

Orange County Public Schools

# Acceleration East



## 2021-22 Ungraded 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

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	Alternative
<b>School Type and Grades Served</b> (per MSID File)	High School 8-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Improvement Rating History</b>	2021-22: Commendable 2020-21: No Rating 2018-19: Commendable 2017-18: Commendable 2016-17: Maintaining
<b>DJJ Accountability Rating</b>	2023-24: No Rating

### School Board Approval

This plan is pending approval by the Orange County School Board.

### SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

### **Purpose and Outline of the SIP**

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

## 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.

**Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.**

Acceleration East students have chosen to attend our school in lieu of their various home schools. Students must apply, interview, and meet specific criteria in relation to grades, attendance, and behavior in order to be accepted. Students understand that they will enroll in a rigorous curriculum of eight courses per school year, and they are willing to accept the challenge.

Faculty and staff of Acceleration East understand that each student follows a unique path toward success. Acceleration East utilizes multiple programs and opportunities (such as Dual Enrollment with Valencia College and Orange Technical College, academic support to prepare for undergraduate education, support for those entering the workforce or military, and graduation assistance for those using both the 24 credit and 18 credit diploma options. Through this differentiation, we ensure the opportunity for every student to have a promising and successful future.

### School Leadership Team

**Membership**

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Loftus, Douglas	Principal	Instructional Servant Leader <ul style="list-style-type: none"> <li>• Responsible for student achievement</li> <li>• Assists with testing</li> <li>• Oversees school budget</li> <li>• Monitors lowest 25% of students schoolwide</li> <li>• Total school progress monitoring</li> <li>• Responsible for School Improvement Plan &amp; School Advisory Committee</li> </ul>
Smith, Kimberly	Staffing Specialist	<ul style="list-style-type: none"> <li>• Supports assigned consultation students (tracking progress, developing/monitoring IEPs)</li> <li>• Consults with general education teachers (emphasis on reading and math)</li> <li>• Provides student and staff support for implementing accommodations in the classroom</li> <li>• Identifies sources for post-secondary support for students with disabilities</li> <li>• Works cooperatively with staff to coordinate appropriate services for ESE students</li> <li>• Provides support and situational guidance to the administration team on issues related to the ESE population</li> <li>• Works directly with the guidance counselor to assist in the development of ESE/ELL/504 student schedules</li> <li>• Meets with teachers regarding individual students as needed to assist in their academic achievement</li> <li>• 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</li> <li>• 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</li> <li>• Assist with the testing of all ESE, ELL, and 504 students</li> <li>• Conduct all necessary meetings for compliance for ESE, ELL, and 504 students</li> <li>• Understands the 2020-2021 School Improvement Plan and the corresponding school goals</li> <li>• Monitors student data and provides academic support for all ESE, ELL, and 504 students on their academic progress</li> <li>• Tracks 11th and 12th grade standard diploma ESE students for graduation course requirement completion</li> <li>• Identifies declining grades and student GPA concerns</li> </ul>

Name	Position Title	Job Duties and Responsibilities
Maldonado-Rodriguez, Josue	Other	<ul style="list-style-type: none"> <li>• Mentors and counsels students as well communicates with parents daily to discuss behaviors, interventions, and provide supplementary information as well as support</li> <li>• Collaborates with SAFE coordinator to ensure a safe learning environment as well as supporting families to promote a positive home environment for all students</li> <li>• Monitors all students and provides coaching and support to struggling teachers</li> <li>• Understands the 2020-2021 School Improvement Plan and school improvement goals</li> <li>• Obtains and analyzes student discipline data</li> </ul>
Durkee, Kelly	Other	<ul style="list-style-type: none"> <li>• Oversees all district, state, and national testing</li> <li>• Promotes effective test taking strategies to all teachers and selected students</li> <li>• Identifies students who need extra support for testing</li> <li>• Disseminates all national, state, and district assessment results with principal, leadership team, and faculty</li> <li>• Delivers professional development workshops to all teachers regarding testing procedures</li> <li>• Increases graduation rate and reduces the dropout rate</li> <li>• Understands the 2021-2022 School Improvement Plan and the school improvement goals</li> <li>• Secures and analyzes all student data</li> <li>• Works with guidance to determine placement of students based on testing data (e.g., AP courses, honors courses, etc.)</li> </ul>
Soriano, John	Other	<ul style="list-style-type: none"> <li>• Monitors all teachers and students and provide coaching and support to struggling teachers</li> <li>• Attends conferences and post-conference meetings with all teachers relating to student issues</li> <li>• Provides necessary support for teachers and students regarding academic, personal, and social concerns to help reduce the dropout rate and increase the graduation rate</li> <li>• Conducts one-on-one meetings with students who are in need (e.g., food assistance, clothing assistance, transportation assistance, counseling, etc.)</li> <li>• Understands the 2021-2022 School Improvement Plan and corresponding school goals</li> <li>• Implements student mentoring program/peer mediation with fidelity</li> <li>• Assists with testing and ensures the process is executed with 100% accuracy</li> </ul>

Name	Position Title	Job Duties and Responsibilities
Williams, James	Dean	<ul style="list-style-type: none"> <li>• Works with general education, ELL, 504, and ESE students</li> <li>• Conferences and post-conferences discipline meetings with students and parents</li> <li>• Reviews discipline data and shares with administration team (faculty/staff if applicable)</li> <li>• Creates intervention strategies to deter inappropriate behavior and increase appropriate behavior</li> <li>• Mentors and counsels students as well as conducts student mediations</li> <li>• Communicates with parents daily to discuss behaviors, interventions, and provides supplementary information as well as support</li> <li>• Monitors attendance and truancy patterns, which includes collaborative efforts with attendance clerk and social worker</li> <li>• Coordinates with administration to facilitate an effective discipline process focusing on student academic achievement, social development, and positive behavior support system (PBS)</li> <li>• 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</li> <li>• Assists with the Child Study Team meetings</li> <li>• Focuses on student academic progress and achievement by: <ul style="list-style-type: none"> <li>o Reviewing grades on Progress Book</li> <li>o Discussing GPA and credits earned</li> <li>o Offering alternative academic programs, if necessary</li> <li>o Working with lowest 25% of students</li> <li>o Collaborating with guidance counselor to ensure success</li> </ul> </li> </ul>
Roca, Vanessa	School Counselor	<ul style="list-style-type: none"> <li>• Schedules students for required classes to keep them on track for graduation</li> <li>• Reminds teachers when grades are due and double checks that all students have a grade for each grading period</li> <li>• Provides support for teachers by communicating and updating student progress</li> <li>• Schedules and attends parent-teacher conferences</li> <li>• Constructs senior data walls to track seniors throughout the school year</li> <li>• Constructs underclass data wall for students who need to be monitored for academic success</li> <li>• Provides necessary support for all students to increase the graduation rate</li> <li>• Understands the 2021-2022 School Improvement Plan, including the school's goals, reviews and analyzes data of all students</li> </ul>



**Is education provided through contract for educational services?**

No

If yes, name of the contracted education provider.

**Demographic Information****Principal start date**

Monday 7/1/2013, Erin Vacchio

**Number of teachers with professional teaching certificates?**

20

**Number of teachers with temporary teaching certificates?**

1

**Total number of teacher positions allocated to the school.**

22

**Total number of students enrolled at the school.**

135

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

2

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

1

**Demographic Data****Early Warning Systems****2021-22****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	10	19	13	56	18	116	
Attendance below 90 percent	0	0	0	0	0	0	0	0	3	7	8	29	10	57	
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	2	5	1	7	1	16	
Course failure in Math	0	0	0	0	0	0	0	0	5	4	3	26	9	47	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	5	4	4	16	8	37	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	3	3	6	16	7	35	
Number of students with a substantial reading deficiency	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	6	9	7	29	12	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	0	0	4	0	5

**Date this data was collected or last updated**

Tuesday 8/24/2021

**2020-21 - 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	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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA 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	

**Part II: Needs Assessment/Analysis****School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					55%	56%		54%	56%
ELA Learning Gains					53%	51%		51%	53%
ELA Lowest 25th Percentile					40%	42%		40%	44%
Math Achievement					43%	51%		49%	51%
Math Learning Gains					49%	48%		44%	48%
Math Lowest 25th Percentile					46%	45%		39%	45%
Science Achievement					70%	68%		66%	67%
Social Studies Achievement					73%	73%		69%	71%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	36%	54%	-18%	56%	-20%
Cohort Comparison						
09	2021					
	2019	35%	52%	-17%	55%	-20%
Cohort Comparison		-36%				
10	2021					
	2019	22%	50%	-28%	53%	-31%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	0%	36%	-36%	46%	-46%
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	16%	49%	-33%	48%	-32%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	15%	67%	-52%	67%	-52%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	39%	69%	-30%	70%	-31%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	16%	63%	-47%	61%	-45%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	30%	53%	-23%	57%	-27%

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	8	27		5	42		23			100	
ELL	29	62		10	45		25	38		96	9
BLK	45	50									
HSP	31	40	33	7	18	50	25	49		97	16
WHT										100	31
FRL	39	41	36	8	27		33	46		97	15
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

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
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

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	10
Percent Tested	83%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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	39
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	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
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	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

## Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

### Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

In the 2020-2021 school year, 11% of students who took the Algebra I EOC scored level three or above (a 5% decrease from the 2018-2019 school year). In the 2020-2021 school year, 22% of students who took the FSA Math Assessment scored level three or above (a 22% increase from the 2018-2019 school year).

Students either in 8th grade and/or enrolled in Algebra I were scheduled in two math classes (a primary class and Intensive Math). Progress monitoring assessments (PMAs) were administered in the Winter and Spring to track proficiency. Subgroup proficiency for Economically Disadvantaged, SWD, and ELL were comparable to the total population. These subgroups showed proficiency at or above their peers (other subgroups are not tracked through PMAs).

The following Subgroup Intervention Strategies were utilized:

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

### Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Based on Progress Monitoring Activities (PMAs), ELA performance showed the most improvement throughout the 2020-2021 school year. Total proficiency increased from 19% to 24%. Economically disadvantaged proficiency increased from 28% to 30%. SWD proficiency increased from 10% to 20%. ELL proficiency increased from 0% to 33%. The greatest action taken in ELA for the 2020-2021 school year was the addition of two new ELA instructors. Some courses were shifted between teachers, which created a better fit for the experience of each educator.

### What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Our greatest need for improvement is math achievement. Out of 57 students enrolled in Geometry for the 2020-2021 school year, one (1) student received a level 3 or above on the Geometry EOC (2%). Out of 27 students enrolled in Algebra I for the 2020-2021 school year, three (3) students received a level 3 or above on the Algebra I EOC (11%). In comparison to the 2018-2019 school year (the last year for which data is available), there was a decrease for each assessment. Geometry decreased by 28% (from 30% in 2019). Algebra I decreased by 5% (from 16% in 2019). This decrease could be due to the teaching/learning method for the 2020-2021 school year (Face to Face/LaunchEd). The decrease could also be due to the announcement by the state that EOC scores would not affect student grades for the 2020-2021 school year (some students, admittedly, did not try because of this).

Additionally, data from PMAs does not reflect the final achievement of students (this could be attributed to the aforementioned lack of attempt on the EOCs).

### **What trends emerge across grade levels, subgroups and core content areas?**

Across grade levels, in mathematics PMAs, 9th grade students experienced the greatest increases in proficiency and 10th grade students experienced the greatest drop in proficiency. Students in 11th and 12 grade made little change in proficiency. These trends occurred across subgroups of the same grade levels as well.

Across grade levels, in ELA PMAs, 10th grade students experienced the greatest increases in proficiency and 9th grade students experienced the greatest drop in proficiency. These trends occurred across subgroups of the same grade levels as well.

### **What strategies need to be implemented in order to accelerate learning?**

The following subgroup strategies will be implemented in order to accelerate learning:

The following Subgroup Intervention Strategies were utilized:

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

### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

New instructional coaches on campus will guide teachers in the process of reviewing and analyzing data. Teachers will be shown how to use summative and formative data to target areas of need and differentiate instruction.

Teachers will be guided and supported as they transition back to an environment with all students meeting face to face.

All teachers will receive specific training for testing that will include the importance of exams and the effect of student effort during exams on exam performance.

## **Part III: Planning for Improvement**

### **Areas of Focus:**



**#1. Culture & Environment specifically relating to Social Emotional Learning****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In the Spring of 2021, 95 Acceleration East students participated in the Panorama Education School Survey. Among other queries, students answered questions regarding how they perceive their own social-emotional skills. The percent responding favorably to each category were as follows:

Self-Management - 69%  
Social Awareness - 59%

Based off of the above data, students' perception of Social Awareness is identified as a critical need:

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the Spring 2022 Panorama Education Student Survey, the percent of students at Acceleration East responding favorably to prompts regarding Social Awareness will increase by 3% (from 59% to 62%):

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Character Lab Research surveys (a separate survey offered multiple times throughout the school year) will be utilized for progress monitoring. Data from these surveys will be utilized to monitor progress toward the measurable outcome stated above.

**Person responsible for monitoring outcome:**

Douglas Loftus (douglas.loftus@ocps.net)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Counseling opportunities will be made available to all 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:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Data from the Panorama Education Student Survey (and the Character Lab Research Survey used for progress monitoring) is not broken down by ESSA subgroup. All subgroups will be monitored equally on individual bases through the Evidence-based Strategy listed above.

**#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our greatest need for improvement is math achievement. Out of 57 students enrolled in Geometry for the 2020-2021 school year, one (1) student received a level 3 or above on the Geometry EOC (2%). Out of 27 students enrolled in Algebra I for the 2020-2021 school year, three (3) students received a level 3 or above on the Algebra I EOC (11%). In comparison to the 2018-2019 school year (the last year for which data is available), there was a decrease for each assessment. Geometry decreased by 28% (from 30% in 2019). Algebra I decreased by 5% (from 16% in 2019).

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2021-2022 school year, the percentage of students earning a level 3 or above on the Geometry EOC will increase by 3% (to 5%). Additionally, the percentage of students earning a level 3 or above on the Algebra I EOC in increase by 3% (to 14%).

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Progress Monitoring Activities will be administered three times per year (once in each of the first three marking periods). Proficiency levels will be monitored as a predictor of FSA EOC performance levels.

**Person responsible for monitoring outcome:**

Douglas Loftus (douglas.loftus@ocps.net)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The data will be studied from a primary, secondary and tertiary lens. Since our goal is to increase performance by 3%, we will be looking at progress reports and report cards along with performance matters data.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The principal will monitor each nine weeks and determine if students are making progress towards proficiency in Algebra I and Geometry. Checkpoints via Performance Matters Activities during the school year will help guide the faculty and principal as progress is measured and monitored.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- 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)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

## 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.

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.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

**Leadership Team** - Leadership team members serve as guides and role models for all teachers and students, demonstrating and leading the positive school culture and environment.

**Instructional Staff** - Instructional staff (specifically classroom teachers) have the most direct contact with students on a regular basis. These individuals will create a positive culture environment in their classrooms that will reflect the overall culture and environment of the school.

Parents - Parents will be encouraged to participate in school activities to demonstrate positivity. They will also be encouraged to promote the same positive culture and environment at home.

Students - Students will be guided to learn the school culture and will be expected to demonstrate the same level of positivity as adults when interacting with other students, staff, and visitors.

Community - Community members (especially guests on campus) will observe the positive culture and environment of the school and will be encouraged/expected to demonstrate the same.