



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Acceleration Academy
2274 S SEMORAN BLVD
Orlando, FL 32822
407-992-0917
www.ocps.net

School Demographics

School Type

High School

Title I

No

Free and Reduced Lunch Rate*[Data Not Available]***Alternative/ESE Center**

Yes

Charter School

No

Minority Rate*[Data Not Available]*

School Grades History

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Acceleration Academy

Principal

Doug Loftus

School Advisory Council chair

Dawn Plagianes

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Doug Loftus	Principal
Alisa Grace	Learning Resource Specialist/Testing Coordinator
Anne Nortelus	Guidance Counselor
Kimberly Smith	Staffing Specialist
Michael Inniss	Title 1 Coordinator

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Dawn Plagianes - SAC Chair
 Jennifer Ackerson- parent
 Maritza Cordero- parent
 Alexander Shuster- parent
 Bernice Wright- parent
 Doug Loftus- Principal

Involvement of the SAC in the development of the SIP

Each Month the SAC Committee will look at a particular section of the SIP

Activities of the SAC for the upcoming school year

With \$3889 SAC will send teachers to trainings for Professional Development

Projected use of school improvement funds, including the amount allocated to each project

\$3889

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Doug Loftus

Principal

Years as Administrator: 16

Years at Current School: 1

Credentials

Educational Leadership UCF, M.ED
B.S. Education FSU

Performance Record

Effective

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Alisa Grace		
Part-time / School-based	Years as Coach: 7	Years at Current School: 5
Areas	Reading/Literacy, Data, Other	
Credentials	BA in Music Masters in Educational Leadership Elementary Ed K-6 ESE K-12 Reading Endorsed K-12 Presently enrolled in a Doctoral Program (Curriculum and Instruction)	
Performance Record	Mrs. Grace has been at various OCPS elementary schools prior to coming to Acceleration Academy High School. Each of these schools have ranged from "D" to "A" schools. As a CRT and Reading Coach at her last school, Citrus Elem 79% met high standards in reading, 75% made learning gains in reading, and 74% of lowest 25% made learning gains. Since Mrs. Grace has been at Acceleration Academy she has witnessed learning gains remain stagnant to increasing as of the 2012 -2013 school year, Reading Learning Gains -- 64 out of 142 (45.07%), Math Learning Gains – 71 out of 142 (50.00%).	

Classroom Teachers

# of classroom teachers	15
# receiving effective rating or higher	15, 100%
# Highly Qualified Teachers	100%
# certified in-field	14, 93%
# ESOL endorsed	5, 33%
# reading endorsed	6, 40%
# with advanced degrees	11, 73%
# National Board Certified	0, 0%
# first-year teachers	0, 0%

with 1-5 years of experience

13, 87%

with 6-14 years of experience

8, 53%

with 15 or more years of experience

1, 7%

Education Paraprofessionals**# of paraprofessionals**

2

Highly Qualified

2, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Mr. Loftus the principal stated since AAHS is a Title 1 school he hires highly qualified and effective teachers. He is the person responsible for hiring teachers.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Our mentors were chosen because they teach the same content. Common planning time to go over data and concerns. New Teachers Monthly Meeting with Instructional Coach and planned times to observe veteran teachers classes. One on one meetings with Instructional Coach and Mentoring teachers. Scheduled professional development training to enhance their educational knowledge.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

- Analysis of Student Trend Data (What's the Problem?)
- Analysis of School Profile and Demographic Data
- Objectives and Goal Setting (Planning)
- Action Steps (Implementation of Interventions)
- Evaluation of Action Steps (MTSS)
- Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.
- Identification of critical MTSS infrastructure already established and/or in need of development and provide plan for building capacity.
- Analysis of disaggregated data in order to identify trends and groups in need of intervention.

- Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment).
- Development of processes to ensure intervention fidelity.
- Implement the school improvement plan for consensus and communication building for MTSS implementation.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school based MTSS Leadership Team is made by the following people:

Learning Resource Specialist - will provide a common vision for the use of the data-based decision making, ensures that the team is implementing MTSS, conducts assessments of MTSS skill of school staff, ensures adequate professional development to support MTSS implementation and communicates with all partners.

Staffing Specialist- Assist in student data collection, ensure proper integration of core instruction, activities and materials into Tier 3 instruction and collaborates with general education teachers.

Reading Coach - Provides guidance in the 9-12 reading plan, facilitates and data collection, assists in data analysis, supports the implementation of Tier 1-3 intervention plans.

General Education teachers - Provides information about core instruction, participates in data collection, delivers Tier 1-3 instruction and intervention, collaborates with other staff to implement Tier 2 interventions.

Guidance Counselor - Participate in collection, interpretation and analysis of data, assist General Ed teachers in the development of intervention plans, provides support for intervention, and provides professional and technical assistance.

CCT - Provides guidance on 9-12 ELL strategies facilitates and supports data collection and the analysis of that data, supports the implementation of Tier 1-3 intervention plans.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school-based MTSS Leadership Team will meet weekly with teaching teams to focus on Tier 1-3 interventions/core instruction and student data. They will also meet monthly to monitor the effectiveness of our Tier I focus areas. They will work collaboratively with the Staffing Specialist (as needed) to effectively implement MTSS at the school site. Leadership Team will meet weekly to discuss focus on Tier 1-3 interventions/core instruction and student data.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data source and management system utilized to summarize the data for reading, mathematics, science, all EOC exams and behavior will come from the District School Board of Orange County's, Performance Matters, Instructional Management System (IMS) and Student Management System (SMS) data for academics, attendance, and behavior.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The administrative team will continue to work with the school district to provide materials and staff development opportunities during the school year. Early Release day training will also provide ongoing updates. The new teachers will be trained by the Instructional Coach for the school in small groups with ongoing trainings and follow ups throughout the year. Acceleration Academy had a Data collection packet that

supports MTSS and all teachers are to use it as working document throughout the year. It is used to maintain continuous progress monitoring throughout the year.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Teacher Collaboration, Planning And Professional Development has been strategically planned for the school year. Teachers frequently meet in their PLC's and submit minutes via SharePoint for the Administrator and Coaches to review and provide focused feedback. Tutoring is offered during lunch and after school for students. Intervention and enrichment activities are offered to all students.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

The progress of all students is monitored via mini and common benchmark assessments administered by the classroom teachers. Data is review and discussed by all teachers and the leadership ship team.

Who is responsible for monitoring implementation of this strategy?

Classroom teachers and Leadership team.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Doug Loftus	Principal
Alisa Grace	LRS/Reading Coach
Maria Rodriguez	ELA Department Chair
Jamie Williams	Reading Teacher
Yolanda Leon	Reading Teacher
Niki Daniels	Math Department Chair
James Stackpole	Social Students Department Chair
Bruce Blackwell	Science Department Chair
Barry Hall	Electives Department Chair

How the school-based LLT functions

The function of the LLT is to implement a comprehensive Literacy program to address the needs of all students. The LLT meets bi-weekly to analyze data. They assist with monitoring of SIP goals and sharing information from the District. Teams are formed in the group to plan, conduct, and provide focused feedback to teachers as it relates to student data and classroom observations.

Major initiatives of the LLT

Effectively implement Professional Learning Communities (PLC), specifically focusing on the students in the lowest 25-30% so that they may progress this school year. The LLT will specifically target Reading Applications, Vocabulary and Literary Analysis testing categories.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Across the curricula, the incorporation of reading strategies will be a priority for teachers to include in their lesson planning. School wide the utilization of Complex Text Reading Strategies, Close Reading and FCAT Explorer as a means to supplement their instruction to provide the most prescriptive strategies in reading instruction. The leadership will know that reading strategies are being done with fidelity by seeing the student using the strategies during their classroom observations; students will communicate/demonstrate the use of these strategies in class.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

AAHS offers various applied and integrated courses to help students see the relationship between subjects relevant to their future through the offering of dual enrollment to Acceleration Academy High School (AAHS) and Valencia College, various tech programs at various tech schools in Orange County. Thus, student talents and interests are peaked through exposure to real world opportunities. Teachers of all course offerings incorporate literacy and math standards throughout the curriculum. Community members and partners of educators come to the school to inspire our students to greatness.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Acceleration Academy High School incorporates students' academic and career planning so that it promotes student course selection is personally meaningful throughout the entire school year. Counselors meet individually with all students in their course selections each spring. The counselors also go into all English classes to discuss program development. Students are counseled in the areas of local technical schools, community colleges and 4-year state and private universities. Counselors review the required GPA's, ACT/SAT scores, state exams and the application process. The counselor provides individual and group counseling services to students interested in post-secondary training/education. Additionally, AAHS students attend several annual College Fairs at local colleges and universities. AAHS does offer a variety of courses to include career academies, basic, remedial, honors, and dual enrollment courses.

Strategies for improving student readiness for the public postsecondary level

Each spring AAHS seniors will be given a high school feedback form to complete as a ticket to graduation. The data will then be entered into a database that provides administrators and counselors information in regards to trends and will be compared with data from the previous 3 years to compare and contrast any changes we are seeing in the secondary choices of our students. This data is then shared with the staff of AAHS and our School Advisory Council. Changes in priorities and curriculum are then looked at so that we may continue to meet the needs of our students.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	25%	33%	Yes	33%
American Indian				
Asian				
Black/African American	23%	20%	No	31%
Hispanic	25%	33%	Yes	33%
White	32%	58%	Yes	39%
English language learners	19%	16%	No	27%
Students with disabilities	24%	11%	No	32%
Economically disadvantaged	24%	33%	Yes	32%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	166	70%	75%
Students scoring at or above Achievement Level 4	166	30%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	66	45%	50%
Students in lowest 25% making learning gains (FCAT 2.0)	22	2%	30%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	40%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	22	33%	40%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	21	31%	40%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	29%		No	36%
American Indian				
Asian				
Black/African American	28%		No	35%
Hispanic	28%		No	36%
White	46%		No	51%
English language learners	28%		No	36%
Students with disabilities	25%		No	33%
Economically disadvantaged	29%		No	36%

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	29%		No	36%
American Indian				
Asian				
Black/African American	28%		No	35%
Hispanic	28%		No	36%
White	46%		No	51%
English language learners	28%		No	36%
Students with disabilities	25%		No	33%
Economically disadvantaged	29%		No	36%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	30%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	22%	40%
Students scoring at or above Achievement Level 4	64	3%	30%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	36%	40%
Students scoring at or above Achievement Level 4	28	0%	20%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	29%	40%
Students scoring at or above Achievement Level 4	38	0%	20%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	95	70%	80%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days	9		
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade	2		
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

AAHS traditionally has a high percentage of parent involvement at social types of events, but a much lower percentage of parent involvement at instructional/academic events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
instructional/academic events	38	6%	20%

Goals Summary

- G1.** AAHS traditionally has a high percentage of parent involvement at social types of events, but a much lower percentage of parent involvement at instructional/academic events. Parent involvement at academic events will increase by 20%

- G2.** In June of 2014, 40% of students will score at a level 3.5 or above.

- G3.** By June 2014, there will be a 30% increase in the number of students meeting proficiency as measured by the FCAT Reading Level 3 .

- G4.** By June 2014, there will be a 40% increase in the number of students meeting proficiency as measured by the EOC Algebra 1 and Geometry Level 3 .

Goals Detail

G1. AAHS traditionally has a high percentage of parent involvement at social types of events, but a much lower percentage of parent involvement at instructional/academic events. Parent involvement at academic events will increase by 20%

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Title 1 Meeting

Targeted Barriers to Achieving the Goal

- Unable to attend afterschool functions due to personal transportation issues

Plan to Monitor Progress Toward the Goal

Increased Parental Involvement

Person or Persons Responsible

Principal, Title 1 Coordinator, Teachers

Target Dates or Schedule:

On going

Evidence of Completion:

Teacher parent conference, sign in sheets from events

G2. In June of 2014, 40% of students will score at a level 3.5 or above.

Targets Supported

- Writing

Resources Available to Support the Goal

- Teachers will attend writing workshops offered at the district level

Targeted Barriers to Achieving the Goal

- Vocabulary and sentence/Paragraph structures and writing process

Plan to Monitor Progress Toward the Goal

Writing across the Curriculum

Person or Persons Responsible

Principal, Coach, and Teachers

Target Dates or Schedule:

on going

Evidence of Completion:

Lesson Plans , Student writing displayed and increase OC Writes scores

G3. By June 2014, there will be a 30% increase in the number of students meeting proficiency as measured by the FCAT Reading Level 3 .

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- Common Planning and PLC meeting are scheduled throughout the year for teachers

Targeted Barriers to Achieving the Goal

- Opportunities for acquisition and application of higher order thinking
- Student reading stamina low
- Students limited vocabulary

Plan to Monitor Progress Toward the Goal

Expose students to complex text and use of effective vocabulary learning strategies, longer text to build reading stamina, and provide numerous opportunities for acquisition and application of higher or thinking

Person or Persons Responsible

Teachers, Principal, Reading Coach

Target Dates or Schedule:

Throughout the school year

Evidence of Completion:

Benchmark assessments, teacher created assessments and the FCAT Results

G4. By June 2014, there will be a 40% increase in the number of students meeting proficiency as measured by the EOC Algebra 1 and Geometry Level 3 .

Targets Supported

- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Professional Development -Implementation of Deliberate Practice and Rigor in the classroom

Targeted Barriers to Achieving the Goal

- Misconception of math concepts

Plan to Monitor Progress Toward the Goal

Professional Development effectiveness

Person or Persons Responsible

Principal, Coach, Teachers

Target Dates or Schedule:

on going

Evidence of Completion:

increase student achievement in EOC algebra and geometry, benchmark and classroom assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. AAHS traditionally has a high percentage of parent involvement at social types of events, but a much lower percentage of parent involvement at instructional/academic events. Parent involvement at academic events will increase by 20%

G1.B1 Unable to attend afterschool functions due to personal transportation issues

G1.B1.S1 Conduct school-wide events at various times and dates with increased parental involvement in mind.

Action Step 1

Parental Involvement Meetings

Person or Persons Responsible

Parents of AAHS

Target Dates or Schedule

On going

Evidence of Completion

Sign in sheets will be submitted

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Parental Involvement

Person or Persons Responsible

Principal, Title 1 Coordinator, Teachers,

Target Dates or Schedule

On going

Evidence of Completion

Title 1 meetings notes indicating planning of events for parents

Plan to Monitor Effectiveness of G1.B1.S1

Parental Involvement

Person or Persons Responsible

Principal, Title 1 Coordinator, Social Media Coordinator

Target Dates or Schedule

on going

Evidence of Completion

Parent sign in sheets from events; Social media logs

G2. In June of 2014, 40% of students will score at a level 3.5 or above.

G2.B1 Vocabulary and sentence/Paragraph structures and writing process

G2.B1.S1 Use of thinking maps, Cornell note taking, Marzano's six step vocabulary process, Development of a school writing culture, * Grade level requirements * Emphasis on writing process * Required writing in all content area,

Action Step 1

Teachers Attend Writing workshops at district level

Person or Persons Responsible

ELA Teachers

Target Dates or Schedule

When offered

Evidence of Completion

Teachers will implement writing strategies learned from training in lessons and while scoring classroom and benchmark writing assessments

Facilitator:

District Personnel

Participants:

ELA department

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

ELA Teachers implementation of Writing Strategies and Scoring of OC Writes Benchmark

Person or Persons Responsible

Principal, Coach, ELA teachers

Target Dates or Schedule

on going throughout the year

Evidence of Completion

lesson plans, classroom observations, student work samples displayed

Plan to Monitor Effectiveness of G2.B1.S1

ELA Teachers Implementation of Writing Strategies and student use of writing strategies

Person or Persons Responsible

Principal, Coach, ELA

Target Dates or Schedule

on going

Evidence of Completion

Student writing samples in the classroom and via OC writes benchmark scores

G3. By June 2014, there will be a 30% increase in the number of students meeting proficiency as measured by the FCAT Reading Level 3 .

G3.B1 Opportunities for acquisition and application of higher order thinking

G3.B1.S1 Instruction utilizing the higher levels of Webb's Depth of Knowledge will be employed;

Action Step 1

Professional Development - Deliberate Practice - Lesson Segment Addressing Content

Person or Persons Responsible

All Teachers

Target Dates or Schedule

on going

Evidence of Completion

Exit Slips, Implementation in lesson plans and instructional delivery

Facilitator:

Alisa Grace

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Professional Development

Person or Persons Responsible

Principal, coach

Target Dates or Schedule

Meet with principal prior to and after Professional Development and discuss how PD went and schedule follow up dates

Evidence of Completion

Observations of Professional development; Classroom observation for evidence in instruction, Lesson plans

Plan to Monitor Effectiveness of G3.B1.S1

Professional Development

Person or Persons Responsible

Principal/Reading Coach

Target Dates or Schedule

Meet every two weeks in PLC's and Teacher conferences

Evidence of Completion

Notes from meetings; progress reports; report cards

G3.B2 Student reading stamina low

G3.B2.S1 Expose students to longer texts by infusing novels into the curriculum. Infuse information text by introducing articles, periodicals, etc across the content to build reading stamina

Action Step 1

Implementation of Close Reading

Person or Persons Responsible

ELA/Reading Teachers

Target Dates or Schedule

on going

Evidence of Completion

Students will analyze passages in fine detail in classes, ask and generate thought provoking questions that will lead to rich comprehensive conversations in class

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Implementation of Close Reading

Person or Persons Responsible

Principal, Coach, Teachers

Target Dates or Schedule

on going

Evidence of Completion

Lesson plans, strategies used in class by teacher and students, classroom observations

Plan to Monitor Effectiveness of G3.B2.S1

Implementation of Close reading

Person or Persons Responsible

Principal, Teacher, Coach

Target Dates or Schedule

on going

Evidence of Completion

student benchmark scores will increase, students will use strategies in all content areas, student achievement will increase

G3.B3 Students limited vocabulary

G3.B3.S1 Exposing to grade level vocabulary to all students continuously using effective vocabulary learning strategies across the curriculum for all classes.

Action Step 1

Professional Development on Implementing Deliberate Practice and Rigor in Classroom Instruction (areas of PD will discuss introducing grade level or higher vocab/text)

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Implementation in lesson plan and instructional delivery; Students will increase vocabulary skills

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Professional development

Person or Persons Responsible

Principal, Reading Coach

Target Dates or Schedule

on going

Evidence of Completion

Classroom observation; lesson plan check

Plan to Monitor Effectiveness of G3.B3.S1

Professional development

Person or Persons Responsible

Principal, Reading Coach, and Teachers

Target Dates or Schedule

on going

Evidence of Completion

Student vocabulary will increase, benchmark assessments

G4. By June 2014, there will be a 40% increase in the number of students meeting proficiency as measured by the EOC Algebra 1 and Geometry Level 3 .

G4.B1 Misconception of math concepts

G4.B1.S1 Use of student discovery and creativity with the core Algebra 1 and Geometry textbook and Common Core State Mathematics Standards Curriculum workbook and with lessons infused with technology.

Action Step 1

Professional Development offered at the District Level

Person or Persons Responsible

All Math Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Documentation for district training

Facilitator:

District Math Facilitators

Participants:

All Math Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Professional Development

Person or Persons Responsible

All Math Teachers, Principal

Target Dates or Schedule

throughout the school year

Evidence of Completion

student achievement will increase in class and on benchmark exams.

Plan to Monitor Effectiveness of G4.B1.S1

Professional Development effectiveness

Person or Persons Responsible

Principal and Math department

Target Dates or Schedule

on going

Evidence of Completion

data meeting will be held to discuss results; benchmark results and classroom observations

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title 1 Part A - Acceleration Academy High School is greatly enhanced by the Coordination and Integration of programs and funds through the State, District and Community. Title I funds and programs enhance the campus through parental involvement programs, professional development and student support and instruction.

Title III funds- will be coordinated with Title I funds to provide extra support to English Language Learners (ELLs) by offering after school tutoring in academic language acquisition, which will assist ELLs in meeting the academic content and English proficiency standards. Title III funds will be coordinated with Title I funds to support after school tutoring

Title X- Homeless - The district provides professional development regarding Homeless programs. Information is disseminated to our school through the SAFE Coordinators and Title I programming as well. Programs are implemented to help identify needs and to provide information and assistance with the highest degree of confidentiality.

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

Violence Prevention Programs

When special needs are recognized in students and disagreements are de-escalated quickly we can prevent many situations that could lead to violence. Programs aimed at students include: Red Ribbon Week, Non Violence Month, and other programs through the Teaching Tolerance magazine and website. Students in need are provided with school supplies, backpacks, personal products, dance tickets, uniforms, and any other items needed to be successful so that all students feel able to succeed. The Safe Program offers 'Thanks for Thanksgiving' and 'Angels and Elves' which are SAFE programs that identify students in need

and provide everything necessary for a wonderful Thanksgiving and/or Christmas for the student and their family. Finally, we target parents during orientations, open house, PTSA, SAC, and via newsletters and Facebook, Twitter, and YouTube to ensure their awareness of available resources and support. This helps us complete the loop of school, student, and home. By working together to keep everyone aware, informed, and able to meet their basic needs, we create a feeling of connection and family. When everyone feels connected and able to escape from embarrassment or engage in stress relief strategies that makes them feel better, we all are more able to function together in a successful and non-violent way.

Nutrition Programs - All students are provided daily with free breakfast. Any students on late buses or signing in are offered breakfast by Guidance. We have a food pantry on campus for students and families to use any time to bring groceries home to ensure all students are getting enough nutrition to learn effectively.

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. In June of 2014, 40% of students will score at a level 3.5 or above.

G2.B1 Vocabulary and sentence/Paragraph structures and writing process

G2.B1.S1 Use of thinking maps, Cornell note taking, Marzano's six step vocabulary process, Development of a school writing culture, * Grade level requirements * Emphasis on writing process * Required writing in all content area,

PD Opportunity 1

Teachers Attend Writing workshops at district level

Facilitator

District Personnel

Participants

ELA department

Target Dates or Schedule

When offered

Evidence of Completion

Teachers will implement writing strategies learned from training in lessons and while scoring classroom and benchmark writing assessments

G3. By June 2014, there will be a 30% increase in the number of students meeting proficiency as measured by the FCAT Reading Level 3 .

G3.B1 Opportunities for acquisition and application of higher order thinking

G3.B1.S1 Instruction utilizing the higher levels of Webb's Depth of Knowledge will be employed;

PD Opportunity 1

Professional Development - Deliberate Practice - Lesson Segment Addressing Content

Facilitator

Alisa Grace

Participants

All Teachers

Target Dates or Schedule

on going

Evidence of Completion

Exit Slips, Implementation in lesson plans and instructional delivery

G4. By June 2014, there will be a 40% increase in the number of students meeting proficiency as measured by the EOC Algebra 1 and Geometry Level 3 .

G4.B1 Misconception of math concepts

G4.B1.S1 Use of student discovery and creativity with the core Algebra 1 and Geometry textbook and Common Core State Mathematics Standards Curriculum workbook and with lessons infused with technology.

PD Opportunity 1

Professional Development offered at the District Level

Facilitator

District Math Facilitators

Participants

All Math Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Documentation for district training

Appendix 2: Budget to Support School Improvement Goals