Orange County Public Schools

Acceleration East

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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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Acceleration East

2274 S SEMORAN BLVD, Orlando, FL 32822

https://accelerationeasths.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 8-12	Yes	%

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

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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Loftus, Douglas	Principal	Instructional Servant Leader • 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	• 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 2020-2021 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

Name	Title	Job Duties and Responsibilities
Maldonado-Rodriguez, Josue	Other	• Mentors and counsels students as well communicates with parents daily to discuss behaviors, interventions, and provide supplementary information as well as support • Collaborates with SAFE coordinator to ensure a safe learning environment as well as supporting families to promote a positive home environment for all students • Monitors all students and provides coaching and support to struggling teachers • Understands the 2020-2021 School Improvement Plan and school improvement goals • Obtains and analyzes student discipline data
Durkee, Kelly	Other	• 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 2020-2021 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	• 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 2020-2021 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

Name	Title	Job Duties and Responsibilities
Williams, James	Dean	• Works with general education, ELL, 504, and ESE students • Conferences and post-conferences discipline meetings with students and parents • Reviews discipline data and shares with administration team (faculty/ staff if applicable) • Creates intervention strategies to deter inappropriate behavior and increase appropriate behavior • Mentors and counsels students as well as conducts student mediations • Communicates with parents daily to discuss behaviors, interventions, and provides supplementary information as well as support • Monitors attendance and truancy patterns, which includes collaborative efforts with attendance clerk and social worker • 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: 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	• 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 2020-2021 School Improvement Plan, including the school's goals, reviews and analyzes data of all students

Demographic Information

Principal start date

Monday 7/1/2013, Erin Vacchio

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Total number of teacher positions allocated to the school

22

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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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.	

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	2	30	34	66	19	151
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	11	10	25	10	56
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	3	1	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	3	9	4	17
Course failure in Math	0	0	0	0	0	0	0	0	0	14	15	34	7	70
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	8	10	21	6	45
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	11	8	19	8	46
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	15	16	31	10	72

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	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/7/2020

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	
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	1	3	2	3	1	10

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	
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	1	3	2	3	1	10

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	
	(0)	(0)	(0)	(0)	(0)	0 (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
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%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	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%
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
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%	2
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0

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%	0

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%	2

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%	0

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%	0

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%	0

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%	2

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%	0

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?

1. Course failure in ELA or Mathematics - The number of students with this indicator rose by 4 from the previous year.
2. Level 1 on statewide assessment - The number of students with this indicator rose by 19 students from the previous year.

Neither of these two indicators can be explained by increase or decrease 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. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and 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.
Measurable Outcome:	For the 2020-2021 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 Steps to Implement

1) Identify 8th grade students and students ready to progress to Algebra I.

Person Responsible	Vanessa Roca (vanessa.roca@ocps.net)

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).

Person Responsible	Vanessa Roca (vanessa.roca@ocps.net)

3) Subgroup Intervention Strategies
a. SWD - Utilize accommodations listed in IEPs, including extended time and oral presentation.
b. ELL - Utilize accommodations listed in ELL plans, including extended time and use of approved translation dictionaries.
c. Black/African American - Differentiate instruction based on individual needs. Strategies include helping students process new content, elaborate on new content, examine reasoning, and revise knowledge.
d. Hispanic - Differentiate instruction based on individual needs. Strategies include helping students process new content, elaborate on new content, examine reasoning, and revise knowledge.
e. White - Differentiate instruction based on individual needs. Strategies include helping students process new content, elaborate on new content, examine reasoning, and revise knowledge.
f. Economically Disadvantaged - Differentiate instruction based on individual needs of students within the

subgroup. Wireless hotspots are available to students without access to high speed internet at home. Additional services provided for students based on economic need.

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

4) 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

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

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

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

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

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

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	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. School progress monitoring data show achievement gaps among subgroups. Additional strategies are needed to increase student proficiency and close achievement gaps in ELA.
Measurable Outcome:	For the 2020-2021 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 Steps to Implement

1) Assign an administrative lead to oversee and monitor MAO initiatives.
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

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

2) Establish a clear line of communication to the faculty and staff regarding each student's academic progress
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

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

3) Establish teacher and teacher leader trainings
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

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

4) Subgroup Intervention Strategies
a. SWD - Utilize accommodations listed in IEPs, including extended time and oral presentation.
b. ELL - Utilize accommodations listed in ELL plans, including extended time and use of approved

translation dictionaries.
c. Black/African American - Differentiate instruction based on individual needs. Strategies include helping students process new content, elaborate on new content, examine reasoning, and revise knowledge.
d. Hispanic - Differentiate instruction based on individual needs. Strategies include helping students process new content, elaborate on new content, examine reasoning, and revise knowledge.
e. White - Differentiate instruction based on individual needs. Strategies include helping students process new content, elaborate on new content, examine reasoning, and revise knowledge.
f. Economically Disadvantaged - Differentiate instruction based on individual needs of students within the subgroup. Wireless hotspots are available to students without access to high speed internet at home. Additional services provided for students based on economic need.

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

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

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

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

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

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

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

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Based on data from the Spring 2020 Panorama Education survey, 68% of students responded positively regarding questions related to Self-Management. This was 5% higher than the learning community average and 3% higher than both the Board District 3 and Orange County Public Schools averages. For questions related to Social Awareness, 63% of students responded positively. This was 12% higher than the learning community average, 3% higher than the Board District 3 average, and 4% higher than the Orange County Public Schools average. While the Acceleration East averages are higher than all comparison averages, there are questions within each area that rated significantly lower than the total average. Under Self-Management, only 43% of students responded positively when asked "During the past 30 days...How often did you remain calm, even when someone was bothering you or saying bad things?" Under Social Awareness, only 27% of students responded positively when asked "During the past 30 days...How clearly were you able to describe your feelings?" Increases positivity for each of these questions will not only increase the overall average, but will provide a basis for overall Social and Emotional integration (especially for students who are learning from home).
Measurable Outcome:	For the Spring 2021 Panorama Education survey, the percent of students at Acceleration East responding positively to both Self-Management and Social Awareness questions will increase by 3% (Self-Management from 68% to 71% and Social Awareness from 63% to 66%).
Person responsible for monitoring outcome:	Douglas Loftus (douglas.loftus@ocps.net)
Evidence-based Strategy:	Counseling opportunities will be made available to both Face-to-Face and LaunchEd@Home students. Students will be monitored by faculty and staff and will be referred to the SAFE Coordinator on a needs basis. The SAFE Coordinator will focus on remaining calm and expressing emotions safely as students present signs of distress.
Rationale for Evidence-based Strategy:	Recognizing and regulating emotions is the basis of Social and Emotional Learning. The questions which elicited the lowest positive response rates are those related to recognizing and expressing emotional state. By focusing on the foundations, we should be able to help increase students' overall Self-Management and Social Awareness.

Action Steps to Implement

SAFE Coordinator (John Soriano) will attend district training for school based SEL team. After district training, Mr. Soriano will train those individuals on campus who may support students' SEL.

Person Responsible	John Soriano (john.soriano@ocps.net)

SAFE Coordinator will train students in self regulation techniques for those students who show difficulty describing feelings and remaining calm in stressful situations.

Person Responsible	John Soriano (john.soriano@ocps.net)

Student SAFE Ambassadors (under the direction and guidance of the SAFE Coordinator) will provide peer counseling services to students who the SAFE Coordinator identifies and potentially benefiting from this experience.

Person Responsible	John Soriano (john.soriano@ocps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

School leadership team will meet on a weekly basis to discuss current needs of the school and schoolwide improvement priorities identified in 2.E. of the Needs Assessment/Analysis.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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 Skyward Parent Access, newsletters, Text messaging, Twitter, Facebook, Connect ED and parent meetings.

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. 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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	**III.A.**	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**	**$0.00**
2	**III.A.**	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**	**$0.00**
3	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**	**$0.00**
		Total:	**$0.00**