

St. Lucie Public Schools

# Acceleration Academy



## 2021-22 Ungraded Schoolwide Improvement Plan

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# Acceleration Academy

329 SE PORT ST LUCIE BLVD, Port St Lucie, FL 34984

accelerationacademy.org

## Demographics

Principal: Paige Latham

Start Date for this Principal: 8/6/2021

<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)	62%
<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* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
<b>School Improvement Rating History</b>	2021-22: No Rating 2020-21: No Rating 2018-19: No Rating 2017-18: Maintaining 2016-17: Maintaining
<b>DJJ Accountability Rating</b>	2023-24: No Rating

## School Board Approval

This plan is pending approval by the St. Lucie 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.**

Acceleration Academies is a national leader in re-engaging young adults not experiencing success in a traditional high school setting. We help them identify their goals, overcome obstacles, build confidence, and pursue a personalized academic program to achieve the dream many had thought out of reach: a high school diploma.

Our success is rooted in earning the trust of the school districts with which we partner, the community organizations that support our mission, and the students and families we have the honor of serving year-round.

#### **Provide the school's vision statement.**

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 — giving them a second chance at a life that will make them and their families proud.

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

St. Lucie Acceleration Academies serves students who are at-risk of dropping out of school, have dropped out of school, or need credit recovery in order to graduate. We provide online curriculum that is accessible 24/7 as well as access to staff 6 days per week. We offer flexible scheduling to accommodate obstacles such as work and/or child care. Students meet with the Career/Life Coach to map out a path to their goal of graduation and post-secondary success. We also seek to partner with agencies in the community to provide services that our students may not have access to otherwise.

### 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
Latham, Paige	Principal	Oversee staff, students, and daily operations, communicate with various stakeholders, monitor data, develop and implement strategies to improve pertinent data points
Allen, Heather	Paraprofessional	Case management, assisting various staff members and students
Gilmore, Angela	Paraprofessional	Case management, assisting various staff members and students
Jamison, Emerald	Paraprofessional	Case management, assisting various staff members and students
Long, Coralynn	Paraprofessional	Case management, assisting various staff members and students
Ashah, Orlando	Teacher, K-12	Social Studies teacher
Brown, Amine	Teacher, K-12	Science teacher
Caso, Dave	Teacher, ESE	Preparing ESE documentation, consulting with various staff members and ESE students
Voltaire, Jacques	Teacher, K-12	ELA/ESOL teacher
Graves, Mark	SAC Member	Executive Vice President and Chief Engagement Officer
Schneider, Eric	SAC Member	Chief Academic Officer
Sharp, Margie	SAC Member	Chief Education Officer
Keller, Margie	Registrar	Data specialist

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

Yes

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

### Demographic Information

**Principal start date**

Friday 8/6/2021, Paige Latham

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

5

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

0

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

5

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

148

**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	1	1	7	10	133	152
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	1	7	10	133	152
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	1	0	0	5	71	77
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	3	67	71
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	34	34
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	25	25
Number of students with a substantial reading deficiency	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	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	1	0	0	5	76	82

**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	1	0	0	0	38	39
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	64	64

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

Monday 8/23/2021

**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	5	4	14	168	191
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	5	4	14	168	191
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	7	90	97
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	4	84	88
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	6	70	76
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	1	36	37

**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	7	96	103

**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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	0	0	96	101

**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					51%	56%		50%	56%
ELA Learning Gains					48%	51%		52%	53%
ELA Lowest 25th Percentile					36%	42%		43%	44%
Math Achievement					40%	51%		40%	51%
Math Learning Gains					41%	48%		47%	48%
Math Lowest 25th Percentile					38%	45%		41%	45%
Science Achievement					71%	68%		68%	67%
Social Studies Achievement					68%	73%		62%	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	0%	54%	-54%	56%	-56%
Cohort Comparison						
09	2021					
	2019	0%	54%	-54%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	51%	-51%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	0%	48%	-48%	48%	-48%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	71%	-71%	67%	-67%

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	0%	68%	-68%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	51%	-51%	61%	-61%

  

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	55%	-55%	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
BLK										17	
HSP										29	
WHT										21	
FRL										19	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
SWD											
BLK											
HSP											
WHT										8	
FRL										2	

  

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	14
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	27

<b>ESSA Federal Index</b>	
Total Components for the Federal Index	2
Percent Tested	
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
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%	
<b>English Language Learners</b>	
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%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	17
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	29
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
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	21
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	14
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?**

During the 2020-2021 school year, Acceleration Academies implemented various staff meetings throughout the week to review overall student attendance and academic performance. During these meetings, staff discussed barriers to student attendance and developed strategies to overcome these barriers. Through implementation with fidelity attendance improved by 9%.

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

Acceleration Academies showed growth in both attendance and course completions. We continued to implement data chats around student progress, and also implemented staff meetings specifically geared towards improved course completion. At a network level, the various cohorts of teachers met as a group to discuss how to improve overall success in their particular content. Improved clarity of expectations during Orientation in regards to course completions was also a critical factor in the increase of classes finished during the school year.

**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?**

Attendance/Engagement continues to be our greatest area in which we need to improve. While we are able to get in contact with our students, we struggle to instill in them the automaticity of

engagement that is required to be successful at Acceleration Academies. Students are expected to engage in their courses to make 25-33% progress per week. Currently, student attendance is 68% and average progress is 10% per week. This falls far below state averages and the network averages set for Acceleration Academies sites (80% engagement/attendance, 25-33% progress per week).

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

Engagement tends to be lower when students are enrolled in Math and English courses, which may be due to the rigor of the work in those classes. ESE students tend to have slightly better attendance as they have an extra case manager in the ESE teacher keeping track of their attendance and progress.

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

When a student enrolls at Acceleration Academies, he/she goes through an Orientation that details expectations for attendance/engagement as well as course progress. Ensuring that each student goes through a quality Orientation is essential to success at Acceleration Academies as a means to accelerate learning/course completions/graduation. Daily monitoring of student data through the use of a developed tracker as well as performance coaching for staff when their goals aren't being met on a consistent basis will also be implemented to improve data points that drive accelerated learning.

### **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.**

Professional development will focus on quality implementation of Orientation as well differentiating the curriculum across all content areas. Monthly teacher huddles will take place at a network level to learn more about pertinent topics regarding Edmentum and the implementation of the curriculum. Quarterly leadership retreats will provide professional development on various topics to help improve overall data points at the site level.

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

### **Areas of Focus:**

**#1. Culture & Environment specifically relating to Student Attendance**

**Area of Focus Description and Rationale:**

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

It is imperative that Acceleration Academies sets the expectation that adherence to the attendance/engagement requirements is crucial to academic success. Lack of consistent attendance/engagement negatively impacts various data points, including course completions, state assessment scores, and on-cohort graduation rates.

**Measurable Outcome:**

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

During the 2021-2022 school year, Acceleration Academies will have an average monthly attendance rate of 75% or higher.

**Monitoring:**

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

Daily usage reports in Edmentum; daily data tracker

**Person responsible for monitoring outcome:**

Paige Latham (platham@accelerationacademy.org)

**Evidence-based Strategy:**

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

Implement company-wide attendance/engagement, Orientation, and retention protocols as well as post-secondary learning activities to improve attendance. Continue weekly staff huddles to discuss and strategically plan for students who struggle with consistent attendance/engagement. Implement performance coaching for staff who do not consistent reach expected progress on individual 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/engagement, Orientation, and retention protocols that are in place by Acceleration Academies establish the expectation that students are required to meet attendance requirements in order to make adequate progress in their academic courses. Implementing post-secondary activities will communicate a culture of learning at the site(s). Weekly staff huddles and performance coaching help ensure that all students are receiving a high level of progress monitoring and case management so they don't "fall through the cracks" in terms of attendance/engagement.

**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.

Implement attendance/engagement and retention protocols with fidelity

**Person Responsible**

Paige Latham (platham@accelerationacademy.org)

Hold staff members accountable for adhering to the Retention Protocol

**Person Responsible**

Paige Latham (platham@accelerationacademy.org)

Conduct weekly data dialogue sessions with all staff to analyze attendance and retention data to develop action plans to address chronic absenteeism

**Person Responsible**

Paige Latham (platham@accelerationacademy.org)

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

**Person Responsible**

Paige Latham (platham@accelerationacademy.org)

Institute weekly contacts with ALL students from various staff members to reiterate attendance expectations

**Person Responsible** Paige Latham (platham@accelerationacademy.org)

Plan, develop, and implement post-secondary/recognition activities on a weekly basis to drive retention and engagement

**Person Responsible** Paige Latham (platham@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.

All students will be monitored using the above action steps in the Area of Focus, including those in ESSA subgroups.

**#2. Other specifically relating to Course Completions**

**Area of Focus Description and Rationale:**

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

The students at Acceleration Academy have a limited in which they can complete their requirements for high school graduation. Ensuring that students are completing their courses in a timely fashion in line with Acceleration Academies' policies will improve the graduation rate across all sub-groups.

**Measurable Outcome:**

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

During the 2021-2022 school year, Acceleration Academies students will complete at total of 703 courses (based on enrollment).

**Monitoring:**

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

Daily/weekly/monthly/quarterly review of course completions through Edmentum

**Person responsible for monitoring outcome:**

Paige Latham (platham@accelerationacademy.org)

**Evidence-based Strategy:**

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

Implement company-wide protocols that include 1) individual weekly data chats between students and teachers to review course progress, 2) weekly staff meetings that seek out struggling students and use collaboration between professionals to develop/implement a strategy to help overcome obstacles, 3) holding Orientation prior to the start of coursework to ensure that students understand both the learning platform and academic expectations, and 4) regular review of Personalized Learning Plans to discuss progress towards graduation between the guidance counselor and the students.

**Rationale for Evidence-based Strategy:**

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

Data chats between teachers and students as well as between professionals with the Academies ensure that there is open communication between all stakeholders regarding the academic expectations of Acceleration Academies. Orientations that are help with fidelity front-load expectations prior to commitment to the Acceleration Academies program and understanding of those expectations. Review of progress is necessary to hold the students accountable for both their success and/or struggles as well as give them the opportunity to discuss obstacles that may be hindering them or strategies they've used that have led to their accomplishments.

**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.

Implementation of the Retention Protocol with fidelity

**Person Responsible** Paige Latham (platham@accelerationacademy.org)

Hold staff accountable to the implementation of the Retention Protocol during weekly data dialogues

**Person Responsible** Paige Latham (platham@accelerationacademy.org)

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.

**Person Responsible** Paige Latham (platham@accelerationacademy.org)

Implement Orientation to reiterate messaging of course completions expectations (1 every 3-4 weeks)



**Person Responsible** Paige Latham (platham@accelerationacademy.org)

Conduct bi-weekly meetings with Content Coaches to review student progress in courses through the use of various reports

**Person Responsible** Paige Latham (platham@accelerationacademy.org)

Implement a student recognition system for students who complete their courses by established target date.

**Person Responsible** Paige Latham (platham@accelerationacademy.org)

Monitor daily data chats between the Content Coaches and students on progress in current courses through Atlas notes

**Person Responsible** Paige Latham (platham@accelerationacademy.org)

Monitor Personalized Learning Plans and progress discussions conducted by the Career/Life Coach with individual students through Atlas notes

**Person Responsible** Paige Latham (platham@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.

All students will be monitored using the above action steps in the Area of Focus, including those in ESSA subgroups.

**#3. Other specifically relating to State Assessments**

**Area of Focus Description and Rationale:**

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

Many of our students come to Acceleration Academies still needing to pass state assessments in order to earn their high school diploma. It is imperative that students who need to pass these state assessments are exposed to the material presented so that are successful. Without sufficient test prep and exposure to skills presented on the tests, students will not be able to earn scores needed to pass and earn their diplomas.

**Measurable Outcome:**

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

Students enrolled in EOC and/or FSA courses will be given test prep as part of the course in lieu of unit/course activities presented in Edmentum. Students will also be offered intensive test preparation in the form of "boot camps" prior to both FSA Reading and Math tests (original and re-takes) presented both in person and virtually.

**Monitoring:**

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

Guidance counselor and Director will help teachers find appropriate test prep activities for EOC/FSA courses to ensure that students are exposed to appropriate materials/skills. Review of course progress/ completion will monitor this outcome. ELA and Math teachers will plan and implement "boot camps" at least 2x in the week prior to the testing window with both onsite and virtual offerings to accommodate all student schedules.

**Person responsible for monitoring outcome:**

Paige Latham (platham@accelerationacademy.org)

**Evidence-based Strategy:**

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

To ensure that all students in EOC/FSA courses get exposure to test preparation and skills required to be successful, Acceleration Academies will 1) offer test prep in place of unit/course activities in EOC/FSA courses 2) offer intensive FSA "boot camps" at 2x/week before and during the testing window for extra practice/familiarity with the test.

**Rationale for Evidence-based Strategy:**

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

Offering test preparation as part of the course ensures that students are gaining the knowledge required to pass state assessments as well engaging in their course work in a meaningful way. Intensive FSA test prep by means of "boot camp" both onsite and virtually gives every student the opportunity to review necessary skills and testing information to improve confidence as well as ability so that the state assessment isn't so overwhelming. This can lead to test anxiety and avoidance, which can rob a student of his/her diploma.

**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.

Review EOC/FSA courses and help design/locate activities that prepare the student for the state assessment.

**Person Responsible**

Laura Husnander (lhusnander@accelerationacademy.org)

Communicate with staff expectations for offering test prep in EOC/FSA courses.

**Person Responsible**

Paige Latham (platham@accelerationacademy.org)

Ensure that ToR for each EOC/FSA course is designing/implementing test prep activities that are instructionally sound and lead to improve knowledge of test skills.

**Person Responsible**

Paige Latham (platham@accelerationacademy.org)

Ensure that ELA and Math teachers are designing, scheduling, and implementing instructionally sound boot camps in the week prior to testing window.

**Person Responsible** Paige Latham (platham@accelerationacademy.org)

Design and implement a plan for communication to students in FSA courses to the schedule of the boots camps to ensure that all are given the opportunity to attend.

**Person Responsible** Paige Latham (platham@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.

Monitoring will take place for all students enrolled at Acceleration Academies. Therefore, all ESSA subgroups are being monitored, as well.

### 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.

Acceleration Academies seeks to partner with outside agencies that can provide our students with services during their educational career and in post-secondary environments. Our students are respected as the young adults that they are and we strive to be mindful of their obstacles and barriers when working with them to reach their goal of a high school diploma. We hold all of our students to the same high expectation for engagement and course completions. Many of our students come to us because they have had a negative experience with previous schools and have become disengaged. It is integral to the success of Acceleration Academies and our students what we foster positive relationships with whoever walks through our doors for their high school diploma.

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

It is important for Acceleration Academies to be an active participant in the community by partnering with various agencies to help our students succeed. We are a member of the Coalition of Social Agencies (COSA) in St. Lucie County and actively seek out services through the partnership for our students when

needed. Having resources at hand is important in fostering a positive culture for our students; they know that we will help them with more than just academic struggles. We are also looking to strengthen our relationships with local community and technical colleges to provide opportunities for students to learn about their post-secondary options. This reflects a culture of learning beyond high school and sets a higher standard for the students than they may set for themselves.