

Sarasota County Schools

Sarasota County Acceleration Academies



2022-23 Ungraded Schoolwide
Improvement Plan

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Sarasota County Acceleration Academies

935 N BENEVA RD, Sarasota, FL 34232

www.accelerationacademy.org

Demographics

Principal: Michelle Llinas

Start Date for this Principal: 7/5/2022

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	4%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: No Rating 2020-21: No Rating 2018-19: No Rating 2017-18: No Rating 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Sarasota 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.

Sarasota Acceleration Academy is ready to help local students earn their high school diploma, whether they are one credit or many credits away from graduation. Sarasota Acceleration Academy is a recognized as a "drop in academy" for former high school students that have either officially dropped out of school or were designated a "non-grad" by the FLDOE because they did not make graduation requirements prior to the cohort year for graduation.

At Sarasota Acceleration Academy, we refer to our students as Graduation Candidates (GCs). Our GCs come from all backgrounds and experiences. They include:

- Parents of young children.
- Young adults working to support their parents, siblings and others.
- Immigrants and others new to the district.
- Learners who struggle in a conventional school setting or work best in small learning environments.
- Young adults who are managing medical conditions.

Whatever their circumstances, our graduation candidates find a place to learn, grow and #OwnTheirSuccess.

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
Llinas, Michelle	Principal	Directors serve as the leader of their designated academy and maintain primary local responsibility for carrying out the organization's mission, including (1) establishing expectations, providing support and managing accountability for all site-based instructional and non-instructional staff, (2) ensuring equity in programming for the academies' diverse learners, (3) establishing connections within the broader community to expand services for Graduation Candidates (GCs),(4) managing all program operations to ensure fiscal sustainability and legal compliance, and (5) leveraging available resources to increase enrollment and improve Graduation Candidates outcomes, ensuring overall program success.
Augustin, Khaliah	Instructional Coach	Content Coaches serve as the primary learning resource for our Graduation Candidates (GC), collaborating within a team environment to (1) teach a competency-based blended curriculum in which GCs demonstrate proficiency through summative assessments, (2) develop supplemental lessons and provide interventions in which GCs demonstrate proficiency through formative assessments, and (3) ensure that every GC masters the content on the path to high school graduation and post-secondary success.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

NA

Demographic Information**Principal start date**

Tuesday 7/5/2022, Michelle Llinas

Total number of students enrolled at the school.

100

Total number of teacher positions allocated to the school.

5

Number of teachers with professional teaching certificates?

4

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

1

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

2022-23

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	1	8	25	43	77
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	4	8	20	32
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	2	1	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	1	3	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	0	0	5	16	27	48

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	2	9	28	32	71
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	8	32	35	75

Date this data was collected or last updated

Tuesday 9/6/2022

2021-22 - 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		60%	51%					67%	56%
ELA Learning Gains								53%	51%
ELA Lowest 25th Percentile								46%	42%
Math Achievement		43%	38%					63%	51%
Math Learning Gains								51%	48%
Math Lowest 25th Percentile								48%	45%
Science Achievement		56%	40%					78%	68%
Social Studies Achievement		50%	48%					81%	73%

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

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
2022					
2019	0%	77%	-77%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	77%	-77%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	69%	-69%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
WHT										50	
FRL										27	
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
WHT										10	
FRL										11	
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

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	26
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	26
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%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	27
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

Part III: Planning for Improvement

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 related to the Areas of Focus?

Although a SIP was not required for SAA last year, attendance and enrollment are a constant focal point. Attendance is monitored via the engagement cycle protocol and provides a process for monitoring GC attendance and activity within Edmentum. Our mentors and teachers communicate frequently with our students to identify needs and remove obstacles to academic progress.

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

Course completions improved slightly this past year across the site. Incentivizing the completion of courses encouraged students to work and created an atmosphere of friendly competition among students and staff.

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?

Students who do not attend regularly or consistently are slower to progress through their course, delaying their graduation date. Attendance directly impacts course completions and graduation. We must constantly seek ways to be flexible while holding the student accountable to their attendance requirement.

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

Our students struggle with attendance and staying engaged in their course work for a variety of reasons. Individual trends emerge when students are dealing with personal issues and become unresponsive to our outreach.

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

A variety of resources are implemented when the student shows signs of low attendance via the engagement cycle protocol including increased communication from staff, transportation options, hotspots to address wifi issues, create a new schedule to accommodate work and family life.

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

Leadership, teachers and mentors meet regularly to discuss individual student progress, student needs and the ability of the team to support those needs. We collaborate with other Florida AA sites to share best practices and successful strategies for student reengagement.

Areas of Focus:

#1. ESSA Subgroup specifically relating to Economically Disadvantaged**Area of Focus
Description and
Rationale:**

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

According to the data, 27% of our economically disadvantaged students did not meet graduation requirements.

Measurable Outcome:

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

By June 2023, our economically disadvantaged subgroup data will increase to at least a 67% graduation rate.

Monitoring:

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

All students will participate in a reorientation meeting with staff to reestablish program requirements, maintain weekly course submissions for attendance, and participate in monthly in-person graduation discussions to track progress toward goal.

**Person responsible
for monitoring
outcome:**

Michelle Llinas (michelle.llinas@sarasotacountyschools.net)

**Evidence-based
Strategy:**

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

Our data driven strategy for supporting young adults in earning their high school diploma after deciding to leave the traditional high school setting is centered around creating and monitoring a functional flexible schedule in a blended learning environment. Our teachers are frequently assessing the needs, strengths, progress, and performance of students. While leadership is looking at data for ways to revise goals and targets to meet the needs of our most fragile students.

**Rationale for
Evidence-based
Strategy:**

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

Acceleration Academy is based on a research study conducted by Dr. Joseph Wise and David Sundstrom. They asked the question, "Why are students dropping out of high school?" This program was created to address those needs and reengage young adults in earning their high school diploma. Our students are facing a variety of challenges including parents of young children, young adults working to support their parents, siblings and others, immigrants and others new to the district, learners who struggle in a conventional school setting or work best in small learning environments, students who have experienced bullying, racism or other difficulties in larger, traditional school settings, young adults who are managing medical conditions. Whatever their circumstances, we provide opportunities for success.

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.

Increase weekly attendance: The GC engagement cycle protocol is designed to provide a process for monitoring GC attendance and activity within Edmentum. The engagement process is utilized by all staff on a daily basis to ensure the GC is attending the academy on a regular basis each week. When the GC starts our program, a schedule is created during orientation and serves as his/her commitment to the program. The goal is to have each GC in attendance at the academy or online each day he/she has

committed to attending according to their individualized schedule. Each GC is scheduled to attend the site a minimum of 12 hours per week in addition to committing to work 12 hours in Edmentum off site each week. Attendance strategies include encouraging calls/texts/emails to GC and family supports, academic progress reminders and home visits.

Person Responsible Michelle Llinas (michelle.llinas@sarasotacountyschools.net)

Increase course completions: Attendance and course completions are important to each other. Students who are adhering to the engagement cycle protocol will meet with a staff member (mentor, teacher, life coach) and be encouraged to log in at least 24 hours, complete a mastery test, complete unit activity or course activity at 70% or higher, and/or complete an end of semester test at 70% or higher. GC who follow our protocol will remain in active standing with the program and are expected to complete a course every 3 weeks. GC who are not following protocol, will be supported with other engagement strategies including retention protocols and home visits.

Person Responsible Michelle Llinas (michelle.llinas@sarasotacountyschools.net)

Increase number of graduates: When new students start our program, a personalized learning plan is created and graduation date established. Based on our engagement protocol, GCs will work in the courses for 24 hours each week, completing a course every 3 weeks and graduate at as planned.

Person Responsible Khaliah Augustin (kaugustin@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.

Enrollment and adherence to our attendance policy are focal areas. Each day, we are enrolling new students committed to earning their diplomas, and graduating students who are completing their course work and state requirements. While students are with SAA, they commit to completing 12 hours of on site attendance and 50% progress in each course per week. Students commit to completing 0.5 credit every 2 weeks. Attendance is a vital component and ongoing challenge in keeping students on track for graduation. SAA's retention protocol cycle is a key practice focused on ensuring that students keep their commitments to the program.

#2. Instructional Practice specifically relating to

Area of Focus Description and Rationale:

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

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

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.

No action steps were entered for this area of focus

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.

#3. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

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

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

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.

No action steps were entered for this area of focus

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.

#4. -- Select below -- specifically relating to**Area of Focus Description and Rationale:**

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

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

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.

No action steps were entered for this area of focus

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.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Student Attendance

Describe how data will be collected and analyzed to guide decision making related to the selected target.

A daily student tracker is shared among the director, teacher and mentor to make the most current educational decision. The student's attendance and progress in the course is a program requirement and students understand they have to be active in their courses to stay active with SAA. Detailed reports are available to staff in Incite & Edmentum for the most accurate student information and trend data.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

The goal of SAA is to provide students with a personalized academic experience as they work to complete their high school diploma. Each student's mentor works to ensure all supports and tools are provided to the

student while maintaining academic progress. In addition to a mentor, students also have an assigned teacher and life coach. These three staff members, along with the director, work together collectively to communicate with students and their entire support system in order to ensure academic success.

Describe how implementation will be progress monitored.

The communication plan aligned to an organizational protocol including enable our staff to implement and monitor communication efforts with stakeholders.

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.

Action Step	Person Responsible for Monitoring
Increase attendance.	Llinas, Michelle, michelle.llinas@sarasotacountyschools.net