Acceleration Middle Charter School

2018-19 Schoolwide Improvement Plan

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Acceleration Middle Charter School

3365 SEMINOLE AVE, Fort Myers, FL 33916

http://www.amscharter.org/

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)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	Yes	79%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Lee 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.

Acceleration Middle School (AMS) mission is to provide high quality dropout prevention and academic interventional services through alternative education. AMS is designed for at-risk students in who are in danger of failing, have failed, in need of dropout prevention with academic interventions, are referred by another school in the district, or are over-aged in middle school.

Provide the school's vision statement.

The school's vision is to create a small school community with focused and differentiate direct instruction in which all students are valued, accepted for who they are, and encouraged to challenge their academics toward excellence through individualized progressive student learning plans and 21st Century Skills. The goal at AMS is to prepare, challenge, engage, remediate, and offer educational options for students in danger of failing middle school.

School Leadership Team

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

Name	Title
Lightner, Patricia	Principal

Duties

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

School Leadership Team:

Dr. Patricia Lightner, Executive Director- She works directly with leadership team to assist, train, lead, mentor and support instructional goals, classroom daily instruction and student learning plan differentials.

Dr. Daman Essert, Director of School Improvement and Accountability- He works directly with school onsite admin and Executive Director for school wide improvement, compliance issues and accountability.

Lillian Amador- She is the onsite admin for local parent, student, teacher support.

Ulises Medrano- Lead Teacher/Administrative Designee

Sherelle Stubbs - ESE Specialist

Sharilee Encke- Reading Specialist and ESE support

We all work as a team for the best interest of each and every student.

Early Warning Systems

Year 2017-18

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	7	21	27	0	0	0	0	55
One or more suspensions	0	0	0	0	0	0	8	15	20	0	0	0	0	43
Course failure in ELA or Math	0	0	0	0	0	0	14	23	22	0	0	0	0	59
Level 1 on statewide assessment	0	0	0	0	0	0	13	12	28	0	0	0	0	53

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	0	0	0	0	0	0	11	17	21	0	0	0	0	49

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	12	22	21	0	0	0	0	55

Date this data was collected

Wednesday 6/20/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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	5	11	27	0	0	0	0	43
One or more suspensions	0	0	0	0	0	0	3	8	18	0	0	0	0	29
Course failure in ELA or Math	0	0	0	0	0	0	3	9	21	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	0	0	0	14	18	30	0	0	0	0	62

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	4	11	24	0	0	0	0	39

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?

According to the data obtained from FLDOE website relating to the 2017-2018 School Improvement Rating (SIR), AMS math learning gains were significantly lower than the 2016-2017 SIR math learning gains. In 2016-2017 AMS's students demonstrated a 28% increase in Math learning gains. In 2017-2018, AMS demonstrated a 6% increase in Math learning gains. This is not a trend as the SIR 2015-2016 and 2016-2017 data demonstrated that a significant decrease in Language Arts learning gains (38% in 2015-2016 and 21% in 2016-2017).

Which data component showed the greatest decline from prior year?

In 2017-2018, AMS Math learning gains showed the greatest decline from the prior year (2016-2017). AMS demonstrated a total of 22% decrease in Math learning from the previous school year. In 2016-2017, AMS had a 28% increase in Math learning gains as opposed to 6% in the 2017-2018 school year.

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

AMS Math learning gains had the biggest gap when compared to the state average. AMS Math learning gains were 6% and the State Math learning gains were 57%.

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

AMS showed the most improvement in English Language Arts (ELA) as opposed to the previous year. In 2017-2018, AMS ELA learning gains increased by 3% compared to the previous year. AMS demonstrated a 24% increase in ELA learning gains in 2017-2018 school year and 21% increase in ELA learning gains in the 2016-2017 school year. This is not a trend as AMS had the highest improvement in ELA of 28% in 2015-2016.

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

In 2016-2017, AMS SIR stated that the Math demonstrated the highest learning gains (28% in Math; 21% in Reading). Therefore, AMS SIP for the 2017-2018 school year increased the intensity of ELA instruction.

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%	55%	53%	0%	54%	52%
ELA Learning Gains	0%	54%	54%	0%	54%	53%
ELA Lowest 25th Percentile	0%	44%	47%	0%	43%	45%
Math Achievement	0%	62%	58%	0%	60%	55%
Math Learning Gains	0%	63%	57%	0%	55%	55%
Math Lowest 25th Percentile	0%	54%	51%	0%	42%	47%
Science Achievement	0%	52%	52%	0%	52%	50%
Social Studies Achievement	0%	69%	72%	0%	68%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	7 ()	21 ()	27 ()	55 (0)
One or more suspensions	8 (0)	15 (0)	20 (0)	43 (0)
Course failure in ELA or Math	14 (0)	23 (0)	22 (0)	59 (0)
Level 1 on statewide assessment	13 (0)	12 (0)	28 (0)	53 (0)

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
06	2018	0%	51%	-51%	52%	-52%
	2017	0%	52%	-52%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	6%	50%	-44%	51%	-45%
	2017	10%	51%	-41%	52%	-42%
Same Grade Comparison		-4%				
Cohort Comparison		6%				
08	2018	16%	56%	-40%	58%	-42%
	2017	10%	55%	-45%	55%	-45%
Same Grade Comparison		6%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	0%	41%	-41%	52%	-52%
	2017	0%	53%	-53%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	8%	65%	-57%	54%	-46%
	2017	10%	55%	-45%	53%	-43%
Same Grade Comparison		-2%				
Cohort Comparison		8%				
08	2018	0%	47%	-47%	45%	-45%
	2017	9%	41%	-32%	46%	-37%
Same Grade Comparison		-9%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	7%	48%	-41%	50%	-43%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	17%	66%	-49%	71%	-54%
2017	28%	64%	-36%	69%	-41%
Compare		-11%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	0%	43%	-43%	53%	-53%

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	Math Learning Gains
Rationale	Increase the math instruction, intensity, and volume of the delivery for all students enrolled.
Intended Outcome	The intended outcome is to increase the overall math proficiency and learning gains per individual student. At least 75% of students tested at Acceleration Middle School will demonstrate math proficiency and or math learning gains on the 2019 Mathematics Florida Standards Assessment. Point Person: S. Stubbs
Point Person	Sherelle Stubbs (sherelleks@leeschools.net)

Action Step	
Description	Do baseline testing to discover, place, and remediate the students at appropriate current grade level, and to plan improvement goals.
Person Responsible	Sherelle Stubbs (sherelleks@leeschools.net)

Plan to Monitor Effectiveness	
Description	Conduct Baseline testing in Math via the CAMS baseline tests, Math in class focused testing for comprehension, and small informal testing on regular interval basis.
Person Responsible	Sherelle Stubbs (sherelleks@leeschools.net)

Activity #2	
Title	Reading Learning Gains
Rationale	Increase the reading instruction, intensity, and volume of delivery for all students enrolled.
Intended Outcome	At the end of the 2018-2019 academic school year, AMS will demonstrate Reading learning gains of at least 50% as measured by the Florida Standards Assessment. The intended outcome is to increase Reading proficiency and learning gains per individual student. Point Person: Sharilee Encke
Point Person	Sharilee Encke (sharileebe@leeschools.net)

Action Step	
Description	Do baseline testing, to discover, place and remediate all students at appropriate current grade level, and to plan improvement level goals.
Person Responsible	Sharilee Encke (sharileebe@leeschools.net)

Plan to Monitor Effectiveness	
Description	Conduct Baseline Testing in Reading via the CARS baseline tests for reading strategies, RPI from Fast Forward for prescribed reading programs, and Fluency tests on a regular interval basis.
Person Responsible	Sharilee Encke (sharileebe@leeschools.net)

Activity #3	
Title	Writing Gains
Rationale	Increase the writing instruction, modeling, intensity, and volume of delivery for all students enrolled.
Intended Outcome	The intended outcome is to increase writing proficiency and writing FSA Scores per individual student. At least 50% of students tested at Acceleration Middle School will score proficient on the 2019 Florida Standards Writing Assessment.
Point Person	Sharilee Encke Lillian Amador (lillianla@leeschools.net)
Action Step	
Description	Do preliminary FSA Mock Writing Test school wide, review and data chat with instructional and leadership staff to prescribe best plan of instructional delivery for student improvement.
Person Responsible	Dr. Essert Daman Essert (damanje@leeschools.net)
Plan to Monitor Effectiveness	
Description	Conduct several writing prompts, mock writing tests and work with staff and students individually for improvement.
Person Responsible	Daman Essert (damanje@leeschools.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.

Commitment to parents and students is unprecedented in the area of assisting future at risk for drop out or failure, middle school students with an opportunity to meet with academic, personal and career awareness skill success. It will address the diverse academic needs of the students within an educational framework that aligns standards-based teaching with research-based instructional plans and practices.

AMS uses the following process to build and sustain partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. Community Involvement:
Cooperative efforts of parents, families, educators, community members, and businesses for the common good of providing challenging and rewarding experiences for all its students. One of the school's most valuable resources is the community. We plan on working with community groups to develop partnerships focused on increasing academics as well as assisting in developing the student's

social and civic responsiveness. The school will actively seek additional partnerships with community organizations to address and support student, family, and community issues and concerns.

Community Partnerships
These partnerships can include, but not be limited to, mentoring, tutoring, community service experiences, counseling, health care, speaker's bureau, staff development and entertainment for student incentives and rewards. The community interactions will provide the students with a sense of connections to, and leadership in, the community. These community rich experiences will enrich the self-confidence necessary to achieve in their future academic pursuits, high school and beyond.

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.

AMS educational program will focus on the four (4) following guiding principles also known as ABCD's:

1. Access: All students will have an equal access to high quality instruction and enrichment opportunity to ensure success.
2. Behavior: All students will be equipped with behaviors that demonstrate responsibility through service learning projects.
3. Community: All students will participate in community involvement activities to increase overall academic achievement.
4. Diversity: All students will come from diverse backgrounds. All students will be accepted based on regardless of their ethnic, socioeconomic, academic, cultural, and geographic backgrounds.

AMS's guiding principles (Access, Behavior, Community, and Diversity) are represented by the five Core Elements of our Education Plan. The school's educational program will include the following components:

1. Rigorous Academic and Direct Instruction
•Individualized and Prescriptive Student Learning Plans (SLP)
•Blended Lesson Planning
*Flexible schedules.

2. Extended Learning Components
•Course Recovery
•Saturday School

3.Student Center Support Services
•Whole-child focus to improve strong partnerships with parents
•Support Services

4.Professional Development
•Professional Learning Communities

5.Character Education
•Service Learning Projects

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

AMS meets high standards of student achievement in our small learning environment which includes academic, personal, social, career counseling and parent involvement components that provide a holistic approach to reducing the dropout problem. The relational learning environment meets each student's need that is customized to remove the barriers to student success.

All students are provided with a challenging, engaging, and aligned middle school/high school curriculum that adequately prepares students for high school success and acquisition of 21st century skills. A Career Cruiser course will guide students in selecting the most appropriate courses and career pathways based on each student's personal goals, interest, ambitions, and aspirations for success after high school.
All students have Student Learning Plans, and are monitored on a consistent basis via administrative reports for progress. Parents, teachers and staff conferences with student to insure success is paramount.

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.

Continuous Improvement Model (CIM)

The principles of the continuous improvement model (CIM) are instilled throughout the school decision making environment. Data is collected, analyzed and dissected to determine student and school wide needs. This data drives the instructional and curricular decision making. There is continuous progress monitoring of student achievement as it relates to the CIM decisions. If a program appears not to be working based on verified student data, then the educational leaders along with teacher leaders will reconvene and modify instruction based on the data. The Plan, Do, Study, Act cycle will be implemented. Open communication in the school decision making while providing reflection time and feedback allows for improvement. This cycle offers decision makers the tools needed to adjust or change plans as needed to ensure student achievement, while adjusting for financial efficiency.

Data Driven Decision-making
AMS gathers the pertinent data relative to academic achievement of the initially enrolled students (beginning upon the first year of operation) and set goals to target the necessary areas of student performance and achievement. By using the continuous improvement model (CIM) to guide decision-making, the school guide and focus its financial efforts in the areas of the school where student improvement is most needed. All decisions are in the best interest of the students the school serves, with respect to the financial boundaries as set by enrollment and projection. The school is responsible for the success of all students enrolled, and it must meet the individual needs of the students.

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

Commitment to parents and students is unprecedented in the area of assisting future at risk for drop out or failure, middle school students with an opportunity to meet with academic, personal and career awareness skill success. It will address the diverse academic needs of the students within an educational framework that aligns standards-based teaching with research-based instructional plans and practices.

AMS uses the following process to build and sustain partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. Community Involvement:

Cooperative efforts of parents, families, educators, community members, and businesses for the common good of providing challenging and rewarding experiences for all its students. One of the school's most valuable resources is the community. We plan on working with community groups to develop partnerships focused on increasing academics as well as assisting in developing the student's social and civic responsiveness. The school will actively seek additional partnerships with community organizations to address and support student, family, and community issues and concerns.

Community Partnerships
These partnerships can include, but not be limited to, mentoring, tutoring, community service experiences, counseling, health care, speaker's bureau, staff development and entertainment for student incentives and rewards. The community interactions will provide the students with a sense of connections to, and leadership in, the community. These community rich experiences will enrich the self-confidence necessary to achieve in their future academic pursuits, high school and beyond.

Part V: Budget

Total:	**$0.00**