

Miami-Dade County Public Schools

Acceleration Academies Llc



2020-21 Schoolwide Improvement Plan

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Acceleration Academies Llc

1001 N MIAMI BEACH BLVD, N Miami Beach, FL 33162

[no web address on file]

Demographics

Principal: Alberto Iber

Start Date for this Principal: 8/27/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
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 Dade 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 Academies Llc

1001 N MIAMI BEACH BLVD, N Miami Beach, FL 33162

[no web address on file]

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 9-12	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

Grade

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SIP Authority

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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.

Our vision is to transform the way education is delivered, by partnering with school districts to graduate more at-risk or unenrolled high school students than any other program in the country allowing them a second chance at a life they can be proud of.

Provide the school's vision statement.

Acceleration Academies is a national leader in re-engaging young adults not experiencing success in a traditional educational setting by helping them to identify their potential, overcome obstacles, build their confidence, and provide the academic programming to earn a high school diploma, setting them on a career path towards a brighter future.

Our success is rooted in earning the trust of the school districts we serve, the community organizations and higher education institutions with which we partner, and the students and families we have the honor of serving.

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
Montagnino-Fiske, Gina	Principal	The District Director serves as the leader of their designated district and maintains primary local responsibility for carrying out the organization's mission, including (1) establishing expectations, providing support and managing accountability for all site-based instructional and non-instructional staff, (2) ensuring equity in programming for the academies' diverse learners, (3) establishing connections within the broader community to expand services for Graduation Candidates (GCs),(4) managing all program operations to ensure fiscal sustainability and legal compliance, and (5) leveraging available resources to increase enrollment and improve Graduation Candidates outcomes, ensuring overall program success.
Llinas, Michelle	Assistant Principal	Assistant Director
Briceno, Aida	Dean	Site Coordinator
Mardis, Indira	Dean	Site Coordinator
Kinard, Jessica	Dean	Site Coordinator
Mardis, Francesca	Registrar	Registrar
Antonini, Enrique	Instructional Coach	support
Nortelus, Joella	Instructional Coach	Support
Wynne, Dan	Administrative Support	Support
Lafaille, Eddy	Administrative Support	Support
Iber, Alberto	Administrative Support	Support

Demographic Information

Principal start date

Thursday 8/27/2020, Alberto Iber

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.*

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.*

Total number of teacher positions allocated to the school

8

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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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	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Thursday 8/27/2020

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	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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	

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	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	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	0	0	0	0	

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	

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%	59%	56%	0%	56%	53%
ELA Learning Gains	0%	54%	51%	0%	51%	49%
ELA Lowest 25th Percentile	0%	48%	42%	0%	45%	41%
Math Achievement	0%	54%	51%	0%	47%	49%
Math Learning Gains	0%	52%	48%	0%	47%	44%
Math Lowest 25th Percentile	0%	51%	45%	0%	45%	39%
Science Achievement	0%	68%	68%	0%	63%	65%
Social Studies Achievement	0%	76%	73%	0%	71%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(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
09	2019	23%	55%	-32%	55%	-32%
	2018					
Cohort Comparison						
10	2019	31%	53%	-22%	53%	-22%
	2018					
Cohort Comparison		31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
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					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	17%	63%	-46%	61%	-44%
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	54%	-54%	57%	-57%
2018					

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
HSP	9										
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	4
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	15
Total Components for the Federal Index	4
Percent Tested	36%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	9
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
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	
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
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.

At the Homestead site, 6% of our students tested were proficient in Math.

MDAA focuses on course completion and attainment of a high school diploma. Each student comes to us in a unique situation and facing different challenges. Not all of our students need to take a standardized state test, some will take the SAT or ACT for concordant scores. Attendance is a contributing factor for our students, as it was an issue in their traditional high school experience.

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

Prior year data unavailable.

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 data component with the greatest gap between state/district and MDAA was Math Achievement. In Homestead, 6% of the students tested proficient on the Math assessment compared to 54% at the district level and 51% of students in Florida.

MDAA offers a non-traditional path to a high school diploma. Students participate in a blended learning model that features flexibility of scheduling to accommodate the various challenges that face them in successfully participating in a traditional program to earn their high school diploma. Examples of challenges our students face include full time employment, family responsibilities and child care that may prevent them from attending state testing during the appointed dates and times.

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

Prior year data unavailable.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

1. Increase weekly attendance.
2. Increase course completions.

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

1. Increase weekly attendance.
2. Increase course completions.
3. Increase number of graduates.
4. Increase enrollment.
5. Expand access to post secondary opportunities.

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Increase Attendance

Area of Focus Description and Rationale:	Attendance is a contributing factor for our students, as it was an issue in their traditional high school experience.
Measurable Outcome:	By October 2020, Miami Dade Acceleration Academy (MDAA) will have 500 active enrollments attending courses and on track for graduation.
Person responsible for monitoring outcome:	Gina Montagnino-Fiske (gmontagnino@accelerationacademy.org)
Evidence-based Strategy:	Implement school wide attendance incentive plans, student orientation & reorientation as needed, institute retention protocols as well as post- secondary and social-emotional learning activities to improve attendance.
Rationale for Evidence-based Strategy:	The attendance, student orientation, and retention protocols that are in place by Acceleration Academy are establish the expectation that students are required to meet attendance requirements in order to make adequate progress in their academic courses.

Action Steps to Implement

1. Implement attendance and retention protocols with fidelity
2. Hold staff members to adhering to the Retention Protocol
3. Conduct weekly data dialogue sessions with all staff to analyze attendance and retention data develop action plans to address chronic absenteeism student by student
4. Implement Orientation with fidelity to ensure that students understand the attendance expectations at Acceleration Academy and staff begins the process of establishing strong relationships with students.
5. Institute weekly contacts with ALL students on Mondays to reiterate attendance expectation.
6. Plan, develop, and implement post-secondary/SEL activities on a bi-weekly basis (minimum) to drive engagement and retention.

Person Responsible [no one identified]

#2. Other specifically relating to Course Completions

Area of Focus Description and Rationale: Each student who enters MDAA is provided a success plan with the number of deficient credits, a plan to earn those credits and a timeline in which to finish those courses which is .5 credit every 4 weeks.

Measurable Outcome: By May 2021, MDAA will have 1714 course completions.

Person responsible for monitoring outcome: Gina Montagnino-Fiske (gmontagnino@accelerationacademy.org)

Evidence-based Strategy: Implement MDAA protocols that include (1) individual weekly data chats via Zoom between students and teachers (Content Coaches) to review course progress, and (2) regular review of student Personalized Learning Plans via Zoom to review progress towards graduation between the guidance counselor (Career/Life Coach) and students.

Rationale for Evidence-based Strategy: MDAA protocols including weekly data chats and review of Personalized Learning Plans are designed to engage students in conversations about their progress and discuss strategies to ensure their success in courses and the completion of graduation requirements.

Action Steps to Implement

1. Implementation of the Retention Protocol with fidelity
2. Hold staff accountable to the implementation of the Retention Protocol during weekly data dialogues.
3. Review course completions by subject area on a weekly basis and develop action plans to support students that are not making adequate progress in their courses.
4. Implement Orientation to reiterate messaging of course completions expectations (1 course every 2 weeks)
5. Conduct bi-weekly meetings with Content Coaches to review student progress in courses.
6. Conduct weekly meetings between Assistant Director and Career/Life Coach to review and problem solve student progress
7. Implement a student recognition system for students who complete their courses by established target date.
8. Monitor daily data chats between the Content Coaches and students on progress in current courses.
9. Monitor Personalized Learning Plans conducted by the Career/Life Coach with individual students.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

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

Although MDAA data is not populated in Part I.D, enrollment and adherence to our attendance policy are focal areas. Each day, we are enrolling new students committed to earning their diplomas, and graduating students who are completing their course work and state requirements. While students are with MDAA, they commit to completing 12 hours of on site attendance and 50% progress in each course per week. Students commit to completing 0.5 credit every 2 weeks. Attendance is a vital component and ongoing challenge in keeping students on track for graduation. MDAA's retention protocol cycle is a key practice focused on ensuring that students keep their commitments to the program.

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.

The mission of MDAA is to provide students with a personalized academic experience as they work to complete their high school diploma. All students receive a mentor, who works to ensure all supports and tools are provided to the student while they are working. In addition to a mentor, students also have an assigned teacher and counselor. These three staff members work together collectively to communicate with students and their entire support system in order to ensure academic success. This communication plan aligned to an organizational protocol enable our staff to implement and monitor communication efforts. Staff are trained in restorative circles, to ensure trauma based practices, conflict management, and restorative practices are utilized to assist students with barriers impacting their ability to be successful in coursework and attendance.

Parent Family and Engagement Plan (PFEP) Link

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