

Orange County Public Schools

Acceleration East



2019-20 Schoolwide Improvement Plan

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Acceleration East

2274 S SEMORAN BLVD, Orlando, FL 32822

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

Demographics

Principal: Erin Vacchio

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 8-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

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

School Grades History

Year	2011-12	2011-12
Grade		

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Purpose and Outline of the SIP

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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	Job Duties and Responsibilities
Loftus, Douglas	Principal	Instructional Servant Leader <ul style="list-style-type: none"> • Responsible for student achievement • Assists with testing • Oversees school budget • Monitors lowest 25% of students schoolwide • Total school progress monitoring • Responsible for School Improvement Plan & School Advisory Committee
Smith, Kimberly	Other	<ul style="list-style-type: none"> • Supports assigned consultation students (tracking progress, developing/monitoring IEPs) • Consults with general education teachers (emphasis on reading and math) • Provides student and staff support for implementing accommodations in the classroom • Identifies sources for post-secondary support for students with disabilities • Works cooperatively with staff to coordinate appropriate services for ESE students • Provides support and situational guidance to the administration team on issues related to the ESE population • Works directly with the guidance counselor to assist in the development of ESE/ELL/504 student schedules • Meets with teachers regarding individual students as needed to assist in their academic achievement • Collaborates with parents, general education teachers, ESE staff, administration and district level staff in positive and effective manner to help keep the focus on ESE student success • Attend conferences, workshops, meetings, and in-service trainings that will emphasize current policies, procedures, and legal issues associated with IEPs, 504 plans, or ELL students • Assist with the testing of all ESE, ELL, and 504 students • Conduct all necessary meetings for compliance for ESE, ELL, and 504 students • Understands the 2019-2020 School Improvement Plan and the corresponding school goals • Monitors student data and provides academic support for all ESE, ELL, and 504 students on their academic progress • Tracks 11th and 12th grade standard diploma ESE students for graduation course requirement completion • Identifies declining grades and student GPA concerns
Barcelo, Erik	Other	<ul style="list-style-type: none"> • Mentors and counsels students as well communicates with parents daily to discuss behaviors, interventions, and provide supplementary information as well as support • Collaborates with SAFE coordinator to ensure a safe learning environment

Name	Title	Job Duties and Responsibilities
		<p>as well as supporting families to promote a positive home environment for all students</p> <ul style="list-style-type: none"> • Monitors all students and provides coaching and support to struggling teachers • Understands the 2019-2020 School Improvement Plan and school improvement goals • Obtains and analyzes student discipline data
Durkee, Kelly	Other	<ul style="list-style-type: none"> • Oversees all district, state, and national testing • Promotes effective test taking strategies to all teachers and selected students • Identifies students who need extra support for testing • Disseminates all national, state, and district assessment results with principal, leadership team, and faculty • Delivers professional development workshops to all teachers regarding testing procedures • Increases graduation rate and reduces the dropout rate • Understands the 2019-2020 School Improvement Plan and the school improvement goals • Secures and analyzes all student data • Works with guidance to determine placement of students based on testing data (e.g., AP courses, honors courses, etc.)
Soriano, John	Other	<ul style="list-style-type: none"> • Monitors all teachers and students and provide coaching and support to struggling teachers • Attends conferences and post-conference meetings with all teachers relating to student issues • Provides necessary support for teachers and students regarding academic, personal, and social concerns to help reduce the dropout rate and increase the graduation rate • Conducts one-on-one meetings with students who are in need (e.g., food assistance, clothing assistance, transportation assistance, counseling, etc.) • Understands the 2019-2020 School Improvement Plan and corresponding school goals • Implements student mentoring program/peer mediation with fidelity • Assists with testing and ensures the process is executed with 100% accuracy
Williams, James	Dean	<ul style="list-style-type: none"> • Works with general education, ELL, 504, and ESE students • Conferences and post-conferences discipline meetings with students and parents • Reviews discipline data and shares with administration team (faculty/staff if applicable) • Creates intervention strategies to deter inappropriate behavior and increase appropriate behavior

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Mentors and counsels students as well as conducts student mediations • Communicates with parents daily to discuss behaviors, interventions, and provides supplementary information as well as support • Monitors attendance and truancy patterns, which includes collaborative efforts with attendance clerk and social worker • Coordinates with administration to facilitate an effective discipline process focusing on student academic achievement, social development, and positive behavior support system (PBS) • Prepares SAFE referrals and collaborates with the SAFE coordinator to ensure a safe learning environment as well as supporting families to promote a positive home environment for all students • Assists with the Child Study Team meetings • Focuses on student academic progress and achievement by: <ul style="list-style-type: none"> o Reviewing grades on Progress Book o Discussing GPA and credits earned o Offering alternative academic programs, if necessary o Working with lowest 25% of students o Collaborating with guidance counselor to ensure success
Roca, Vanessa	School Counselor	<ul style="list-style-type: none"> • Schedules students for required classes to keep them on track for graduation • Reminds teachers when grades are due and double checks that all students have a grade for each grading period • Provides support for teachers by communicating and updating student progress • Schedules and attends parent-teacher conferences • Constructs senior data walls to track seniors throughout the school year • Constructs underclass data wall for students who need to be monitored for academic success • Provides necessary support for all students to increase the graduation rate • Understands the 2019-2020 School Improvement Plan, including the school's goals, reviews and analyzes data of all students

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	26	31	80	69	24	230	
Attendance below 90 percent	0	0	0	0	0	0	0	0	4	6	7	5	12	34	
One or more suspensions	0	0	0	0	0	0	0	0	1	1	3	2	2	9	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	14	6	30	13	20	83	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	13	18	42	7	12	92	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	10	8	27	8	10	63

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	3	2	3	10

FTE units allocated to school (total number of teacher units)

20

Date this data was collected or last updated

Wednesday 7/10/2019

Prior Year - 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	0	12	17	6	18	53	
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	0	1	3	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	6	20	8	20	54	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	35	31	2	7	75	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	13	19	7	14	53

Prior Year - 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	0	12	17	6	18	53
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	0	1	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	6	20	8	20	54
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	35	31	2	7	75

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	13	19	7	14	53

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	55%	56%	0%	51%	53%
ELA Learning Gains	0%	53%	51%	0%	46%	49%
ELA Lowest 25th Percentile	0%	40%	42%	0%	34%	41%
Math Achievement	0%	43%	51%	0%	34%	49%
Math Learning Gains	0%	49%	48%	0%	33%	44%
Math Lowest 25th Percentile	0%	46%	45%	0%	33%	39%
Science Achievement	0%	70%	68%	0%	64%	65%
Social Studies Achievement	0%	73%	73%	0%	67%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)					Total
	8	9	10	11	12	
Number of students enrolled	26 (0)	31 (0)	80 (0)	69 (0)	24 (0)	230 (0)
Attendance below 90 percent	4 (0)	6 (12)	7 (17)	5 (6)	12 (18)	34 (53)
One or more suspensions	1 (0)	1 (2)	3 (0)	2 (0)	2 (1)	9 (3)
Course failure in ELA or Math	14 (0)	6 (6)	30 (20)	13 (8)	20 (20)	83 (54)
Level 1 on statewide assessment	13 (0)	18 (35)	42 (31)	7 (2)	12 (7)	92 (75)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	36%	54%	-18%	56%	-20%
	2018					
Cohort Comparison						
09	2019	35%	52%	-17%	55%	-20%
	2018	23%	50%	-27%	53%	-30%
Same Grade Comparison		12%				
Cohort Comparison		35%				
10	2019	22%	50%	-28%	53%	-31%
	2018	21%	49%	-28%	53%	-32%
Same Grade Comparison		1%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	0%	36%	-36%	46%	-46%
	2018					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	16%	49%	-33%	48%	-32%
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	15%	67%	-52%	67%	-52%
2018	29%	62%	-33%	65%	-36%
Compare		-14%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	39%	69%	-30%	70%	-31%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	27%	65%	-38%	68%	-41%
Compare		12%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	16%	63%	-47%	61%	-45%
2018	22%	61%	-39%	62%	-40%
Compare		-6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	30%	53%	-23%	57%	-27%
2018	17%	65%	-48%	56%	-39%
Compare		13%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	8	29	38	5	27			17		100	7
ELL	26	34	20	23	36		16	50		83	
BLK	13	40		10						85	
HSP	32	44	40	23	32		21	43		90	9
WHT	30										
FRL	29	38	33	20	30		16	32		93	5
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES

ESSA Federal Index	
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	369
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	30
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performance for the 2018-19 school year was 8th grade math (0%). The main factor contributing to the low performance is that while students took the 8th Grade Mathematics FSA test, the students were not enrolled in the 8th Grade Mathematics course. 8th graders at Acceleration East were primarily enrolled in Liberal Arts Math I.

According to state ESSA data for Math Achievement, Black / African American students' achievement levels were at 10%, Hispanic students' achievement levels were at 23%, ELL students' achievement levels were at 23%, Economically Disadvantaged students' achievement levels were at 20%, and Students with Disabilities achievement levels were at 5%. Additional interventions and support for these subgroups will be addressed under the Action Steps portion of the Area of Focus in the SIP.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline from the previous year was the Biology EOC (a 14% decline from the previous year). The main factor contributing to this decline was an unexpected 6 week absence of the Biology teacher due to a death in the family overseas prior to and through the Biology EOC exam. Study

guides and review packets were provided by the teacher to her students prior to her leave. Additional support for tutoring was provided by the Chemistry teacher (who is also certified to teach Biology).

According to state ESSA data for Science Achievement, Hispanic students' achievement levels were at 21%, ELL students' achievement levels were at 16%, Economically Disadvantaged students' achievement levels were at 16%, and Students with Disabilities achievement levels were at 0%. Additional interventions and support for these subgroups will be addressed under the Action Steps portion of the Area of Focus in the SIP.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when compared to the state average was 8th Grade Math (-46%). This is attributable to the enrollment of students in mathematics courses other than 8th Grade Math. The students were either enrolled in Algebra I (these students did not take the 8th Grade Math test) or Liberal Arts Math I. Students in Liberal Arts Math I did not receive instruction in the 8th Grade Math curriculum as the course is designed to prepare them for the Liberal Arts Math I Common Final Exam.

According to state ESSA data for Math Achievement, Black / African American students' achievement levels were at 10%, Hispanic students' achievement levels were at 23%, ELL students' achievement levels were at 23%, Economically Disadvantaged students' achievement levels were at 20%, and Students with Disabilities achievement levels were at 5%. Additional interventions and support for these subgroups will be addressed under the Action Steps portion of the Area of Focus in the SIP.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component with the most improvement was the Geometry EOC (13% increase over prior year). New actions taken by the school included the teacher using study guides throughout the school year and looping sample FSA geometry questions as bell work.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

1. Course failure in ELA or Mathematics - The number of students with this indicator rose by 29 from the previous year.
2. Level 1 on statewide assessment - The number of students with this indicator rose by 17 students from the previous year.

Neither of these two indicators can be explained by increase in enrollment alone. As ELA and Mathematics form the basis for all statewide assessments, the former could be affecting the latter.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Decrease course failure in ELA/Math
2. Decrease Level 1 on statewide assessments
3. Decrease the achievement gap by 3% (culturally responsive school plan)
4. Increase skills related to writing in response to text dependent questions (DPLC focus)

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increasing Learning Gains in Math
Rationale	Based on 2018-2019 school data, 0% of students who took the grade 8 FSA Math assessment scored level 3 or above. Additionally, 16% of students who took the Algebra EOC scored level 3 or above. This represents a 6% decrease from the 2017-2018 school year. Learning gains for math decreased 17% (from 72% to 58%). School progress monitoring data show achievement gaps among subgroups. Additional strategies are needed to increase student proficiency and close achievement gaps in math.
State the measurable outcome the school plans to achieve	For the 2019-2020 school year, the percent of students at Acceleration East making learning gains in Math will increase 3% (from 58% to 61%).
Person responsible for monitoring outcome	Douglas Loftus (douglas.loftus@ocps.net)
Evidence-based Strategy	All students either in 8th grade and/or enrolled in Algebra I will be scheduled in two math classes. Students enrolled in Algebra I will be scheduled in Liberal Arts Math or Intensive Math. Students in 8th grade not enrolled in Algebra I will be scheduled in Liberal Arts Math and Intensive Math. These classes will meet on opposite days of our block schedule so that these students will have exposure to math every day. The secondary math course will be an intensive math class designed to supplement instruction of the concepts in the primary math course.
Rationale for Evidence-based Strategy	Acceleration East maintains a block schedule in which students have one half of their classes every other day. In prior years, Acceleration East has not regularly scheduled students in more than one math class, and when students were scheduled in multiple math classes, they did sometimes both meet on the same day. Implementing daily math instruction will help maintain exposure to critical content required for both passage of primary math courses and statewide assessments.
Action Step	
Description	<ol style="list-style-type: none"> 1) Identify 8th grade students and students ready to progress to Algebra I. 2) Schedule the above referenced students in a primary math course based on their scheduling needs (Algebra I or Liberal Arts Math) and a secondary math course to support the primary course (Intensive Math or Liberal Arts Math). 3) Schedule UCF and Valencia student tutors to meet with the above referenced students during their scheduled secondary math course. 4) Subgroup Intervention Strategies <ol style="list-style-type: none"> a. SWD - Utilize accommodations listed in individualized IEPs, including but not limited to extended time and oral presentation. b. ELL - Utilize accommodations listed in individualized ELL plans, including but not limited to extended time and use of approved English/Spanish translation dictionaries. c. Black/African American - Implement differentiated instruction based on individual needs of students within the subgroup. Strategies will include helping students process new content, helping students elaborate on new content, helping students examine their reasoning, and helping students revise knowledge. d. Hispanic - Implement differentiated instruction based on individual needs of students

within the subgroup. Strategies will include helping students process new content, helping students elaborate on new content, helping students examine their reasoning, and helping students revise knowledge.

e. White - Implement differentiated instruction based on individual needs of students within the subgroup. Strategies will include helping students process new content, helping students elaborate on new content, helping students examine their reasoning, and helping students revise knowledge.

f. Economically Disadvantaged - Implement differentiated instruction based on individual needs of students within the subgroup. Wireless hotspots are also available to students who do not have access to high speed internet at home. Additional services will be provided for students based on economic need such as food and clothing assistance.

5) Implement culturally responsive teaching strategies in the classroom such as:

a. Bringing in guest speakers

b. Using learning stations

c. Involving parents by using take-home letters

6) Monitor performance in the course throughout the year with checkpoints at progress reports and report cards.

7) Monitor mastery of standards based on Progress Monitoring Activities throughout the year.

Person Responsible	Douglas Loftus (douglas.loftus@ocps.net)
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#2	
Title	Increasing Learning Gains in ELA
Rationale	<p>Based on 2018-2019 school data, 36% of students who took the grade 8 FSA ELA assessment scored level 3 or above. Additionally, 35% of students who took the grade 9 FSA ELA assessment scored level 3 or above. This represents a 12% increase from the 2017-2018 school year. Also, 22% of students who took the grade 10 FSA ELA assessment scored level 3 or above. This represents a 1% increase from the 2017-2018 school year.</p> <p>School progress monitoring data show achievement gaps among subgroups. Additional strategies are needed to increase student proficiency and close achievement gaps in ELA.</p>
State the measurable outcome the school plans to achieve	For the 2019-2020 school year, the percent of students at Acceleration East making learning gains in ELA will increase 3% (from 55% to 58%)
Person responsible for monitoring outcome	Douglas Loftus (douglas.loftus@ocps.net)
Evidence-based Strategy	The data will be studied from a primary, secondary and tertiary lens. Since our goal is to increase learning gains by 3%, we will be looking at progress reports and report cards along with performance matters data.
Rationale for Evidence-based Strategy	The principal and the leadership team will monitor each nine weeks and determine if students are making learning gains in ELA. We will look for learning gains in reading and math based on the FSA. Checkpoints via Performance Matters Activities during the school year will help guide the faculty and principal as we measure progress.
Action Step	
Description	<ol style="list-style-type: none"> 1) Assign an administrative lead to oversee and monitor MAO initiatives. <ol style="list-style-type: none"> a. Monthly progress monitoring meetings with initiative leads with quarterly reviews. b. Provide actionable feedback to leads c. Ensure leads are accountable and meet deadlines d. Provide principal with bimonthly updates 2) Establish a clear line of communication to the faculty and staff regarding each student's academic progress <ol style="list-style-type: none"> a. Provide Training to the administrative leadership team using materials provided from Principal trainings b. Conduct weekly department meetings with principal, guidance counselor and MTSS coordinator 3) Establish teacher and teacher leader trainings <ol style="list-style-type: none"> a. Have teacher leaders who have buy in speak to their colleagues during faculty meetings b. Faculty members visit local schools that are recognized as a culturally responsive school 4) Implement DPLC focus on writing in response to text dependent questions <ol style="list-style-type: none"> a. DPLC members will attend district trainings b. DPLC members will disseminate knowledge from training to faculty members c. Teachers will participate in activities and walkthroughs related to DPLC focus 5) Subgroup Intervention Strategies <ol style="list-style-type: none"> a. SWD - Utilize accommodations listed in individualized IEPs, including but not limited to

extended time and oral presentation.

b. ELL - Utilize accommodations listed in individualized ELL plans, including but not limited to extended time and use of approved English/Spanish translation dictionaries.

c. Black/African American - Implement differentiated instruction based on individual needs of students within the subgroup. Strategies will include helping students process new content, helping students elaborate on new content, helping students examine their reasoning, and helping students revise knowledge.

d. Hispanic - Implement differentiated instruction based on individual needs of students within the subgroup. Strategies will include helping students process new content, helping students elaborate on new content, helping students examine their reasoning, and helping students revise knowledge.

e. White - Implement differentiated instruction based on individual needs of students within the subgroup. Strategies will include helping students process new content, helping students elaborate on new content, helping students examine their reasoning, and helping students revise knowledge.

f. Economically Disadvantaged - Implement differentiated instruction based on individual needs of students within the subgroup. Wireless hotspots are also available to students who do not have access to high speed internet at home. Additional services will be provided for students based on economic need such as food and clothing assistance.

6) Implement culturally responsive teaching strategies in the classroom such as:

a. Bringing in guest speakers

b. Using learning stations

c. Involving parents by using take-home letters

7) Monitor performance in the course throughout the year with checkpoints at progress reports and report cards.

8) Monitor mastery of standards based on Progress Monitoring Activities throughout the year.

Person Responsible Douglas Loftus (douglas.loftus@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

AEHS 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. AEHS recognizes that parents/guardians play an integral role in our students' education. We encourage the participation of parents/guardians in two-way, meaningful communication involving student learning and other student activities. AEHS recruits and encourages parents to become partners in learning. Families are kept abreast of their

child's progress using the on-line Progress Book system, newsletters, Text messaging, Twitter, Facebook, Connect ED and parent meetings.

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 East students are offered counseling services through the school's SAFE Coordinator and Orange County Family Counseling Services. In addition, peer mentoring and peer mediation is provided through the SAFE Ambassadors Organization. The SAFE Coordinator manages a food and clothing closet, and assists students with financial needs.

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

Students in need of financial assistance are provided with school supplies, backpacks, personal products, uniforms, and any other items needed to be successful so that all students feel connected to their school. The SAFE Program offers 'Thanks for Thanksgiving' and 'Angels and Elves' that provide food and supplies for holidays for the student and their family. Finally, Acceleration East targets parents during orientations, open house, PTSA, SAC, newsletters, Facebook, Twitter, and YouTube to ensure they are aware of resources available to their student. By working together to keep everyone aware and informed, we help meet each student's basic needs and create a feeling of connection and family. When everyone feels connected, able to maintain their dignity, or engage in stress relief strategies, we function together in a successful and non-violent way.

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

All students interested in attending Acceleration East must complete an application and interview process in order to be accepted for enrollment. During the summer prior to their initial enrollment, new students are afforded the opportunity to attend an orientation program coordinated by the school's SAFE Ambassadors. The new student orientation is a half-day program designed to help students learn about the culture of Acceleration East and begin to create social relationships with both peers and mentors who will support them throughout their initial school year.

Seniors are supported by teacher mentors who provide encouragement and guidance as they complete their graduation requirements. Teachers provide tutoring opportunities to help students prepare for college entrance examinations. Seniors meet regularly with the guidance counselor to discuss their progress. Students are also provided assistance with completing college applications and essays.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

- Analysis of student trend data

- Analysis of school profile and demographic data
- Objectives and goal setting
- Action steps
- Evaluation of action steps
- Identification of critical MTSS infrastructure currently established along with areas in need of development
- Analysis of disaggregated data in order to identify trends and plan appropriate interventions
- Development of assessment strategies and calendars
- Development of processes to ensure intervention fidelity
- Implement the school improvement plan

Title 1 Part A - Title I funds enhance the campus through parental involvement programs, professional development, student support, and additional core instruction.

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

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

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

Violence Prevention Programs - Acceleration East offers violence prevention programs that include: Red Ribbon Week, Non Violence Month, and other programs through the Teaching Tolerance curriculum materials.

Nutrition Programs - All students are provided daily free breakfast and lunch. We have a food pantry on campus for students and families to use any time.

Career and Technical Education - Acceleration East works with Orange Technical College for dual enrollment of students who are pursuing certification in a variety of programs.

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

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increasing Learning Gains in Math	\$0.00
2	III.A.	Areas of Focus: Increasing Learning Gains in ELA	\$0.00
Total:			\$0.00