

Orange County Public Schools

Acceleration West



2018-19 Schoolwide Improvement Plan

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Acceleration West

2751 LAKE STANLEY RD, Orlando, FL 32818

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 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

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To be the top producer of successful students in the nation

School Leadership Team

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

Duties

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.

Early Warning Systems

Year 2017-18

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	3	20	9	7	0	6	45
One or more suspensions	0	0	0	0	0	0	0	5	16	6	2	0	1	30
Course failure in ELA or Math	0	0	0	0	0	0	0	0	33	17	20	3	14	87
Level 1 on statewide assessment	0	0	0	0	0	0	0	9	76	22	43	0	0	150

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	6	39	19	23	2	4	93

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	3	20	9	7	0	6	45

Date this data was collected

Tuesday 7/31/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Student proficiency in Science for the 2017-18 school year performed the lowest, with 12% of students performing at level 3 or above. Comparative data shows a decline in the percentage of students meeting proficiency in this area, thus indicating a trend.

Which data component showed the greatest decline from prior year?

The area of ELA shows a 13 percentage point decline in learning gains from the previous year.

Which data component had the biggest gap when compared to the state average?

Data indicates a significant gap between the school and state averages in the areas of ELA and science. Learning gains reported for the state in the area of ELA are 53%, and the school results show 41%. In Science, 12% of students at Acceleration West made learning gains, while the state results indicate 67%.

Which data component showed the most improvement? Is this a trend?

The early warning indicator: Student attendance below 90 percent showed the most improvement. The school decreased the number of students attending below 90 percent from 59 students to 45.

Describe the actions or changes that led to the improvement in this area.

The school developed a structure whereby students who had multiple absences were counseled and placed on a contract. An attendance clerk was added to the school staff, and held the responsibility of documenting student absences and contacting school counselors and administration. Staff contacted parents and monitored the attendance of all students to identify and address problem areas.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	54%	56%	0%	51%	52%
ELA Learning Gains	0%	51%	53%	0%	47%	46%
ELA Lowest 25th Percentile	0%	40%	44%	0%	36%	38%
Math Achievement	0%	49%	51%	0%	40%	43%
Math Learning Gains	0%	44%	48%	0%	51%	39%
Math Lowest 25th Percentile	0%	39%	45%	0%	55%	38%
Science Achievement	0%	66%	67%	0%	66%	65%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Social Studies Achievement	0%	69%	71%	0%	67%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)					Total
	8	9	10	11	12	
Attendance below 90 percent	20 (24)	9 (1)	7 (16)	0 (5)	6 (13)	42 (59)
One or more suspensions	16 (9)	6 (0)	2 (1)	0 (1)	1 (2)	25 (13)
Course failure in ELA or Math	33 (13)	17 (7)	20 (18)	3 (4)	14 (8)	87 (50)
Level 1 on statewide assessment	76 (39)	22 (11)	43 (19)	0 (0)	0 (0)	141 (69)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	18%	55%	-37%	58%	-40%
	2017	12%	52%	-40%	55%	-43%
Same Grade Comparison		6%				
Cohort Comparison						
09	2018	16%	50%	-34%	53%	-37%
	2017	20%	49%	-29%	52%	-32%
Same Grade Comparison		-4%				
Cohort Comparison		4%				
10	2018	13%	49%	-36%	53%	-40%
	2017	38%	47%	-9%	50%	-12%
Same Grade Comparison		-25%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	22%	32%	-10%	45%	-23%
	2017					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	13%	49%	-36%	50%	-37%
	2017					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	11%	62%	-51%	65%	-54%
2017	38%	60%	-22%	63%	-25%
Compare		-27%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	39%	66%	-27%	71%	-32%
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	6%	65%	-59%	68%	-62%
2017	36%	64%	-28%	67%	-31%
Compare		-30%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	19%	61%	-42%	62%	-43%
2017	20%	53%	-33%	60%	-40%
Compare		-1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	13%	65%	-52%	56%	-43%
2017	8%	43%	-35%	53%	-45%
Compare		5%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	The school will narrow the achievement gaps in the area of ELA as compared to district and state averages.
Rationale	Comparison data shows student performance in the area of ELA below the State average. 41% of students at Acceleration West demonstrated learning gains, compared to the state average of 52% and district 51%. In addition, the school data shows a decline in student learning gains from previous years.
Intended Outcome	Increase student learning gains in the area of ELA, thereby narrowing the achievement gap between the school, district, and state from 11 percentage points to 6.
Point Person	George Pluguez (george.pluguez@ocps.net)
Action Step	
Description	<p>Create a school wide focus on literacy in all content areas through the continued implementation of the district professional learning community (DPLC) close reading initiative. With this initiative, the school will use a PLC structure to research and study close reading strategies, plan for the use of these strategies in the classroom, and monitor the effectiveness of these strategies on student learning.</p> <p>School leadership and instructional coaches provide continuous professional development and job embedded coaching in the use of effective instructional strategies with a focus on the components of close reading.</p> <p>Conduct content specific PLC meetings for data analysis and strategic action planning. Participants will review student data as it relates to the identification of gaps in achievement between cultural groups.</p> <p>Use assessment data from reading supplemental resources such as i-Ready and Khan Academy to drive instruction in ELA classes.</p>
Person Responsible	George Pluguez (george.pluguez@ocps.net)
Plan to Monitor Effectiveness	
Description	<p>School leadership and instructional coaches will monitor for appropriate standards-based instruction during classroom observations and review of teacher lesson plans.</p> <p>School leadership and instructional coaches will monitor for the effective use of close reading strategies.</p> <p>School leadership and instructional coaches will create a schedule and framework for PLC meetings and data analysis. Data to be analyzed includes progress monitoring assessments, classroom formative and summative assessments.</p> <p>School leadership and instructional coaches will conduct individual conferences with teachers to provide coaching and support using a facilitative coaching cycle.</p> <p>School leadership and instructional coaches will monitor teacher participation in local</p>

professional development training and PLC meetings. Student achievement data collected and reviewed for PLC meetings include data generated from digital resources such as I-Ready, progress monitoring assessments, classroom formative and summative assessments.

School leadership will monitor school data to identify the closing or widening of the achievement gap between student cultural groups.

Person Responsible George Pluguez (george.pluguez@ocps.net)

Activity #2

Title The school will narrow the achievement gaps in the area of science as compared to district and state averages

Rationale 2017-2018 data results indicate an achievement gap between performance at the school level as compared to district and state averages. 11% of students at the school scored at the proficient level in the area of biology, compared to 66% at the district and 67% at the state level. 8th grade science results show an average of 12.5% of students reaching the proficient level. Overall, science proficiency rate is below the state and district averages with 12% proficient, compared to 66% at the district and 67% at the state levels.

Intended Outcome Student learning gains in the area of science will increase by 5 percentage points as measured by the Biology EOC and 8th grade science FSA.

Point Person Stephanie Mueller (stephanie.mueller@ocps.net)

Action Step

Create a school wide focus on literacy in all content areas through the continued implementation of the district professional learning community (DPLC) close reading initiative. The school will create professional learning communities where teachers learn and share close reading strategies and how they are used in the content areas to increase understanding of content material students read.

Description School leadership and instructional coaches provide continuous professional development and job embedded coaching in the use of effective instructional strategies in the area of science. Strategies to include, but not limited to, helping students process new content, Identifying critical content, monitoring for understanding, and assessment driven instruction.

Conduct content specific PLC meetings for data analysis and strategic action planning. Participants will review student data as it relates to the identification of gaps in achievement between cultural groups.

Use assessment data from reading supplemental resources such as district common assessments and Khan Academy to drive instruction and monitor student learning in science classes.

Person Responsible George Morse (george.morse@ocps.net)

Plan to Monitor Effectiveness

School leadership and instructional coaches will monitor for appropriate standards-based instruction during classroom observations and review of teacher lesson plans.

Description School leadership and instructional coaches will monitor for the effective use of close reading and effective instructional strategies in the area of science. Strategies to include, but not limited to, helping students process new content, Identifying critical content, monitoring for understanding, and assessment driven instruction. Close reading strategies to include choosing appropriate texts, questioning, and purpose for reading.

School leadership and instructional coaches will create a schedule and framework for PLC meetings and data analysis. Data to be analyzed includes progress monitoring assessments, common assessments for 8th grade science, as well as formative and summative classroom assessments.

School leadership and instructional coaches will conduct individual conferences with teachers to provide coaching and support using a facilitative coaching cycle.

School leadership and instructional coaches will monitor teacher participation in local professional development training and PLC meetings.

School leadership will monitor school data to identify the closing or widening of the achievement gap between student cultural groups.

**Person
Responsible**

Stephanie Mueller (stephanie.mueller@ocps.net)

Activity #3

Title	Accelerate student performance in the area of mathematics
Rationale	School achievement data shows a decline in the percent of students making learning gains in the area of math. Overall, 58% of students demonstrated learning gains as compared to 2016-2017 where 81% made gains. These learning gains are below the state and district averages.
Intended Outcome	Student learning gains in the area of math will increase by 5 percentage points as measured by the algebra 1 EOC, Geometry EOC and 8th grade FSA.
Point Person	Stephanie Mueller (stephanie.mueller@ocps.net)

Action Step

Description	<p>School leadership and instructional coaches will provide continuous professional development and job-embedded coaching in the use of effective instructional strategies in the area of math. Strategies specific to math include training in the digital tools for math instruction, helping students process new content, how to include close reading strategies to assist students in comprehension of written material in mathematics, teaching to the level of the standard, and using assessment data to drive instruction.</p> <p>Conduct content specific PLC meetings for data analysis and strategic action planning. Participants will review student data as it relates to the identification of gaps in achievement between cultural groups. Data to include common assessments, progress monitoring assessments, digital tools such as I-Ready and Khan Academy, and formative and summative assessment data.</p> <p>Use assessment data from reading supplemental resources such as i-Ready and Khan Academy to drive instruction in math classes.</p> <p>Student use of supplemental resources such as I-Ready and Khan Academy will increase.</p>
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Person Responsible	George Morse (george.morse@ocps.net)
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Plan to Monitor Effectiveness

Description	<p>School leadership and instructional coaches will monitor for appropriate standards-based instruction during classroom observations and review of teacher lesson plans.</p> <p>School leadership and instructional coaches will monitor for the effective use of instructional strategies in the area of math.</p> <p>School leadership and instructional coaches will create and monitor a schedule and framework for PLC meetings and data analysis.</p> <p>School leadership and instructional coaches will conduct individual conferences with teachers to provide coaching and support using a facilitative coaching cycle.</p> <p>School leadership and instructional coaches will monitor teacher participation in local professional development training and PLC meetings.</p> <p>School leadership will monitor school data to identify the closing or widening of the achievement gap between student cultural groups.</p>
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Person Responsible Stephanie Mueller (stephanie.mueller@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Being a non-community based alternative school with students from all over the north and west areas of Orange County can bring parental involvement challenges. We are targeting more parents to be involved through parent conferences, participating in the School Advisory Council, and the use of our school site as a technology resource if they do not have computer access at home or work. Parent conferences are held to discuss student progress and/or discipline and are arranged by contacting the guidance counselor. Conferences may be scheduled at the convenience of the parent, usually during or after school hours. Teacher time will be covered as needed for these conferences. All teachers are encouraged to have telephone communication with the parents on a frequent basis. Meetings for the purpose of planning and discussing parent involvement will be held throughout the school year at various dates and times so as to accommodate a variety of parents with work and /or personal schedules. All parents will be encouraged to participate in at least one meeting. Family Night activities will be planned to include all students and families. Computer time is available to parents who wish to have access to school computers to complete free and reduced lunch forms or to log into Progress Book to check students grades,

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

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 and career representatives.

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.

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 scholarships 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.

Part V: Budget

Total:	\$0.00
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