ensure that students are attending...	Figueroa De Ortiz, Marlene	8/21/2017	A comparison of attendance data for students on attendance contracts should show a decrease in absences.	5/30/2018 weekly
G2.B2.S1.MA1 M391039	Through the attendance tracking process, data will be collected and reviewed through the leadership...	Loftus, Douglas	8/21/2017	Attendance tracking process, student attendance data, and PLC meeting notes	5/30/2018 weekly
G2.B2.S1.A1 A365176	The leadership team will create and implement a new student attendance tracking process in order to...	Loftus, Douglas	8/14/2017	Attendance tracking procedures	5/30/2018 quarterly
G2.B2.S1.A2 A365177	Student attendance will be monitored daily through a school-based tracking process. Students who...	Figueroa De Ortiz, Marlene	8/21/2017	Copies of the daily attendance reports and attendance tracking reports	5/30/2018 weekly
G2.B2.S1.A3 A365178	School leaders and attendance clerk will contact parents/guardians through telephone, text, and/or...	Loftus, Douglas	8/14/2017	copies of daily attendance reports, phone call logs	5/30/2018 daily
G1.B2.S2.A2 A365171	School will purchase outdoor signage to advertise events, meetings, and important academic dates.	Loftus, Douglas	9/12/2017	Signs purchased will be displayed as needed.	5/30/2018 monthly
G1.MA1 M391035	Digital Parent Surveys attached to weekly community brief	Loftus, Douglas	10/3/2017	Results from parent surveys.	5/31/2018 monthly
G1.B2.S2.MA1 M391034	SAC will monitor implementation of signage	Loftus, Douglas	10/2/2017	SAC meeting minutes	5/31/2018 semiannually
G1.B2.S2.A3 A365172	School will post information for events, meetings, and important academic dates on school Web site...	Durkee, Kelly	8/14/2017	Web site calendar and social media posts.	5/31/2018 monthly

## V. Professional Development Opportunities

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

## 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.S2.A1	SAC will meet to discuss ways to increase parental communication.				\$0.00
2	G1.B2.S2.A2	School will purchase outdoor signage to advertise events, meetings, and important academic dates.				\$3,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1811 - Acceleration East			\$3,100.00
3	G1.B2.S2.A3	School will post information for events, meetings, and important academic dates on school Web site and social media accounts				\$0.00
4	G2.B2.S1.A1	The leadership team will create and implement a new student attendance tracking process in order to monitor student attendance.				\$0.00
5	G2.B2.S1.A2	Student attendance will be monitored daily through a school-based tracking process. Students who have 5 cumulative unexcused absences will receive a five day attendance letter, an attendance contract, and an Attendance Child Study Team meeting will be scheduled. Students with 2 unexcused tardies from school will be placed on an attendance contract with interventions.				\$0.00
6	G2.B2.S1.A3	School leaders and attendance clerk will contact parents/guardians through telephone, text, and/or email prior to implementation of attendance contracts and scheduling of child study team meetings.				\$0.00
Total:						\$3,100.00