**Miami-Dade County Public Schools**

# Acceleration Academies Llc



## 2021-22 Ungraded 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: 1/4/2016

| | |
|---|---|
| **2021-22 Status**<br>(per MSID File) | Active |
| **School Function**<br>(per accountability file) | |
| **School Type and Grades Served**<br>(per MSID File) | High School<br>9-12 |
| **Primary Service Type**<br>(per MSID File) | Alternative Education |
| **2020-21 Title I School** | No |
| **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 0% |
| **2020-21 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | |
| **School Improvement Rating History** | |
| **DJJ Accountability Rating** | 2023-24: No Rating |

**School Board Approval**

This plan is pending approval by the Dade 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.**

Our mission 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 look back upon with pride.

**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.

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

Students who have been unsuccessful in traditional school, in grades 8 - 12, may enroll in Acceleration Academies for a second chance to earn a high school diploma. Students have the flexibility to create a schedule that aligns to their needs within our blended learning model. Staff are available to assist students both on site and via Zoom between the hours of 8am and 5pm. When students enroll with Acceleration Academies, they meet one-on-one with a counselor to create a personalized learning plan, unique to their specific needs and academic history. Students are also assigned a Graduation Candidate Advocate, who will support the student with any academic and/or social emotional issues that may arise while they are working toward their high school diploma. We believe our unique setting and personalized support can help any student overcome obstacles to be successful.

### 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 |
|---|---|---|
| Montagnino-Fiske, Gina | District Director | 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 students/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 | | The Assistant Director serves as the second in command of their designated district and maintains assists the director in 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 students,(4) managing all program operations to ensure fiscal sustainability and legal compliance, and (5) leveraging available resources to increase enrollment and improve student outcomes, ensuring overall program success. |
| Iber, Alberto | | Provide district oversight |
| Wynne, Dan | | Support district administrative oversight |
| Garrote, Rolando | | School counselor |
| Lafaille, Eddy | | District oversight |
| Lopez-Perez, Vivienne | | SPED Support and Oversight |
| Meza, Eliana | | School counselor |
| Bencosme, Aura | | District psychological support |

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

Yes

**If yes, name of the contracted education provider.**

Acceleration Academies

## Demographic Information

**Principal start date**

Monday 1/4/2016, Alberto Iber

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

9

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

0

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

9

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

480

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

3

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

3

**Demographic Data**

## Early Warning Systems

### 2021-22

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

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 41 | 75 | 83 | 61 | 264 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 20 | 41 | 45 | 35 | 143 |
| One or more suspensions | 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 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 18 | 25 | 32 | 24 | 102 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 26 | 31 | 34 | 21 | 116 |
| 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 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 21 | 29 | 33 | 22 | 108 |

**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 7/27/2021

### 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 | |
| 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 | 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 | |
| Level 1 on 2019 statewide FSA ELA assessment | 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 | |

**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 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 | | | | | 59% | 56% | | 59% | 56% |
| ELA Learning Gains | | | | | 54% | 51% | | 56% | 53% |
| ELA Lowest 25th Percentile | | | | | 48% | 42% | | 51% | 44% |
| Math Achievement | | | | | 54% | 51% | | 51% | 51% |

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| Math Learning Gains | | | | | 52% | 48% | | 50% | 48% |
| Math Lowest 25th Percentile | | | | | 51% | 45% | | 51% | 45% |
| Science Achievement | | | | | 68% | 68% | | 65% | 67% |
| Social Studies Achievement | | | | | 76% | 73% | | 73% | 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 |
| 09 | 2021 | | | | | |
| | 2019 | 23% | 55% | -32% | 55% | -32% |
| Cohort Comparison | | | | | | |
| 10 | 2021 | | | | | |
| | 2019 | 31% | 53% | -22% | 53% | -22% |
| Cohort Comparison | | -23% | | | | |

| 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 |
| 2021 | | | | | |
| 2019 | | | | | |
| 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 | | | | | |

| HISTORY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| **ALGEBRA EOC** | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 17% | 63% | -46% | 61% | -44% |
| **GEOMETRY EOC** | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 0% | 54% | -54% | 57% | -57% |

## 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 |
| ELL | | | | | | | | | | 21 | |
| BLK | | | | | | | | | | 3 | |
| HSP | | | | | | | | | | 10 | |
| WHT | | | | | | | | | | 19 | |
| FRL | | | | | | | | | | 3 | |
| **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 |

## 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 | 9 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 5 |
| Progress of English Language Learners in Achieving English Language Proficiency | |

| ESSA Federal Index | |
|---|---|
| Total Points Earned for the Federal Index | 9 |
| Total Components for the Federal Index | 1 |
| Percent Tested | |

| 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% | |
| **English Language Learners** | |
| Federal Index - English Language Learners | 21 |
| 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 | 3 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 10 |
| 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 | |
|---|---|
| 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 | 19 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| **Economically Disadvantaged Students** | |
| Federal Index - Economically Disadvantaged Students | 3 |
| 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 2020, the following progress monitoring was in place:
(1) individual weekly data chats via Zoom between students and teachers (Content Coaches) to review
course progress;
(2) regular review of student Personalized Learning Plans via Zoom to review progress towards graduation between the guidance counselor (Career/Life Coach) and students;
(3) 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.

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

The data component of attendance showed the greatest improvement. In response to a national shift to virtual learning, teachers and mentors were available via Zoom from 8am - 10pm every weekday to ensure students were able to continue to access coursework and not lose academic momentum.

**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?**

The data component with the greatest gap is the transition of students back to a blended learning model, away from 100% virtual learning. MDAA offers a non-traditional path to a high school diploma. Students participate in a blended learning model that features flexible 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.

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

Regardless of grade level or content area, all students will have to learn how to effectively shift from 100% virtual learning to a blended model.

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

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 student engagement and retention.

**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.**

1. Staff training on the AA Retention Protocol in order to then hold staff accountable to the implementation of the Retention Protocol during weekly data student dialogues.
2. Review academic progress and course completions by subject area on a weekly basis and develop action plans with teachers and mentors to support students that are not making adequate progress in their courses.
3. Improve student orientation process to reinforce program expectations and protocols and increase student academic progress
4. Conduct weekly meetings with teachers and mentors to review student progress in courses.
5. Conduct weekly meetings between Assistant Director and Counselors to review and problem solve student progress
6. Implement a student recognition system for students who complete their courses by established target date.
7. Teacher Performance Goals in Bamboo to identify areas of strength and growth, in order to effectively align coaching and professional learning to these identified areas

## Part III: Planning for Improvement

**Areas of Focus:**

| #1. Culture & Environment specifically relating to Student Attendance | |
|---|---|
| **Area of Focus Description and Rationale:**<br>Include a rationale that explains how it was identified as a critical need from the data reviewed. | Based on the data review, our school will implement the Targeted Element of Student Attendance, as this is a contributing factor for our students, as it was an issue in their traditional high school experience. |
| **Measurable Outcome:**<br>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | By May 2022, Miami Dade Acceleration Academy (MDAA) will have 520 active enrollments, with at least 90% average daily attendance. |
| **Monitoring:**<br>Describe how this Area of Focus will be monitored for the desired outcome. | Individual and school data will be monitored, in alignment with the action steps identified for implementation, in order to achieve the intended outcome. |
| **Person responsible for monitoring outcome:** | Gina Montagnino-Fiske (gmontagnino@accelerationacademy.org) |
| **Evidence-based Strategy:**<br>Describe the evidence-based strategy being implemented for this Area of Focus. | Implement school wide attendance incentive plans, student orientation & reorientation as needed, institute retention protocols as well as postsecondary and social-emotional learning activities to improve student attendance. The Leadership Team will conduct weekly staff meetings to review student attendance and adjust incentives and strategies in response to data in real-time. |
| **Rationale for Evidence-based Strategy:**<br>Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | The attendance, student orientation, and retention protocols that are in place by MDAA establish the expectation that students are required to meet attendance requirements in order to make adequate<br>progress in their academic courses. Various research from the AA focus group on high school dropouts informed the protocols of the program:<br><br>1. According to the U.S. Census Bureau, a high school graduate will out earn a dropout by 50% (over $10,000 annually).<br><br>2. 80% of those in prison are dropouts. (Office of Juvenile Justice)<br><br>3. Dropouts are 72% more likely to be unemployed. (U.S. Dept. of Labor) |

### 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. Implement attendance and retention protocols with fidelity

| **Person Responsible** | Gina Montagnino-Fiske (gmontagnino@accelerationacademy.org) |
|---|---|

2. Hold staff members to adhering to the Retention Protocol

| **Person Responsible** | Gina Montagnino-Fiske (gmontagnino@accelerationacademy.org) |
|---|---|

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

**Person Responsible**
Gina Montagnino-Fiske (gmontagnino@accelerationacademy.org)

4. Implement Orientation with fidelity to ensure that students understand the attendance expectations at MDAA and staff begins the process of establishing strong relationships with students.

**Person Responsible**
Michelle Llinas (mllinas@accelerationacademy.org)

5. Institute weekly contacts with ALL students on Mondays to reiterate attendance expectation.

**Person Responsible**
Gina Montagnino-Fiske (gmontagnino@accelerationacademy.org)

6. Plan, develop, and implement post-secondary/SEL activities on a bi-weekly basis (minimum) to drive engagement and retention.

**Person Responsible**
Gina Montagnino-Fiske (gmontagnino@accelerationacademy.org)

**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.

Individual and staff data related to the subgroup will be reviewed daily and weekly, attendance protocols will align to the action steps related to the subgroup. Through consistent follow-up and data review, course corrections can be implemented by staff and students to ensure the implementation and monitoring of above action steps will enable attainment of culture and environment focus area.

## #2. Leadership specifically relating to Specific Teacher Feedback

| | |
|---|---|
| **Area of Focus Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed. | Based on the data review, our school will implement the Targeted Element of Specific Teacher Feedback. Each MDAA teacher will identify three performance goals for the 2021-2022 school year. Each teacher will receive specific feedback, via Bamboo Performance System, in order to track improvement related to individual deficiencies, resulting in increased data aligned to intended outcomes. |
| **Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | By June 2022, all teachers will demonstrate at least 80% improvement for each individual performance goal as measured on the Bamboo goal continuum. |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | Individual data will be monitored, in alignment with the action steps identified for implementation, in order to achieve the intended outcome. We will make adjustments to professional learning as data becomes available and continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing). Collaborative planning will be scheduled weekly and a member of the LT will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. |
| **Person responsible for monitoring outcome:** | Gina Montagnino-Fiske (gmontagnino@accelerationacademy.org) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | According to Hattie, feedback can increase effort, motivation, or engagement to reduce this discrepancy, and/or it can increase cue searching and task processes that lead to understanding. Feedback is among the most critical influences on student learning (2007). By providing teacher feedback consistently through the utilization of the Bamboo Performance System, we aim to demonstrate growth in achievement of individual performance goals. |
| **Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | The attendance and academic goals that are in place by MDAA establish the expectation that teachers must achieve minimum attendance and course completion requirements in alignment with Bamboo performance goals. |

## 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. Create and implement ongoing professional development plan to strengthen teacher outcomes as well as areas for growth

| **Person Responsible** | Gina Montagnino-Fiske (gmontagnino@accelerationacademy.org) |
|---|---|

2. Hold staff members accountable for the professional learning and subsequent implementation

| **Person Responsible** | Gina Montagnino-Fiske (gmontagnino@accelerationacademy.org) |
|---|---|

3. Conduct weekly data dialogue sessions with all staff to analyze attendance and academic data; developing individual action plans to address areas for growth

| **Person Responsible** | Gina Montagnino-Fiske (gmontagnino@accelerationacademy.org) |

4. Meet individually with teachers on a monthly basis to review progress toward performance goals and supports needed

| **Person Responsible** | Gina Montagnino-Fiske (gmontagnino@accelerationacademy.org) |

5. Collaborative planning will be scheduled weekly and a member of the LT will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals.

| **Person Responsible** | Gina Montagnino-Fiske (gmontagnino@accelerationacademy.org) |

**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.

Individual and staff data related to the subgroup will be reviewed daily and weekly, attendance protocols will align to the action steps related to the subgroup. Through consistent follow-up and data review, course corrections can be implemented by staff and students to ensure the implementation and monitoring of above action steps will enable attainment of culture and environment focus area.

| #3. Instructional Practice specifically relating to Instructional Coaching | |
|---|---|
| **Area of Focus Description and Rationale:**<br>Include a rationale that explains how it was identified as a critical need from the data reviewed. | Based on the data review, our school will implement the Targeted Element of Instructional Coaching. We selected the overarching area of Instructional Coaching based on our findings that course progress is decreasing for students. We are not meeting the unique needs of all learners, therefore it is evident that we must improve our ability to differentiate instruction through instructional coaching. |
| **Measurable Outcome:**<br>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | Teachers will increase by a minimum of 10 percentage points as evidenced by the 2022 Edmentum course completion rates. |
| **Monitoring:**<br>Describe how this Area of Focus will be monitored for the desired outcome. | The Leadership Team will conduct monthly data reviews with teachers, adjusting instructional coaching based on current data in real time, and follow-up with regular observations to ensure quality instruction is taking place. This data will be analyzed during weekly Leadership Team meetings to ensure teachers are demonstrating growth in academic progress rates. |
| **Person responsible for monitoring outcome:** | Gina Montagnino-Fiske (gmontagnino@accelerationacademy.org) |
| **Evidence-based Strategy:**<br>Describe the evidence-based strategy being implemented for this Area of Focus. | Implement school-wide professional development/coaching plan aligned to teacher academic goals to improve student attendance and academic progress. As Hargreaves and Fullan (2012) note, professional learning creates a collaborative culture that results in a form of collective professional capital that leverages much more productive, widespread improvement in an organization than would be possible if teachers<br>worked alone in egg-crate classrooms. |
| **Rationale for Evidence-based Strategy:**<br>Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | We identify seven common design elements of effective coaching approaches.<br>1. They are content focused.<br>2. They incorporate active learning strategies.<br>3. They engage teachers in collaboration.<br>4. They use models and/or modeling.<br>5. They provide coaching and expert support.<br>6. They include time for feedback and reflection.<br>7. They are of sustained duration. |

| Action Steps to Implement: | |
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| 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. | |
| A needs assessment will be conducted following the creation of three performance goals within the Bamboo Performance System. A professional learning plan, inclusive of instructional coaching, can then be created in response to teacher needs and areas for improvement. The Leadership Team will monitor teacher data on a weekly basis and adjust instructional coaching in response to data in real-time. | |
| **Person Responsible** | Gina Montagnino-Fiske (gmontagnino@accelerationacademy.org) |
| **Monitoring ESSA Impact:** | Individual and staff data related to the subgroup will be reviewed daily and weekly, attendance protocols will align to the action |

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.

steps related to the subgroup. Through consistent follow-up and data review, course corrections can be implemented by staff and students to ensure the implementation and monitoring of above action steps will enable attainment of culture and environment focus area.

| #4. Instructional Practice specifically relating to Student Engagement | |
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| **Area of Focus Description and Rationale:**<br>Include a rationale that explains how it was identified as a critical need from the data reviewed. | Based on the data review, our school will implement the Targeted Element of Student Engagement. We selected the overarching area of Student Engagement based on our findings that course progress is decreasing for students. We are not meeting the unique needs of all learners, therefore it is evident that we must improve our ability to differentiate instruction through instructional coaching. |
| **Measurable Outcome:**<br>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | Students will increase by a minimum of 10 percentage points as evidenced by the 2022 Edmentum course completion rates. |
| **Monitoring:**<br>Describe how this Area of Focus will be monitored for the desired outcome. | The Leadership Team will conduct monthly performance reviews with teachers and weekly meetings to review student engagement data, adjusting instructional coaching and practices, based on current data in real time, and follow-up with regular observations to ensure quality instruction is taking place. This data will be analyzed during weekly Leadership Team meetings to ensure teachers are demonstrating growth in academic progress rates. |
| **Person responsible for monitoring outcome:** | Gina Montagnino-Fiske (gmontagnino@accelerationacademy.org) |
| **Evidence-based Strategy:**<br>Describe the evidence-based strategy being implemented for this Area of Focus. | Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors, including high levels of absenteeism throughout their childhood, at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. In eighth grade, this pattern was even more apparent and, by ninth grade, attendance was shown to be a key indicator significantly correlated with high school graduation (National Center for Education Statistics, 2007). |
| **Rationale for Evidence-based Strategy:**<br>Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | The attendance, student orientation, and retention protocols that are in place by MDAA establish the expectation that students are required to meet attendance requirements in order to remain engaged and make adequate academic progress. Various research from the AA focus group on high school dropouts informed the protocols of the program:<br><br>1. According to the U.S. Census Bureau, a high school graduate will out earn a dropout by 50% (over $10,000 annually).<br><br>2. 80% of those in prison are dropouts. (Office of Juvenile Justice)<br><br>3. Dropouts are 72% more likely to be unemployed. (U.S. Dept. of Labor) |

**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. Implement attendance and retention protocols with fidelity

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| **Person Responsible** | Gina Montagnino-Fiske (gmontagnino@accelerationacademy.org) |

2. Hold staff members to adhering to the Retention Protocol

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| **Person Responsible** | Gina Montagnino-Fiske (gmontagnino@accelerationacademy.org) |

3. Conduct weekly data dialogue sessions with all staff to analyze student engagement, attendance and retention data develop action plans to address chronic absenteeism student by student

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|---|---|
| **Person Responsible** | Gina Montagnino-Fiske (gmontagnino@accelerationacademy.org) |

4. Implement Orientation with fidelity to ensure that students understand the attendance expectations at MDAA and staff begins the process of establishing strong relationships with students.

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| **Person Responsible** | Gina Montagnino-Fiske (gmontagnino@accelerationacademy.org) |

5. Institute weekly contacts with ALL students on Mondays to reiterate attendance expectation.

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| **Person Responsible** | Gina Montagnino-Fiske (gmontagnino@accelerationacademy.org) |

6. Plan, develop, and implement post-secondary/SEL activities on a bi-weekly basis (minimum) to drive engagement and retention.

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| **Person Responsible** | Gina Montagnino-Fiske (gmontagnino@accelerationacademy.org) |

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| **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. | Individual and staff data related to the subgroup will be reviewed daily and weekly, attendance protocols will align to the action steps related to the subgroup. Through consistent follow-up and data review, course corrections can be implemented by staff and students to ensure the implementation and monitoring of above action steps will enable attainment of culture and environment focus area. |

## 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.**

The mission of MDAA is to provide students with a positive and 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(mentor, counselor and teacher) work together collaboratively to communicate with students and their entire support system in order to ensure academic success. This communication plan is aligned to an organizational protocol that enables 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. Staff create meaningful connections with students to foster positive relationships.

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

Gina Montagnino-Fiske, Director - oversees all school operations
Michelle Llinas, Assistant Director - second in command, oversees all school operations
Maria Serrano, Homestead Site Coordinator - responsible for daily operations at Homestead Academy
Indira Mardis, Central Site Coordinator - responsible for daily operations at Central Academy
Aida Briceno, Career/Life Coach - responsible for coordinating 1 post-secondary planning and 1 social/emotional event each month for all students
Graduation Candidate Advocates (Student Mentors) - assigned a caseload of students and responsible for all communication with student, family/outside support, attendance and any assistance student may need with either academic or non-academic issues
Alberto Iber - Principal, EAOP - oversees all EAOP operations
Eddy Lafaille - Assistant Principal, EAOP - second in command, oversees all EAOP operations