Acceleration West

2022-23 Ungraded Schoolwide Improvement Plan

Table of Contents

Acceleration West

2751 LAKE STANLEY RD, Orlando, FL 32818

https://accelerationwesths.ocps.net/

Demographics

Principal: George Morse

Start Date for this Principal: 1/7/2012

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 8-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Commendable 2016-17: Commendable
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

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

CSI schools can be designated as such in 2 ways:

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

DJJ Unsatisfactory Ratings are based on percentages by program type:

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

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

Purpose and Outline of the SIP

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

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future

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

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
Morse, George	Principal	The principal builds the master schedule to meet all the state expectations for curriculum and graduation requirements. The principal and instructional coaches will write the SIP, monitor academic data, and perform classroom observations. Weekly leadership team meetings are utilized to discuss the academic climate of the campus.
Mueller, Stephanie	Instructional Coach	The principal and instructional coaches will write the SIP, monitor academic data, and perform classroom observations. Instructional coach will monitor school-wide student data, perform classroom observations and conduct professional development. The instructional coach will participate in weekly leadership meetings to discuss the academic climate of the campus.
Pluguez, George	Instructional Coach	The principal and instructional coaches will write the SIP, monitor academic data, and perform classroom observations. Instructional coach will monitor school-wide student data, perform classroom observations and conduct professional development. The instructional coach will participate in weekly leadership meetings to discuss the academic climate of the campus.
Carswell, Shun	School Counselor	Counsel and academically mentor students, monitor student attendance, construct and monitor student schedules, and monitor student progression for graduation requirements.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date
Saturday 1/7/2012, George Morse

Total number of students enrolled at the school.
233

Total number of teacher positions allocated to the school.
32

Number of teachers with professional teaching certificates?
32

Number of teachers with temporary teaching certificates?
0

Number of teachers with ESE certification?
3

Identify the number of instructional staff who left the school during the 2021-22 school year.
0

Identify the number of instructional staff who joined the school during the 2022-23 school year.
1

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	8	72	48	33	8	169
Attendance below 90 percent	0	0	0	0	0	0	0	16	9	15	16	12	5	73
One or more suspensions	0	0	0	0	0	0	0	9	6	3	3	2	0	23
Course failure in ELA	0	0	0	0	0	0	0	1	11	9	4	4	5	34
Course failure in Math	0	0	0	0	0	0	0	1	8	7	11	5	4	36
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	22	14	34	20	21	0	111
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	22	12	25	24	18	0	101
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	22	14	34	20	21	0	111

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	24	18	30	23	22	4	121

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	3	10	10	3	3	0	29

Date this data was collected or last updated

Monday 8/15/2022

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	3	29	64	32	43	6	177
Attendance below 90 percent	0	0	0	0	0	0	0	1	17	22	13	15	3	71
One or more suspensions	0	0	0	0	0	0	0	0	2	2	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	9	21	14	31	5	80
Course failure in Math	0	0	0	0	0	0	0	0	10	18	14	19	4	65
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	14	20	14	18	2	69
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	13	20	14	17	2	67
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	14	20	14	18	0	67

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	1	20	29	23	32	5	110

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 School	2022 District	2022 State	2021 School	2021 District	2021 State	2019 School	2019 District	2019 State
ELA Achievement		49%	51%					55%	56%
ELA Learning Gains								53%	51%
ELA Lowest 25th Percentile								40%	42%
Math Achievement		36%	38%					43%	51%
Math Learning Gains								49%	48%
Math Lowest 25th Percentile								46%	45%
Science Achievement		31%	40%					70%	68%
Social Studies Achievement		43%	48%					73%	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
08	2022					
	2019	21%	54%	-33%	56%	-35%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019	46%	36%	10%	46%	0%
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019	15%	49%	-34%	48%	-33%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	23%	67%	-44%	67%	-44%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	66%	-5%	71%	-10%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	33%	69%	-36%	70%	-37%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	28%	63%	-35%	61%	-33%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	17%	53%	-36%	57%	-40%

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
SWD	11	32	17	15	45	64	9	42			
ELL	14	33	36	27	41		25	48	10		
BLK	10	33	40	13	49	58	17	43	6	72	15
HSP	23	35		35	54		30	42		80	
WHT		33		38	50						
FRL	12	28	32	26	54	67	22	41	15	76	9
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	30	33	5	14	7	17	31			
ELL	7	25	29	21	40	33	14	50		94	
BLK	14	20	29	10	14	17	18	36		88	6
HSP	15	28	42	25	34	25	19	39		100	
WHT	19	38		35	38		35	68			
FRL	13	22	31	20	20	14	21	40		90	4

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	3	25	38	18	45	35	21	42			
ELL	9	31	25	19	40	50	10	46			
BLK	20	30	25	26	42	46	14	45	26	68	
HSP	17	30	29	36	43	40	15	62		89	
WHT	30			60							
FRL	18	30	30	32	44	44	17	48	30	78	

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	35
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	
Total Points Earned for the Federal Index	387
Total Components for the Federal Index	11
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	3
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	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	30
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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?

One trend that emerged across all grade levels is the increase in the number of students scoring at level 1 in both reading and math. In 2021-2022, 69 students scored level 1 in ELA which increased to 87 in 2021-2022.
In math, 67 students scored at level 1 in 2020-2021, which increased to 80 students the following year. FSA data shows that students at Acceleration West are scoring below the district average in every academic test when reviewing the percent of students at the proficient level.

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

FSA learning gains increased in both ELA and math in the 2021-2022 school year. Learning gains in ELA increased from 31% to 39% and math learning gains increased from 36% to 57%.The school implemented a data collection and analysis system whereby teachers could identify the level of change necessary for their students to show growth. Teachers met and discussed strategies to use in order to address gaps in student learning.

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?

i-Ready progress monitoring data shows low proficiency overall for 8th grade reading and math. Total percentage of students scoring proficient at the end of the year in math was 5% and in reading, 7%. District progress monitoring data shows the total percentage of students scoring proficient at the end of the year in math was 8% in algebra and 28% in geometry. ELA progress monitoring data shows 14 percent of 9th grade students and 26% of students scoring proficient at the end of the year. This is below the district averages in both ELA and math.Total percentage of students scoring proficient at the end of the year in math was 6% and in reading, 10%. While all subgroups performed low, the economically disadvantages subgroup scored lowest in both math and reading.
While all subgroups performed low on the progress monitoring assessments, the African American subgroup scored among the lowest in both math and reading. The PMA data indicates that 7% of this subgroup of students scored at the proficient level in algebra, 6% in geometry and 8% in 9th grade ELA. The students in this subgroup performed better in ELA grade 10 with 27% scoring at the proficient level.

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

One trend that emerged across all grade levels is the increase in the number of students scoring at level 1 in both reading and math. In 2021-2022, 69 students scored level 1 in ELA which increased to 87 in 2021-2022.
In math, 67 students scored at level 1 in 2020-2021, which increased to 80 students the following year. FSA data shows that students at Acceleration West are scoring below the district average in every academic test when reviewing the percent of students at the proficient level.

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

The school needs to use many mediums to convey new information and utilyze scaffolding to teach ELA and math standards to students. These strategies will include the utilization of academic discourse, the use of interactive notebooks for scaffolding of content, and the use of progress monitoring data to drive instruction. For students with disabilities and the African American subgroup, the necessary strategies

include: increasing the use of explicit instruction, provide intensive instruction and utilyze scaffolding to teach ELA and math standards. Overall, strategies to engage students and processing activities are paramount strategies of focus in order to address the achievement gap identified by the progress monitoring data.

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.

The professional development opportunities that will be provided include: How to effectively engage students, strategies that promote student processing of new information, how to scaffold instruction, how to utilize a variety of mediums to convey new information and how to effectively progress monitor to adjust instruction to meet the needs of all learners.

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The school will increase the percent of students making learning gains in the area of ELA. Based on 2021-2022 SIR data, 39 students made learning gains in ELA. While this is an increase of 8 points from the previous year, it is below the average when compared to other SIR schools.The average number of students making learning gains in all SIR rated schools is 47. In addition, the level of students scoring in the proficient range is 16%, which is below the district average of 47%. Based on 2021-2022 district ELA progress monitoring data, 37% of 9th grade students and 58% of 10th grade students made learning gains. FSA subgroup data from 2021-2022 shows that students in the African American subgroup performed below the school and district averages. 13% of students in the African American subgroup scored at the proficient level in ELA, compared to 16% at the school and 50% showing gains at the district level. Additional support, interventions, strategies are needed to increase learning gains in ELA for students at Acceleration West. The postsecondary feedback report shows that 30.9% of 2020 graduates from Acceleration West scored at level 3 (proficient) or better on the 10th grade FSA. This data represents the need for a focus specifically on potential 2023 graduates, to ensure graduation and/or college readiness.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The school will increase the percentage of students making learning gains using the F.A.S.T. progress monitoring system. Progress monitoring data will show an increase in the number of students scoring at the proficient level in ELA to above 16%. The school will increase the number of subgroups scoring at or above 41% on the Federal Index as reported by ESSA, with emphasis on the African American subgroup. In order to improve student readiness for the public postsecondary level, the school will increase the percent of 2023 graduates scoring proficient or higher from 30.9% on the FSA to 35% on the FAST.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The school will broaden the data analysis protocols used in PLC's to analyze instructional practices and make necessary adjustments to improve student outcomes. Progress monitoring will occur at a minimum of 3 times per year, followed by data analysis and instructional planning. Focus of data analysis will be desegregated by subgroups to include the 2023 graduating class. Classroom walk-thoughs will be conducted at least bimonthly for every ELA teacher and will accompany a one on one meeting for analysis and feedback to monitor effective use of instructional strategies.
Person responsible for monitoring outcome:	George Morse (george.morse@ocps.net)
Evidence-based Strategy:	The school will target specific instructional strategies for teacher professional learning and subsequent usage in the classroom to support student learning in the area of ELA. The use of helping

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.

students process new content, utilizing strategies to engage students, and helping students revise previous knowledge will enhance long term retention in order to deepen understanding.

Teacher use of these strategies will allow students to deepen their understanding of content knowledge, enhance long term retention and problem solving abilities related to critical content. These strategies align to the school's Culturally Responsive Plan and are specific to the needs of our subgroups.

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.

The school will schedule and deliver professional development in the areas of research-based instructional strategies to meet the needs of all students.
For the Black / African American subgroup, Acceleration West will use diverse resources to plan and structure engaging learning opportunities and increase usage of technology for instruction.
For the Hispanic subgroup, Acceleration West will use diverse resources to plan and structure engaging learning opportunities, increase the use of collaborative learning, and increase usage of technology for instruction.
For the ESE subgroup, Acceleration West will use a variety of visual aids to support student learning and increase usage of technology for instruction.
For ELL subgroup, Acceleration will use a variety of visual aids to support student learning and utilize text-dependent writing instruction across all content areas.
For the low socio-economic subgroup, Acceleration West will hold high expectations for all students and increase usage of technology for instruction

| **Person Responsible** | George Pluguez (george.pluguez@ocps.net) |

The school will broaden the data analysis protocols used in PLC's to analyze instructional practices and make necessary adjustments to improve student outcomes. The data analysis will include student data desegregated by subgroup along with the specific focus on the 2023 graduating class in order to improve graduation and/or college readiness.

| **Person Responsible** | George Pluguez (george.pluguez@ocps.net) |

The school will continue to implement Close Reading as a strategy to engage students, with an added focus of writing in response to a text.

| **Person Responsible** | George Pluguez (george.pluguez@ocps.net) |

The school will implement research based instructional strategies to include, but not limited to, close reading, the use of interactive notebooks, collaborative structures, as well as strategies from the OCPS Instructional Framework with progress monitoring of specific student subgroups including the 2023 graduating class.

| **Person Responsible** | George Pluguez (george.pluguez@ocps.net) |

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

The school will continue to monitor student achievement data to ensure equity across student groups as indicated by the school's Culturally Responsive Plan.

#2. Leadership specifically relating to Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	2021-2022 FSA data shows an increase in the number of students scoring at level 1 in both reading and math. In 2021-2022, 69 students scored level 1 in ELA which increased to 87 in 2021-2022. In math, 67 students scored at level 1 in 2020-2021, which increased to 80 students the following year. FSA data shows that students at Acceleration West are scoring below the district average in every academic test when reviewing the percent of students at the proficient level. In addition, the state standards and curriculums have changed in both ELA and mathematics. The school needs to support teachers in the area of building sound instructional practices, adapting to changing curriculum, and the utilization of research based instructional strategies in order to increase student performance on ELA and mathematics state assessments.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The school leadership team will support teachers by increasing the number of classroom walkthroughs/observations with a focus on providing high quality feedback in the areas of the use of new curriculum materials and the utilization of research based instructional strategies. The school leadership team will provide professional development in the areas of instructional practices, new curriculum and materials, and the utilization of research based instructional strategies.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The school leadership team will implement a coaching cycle that includes classroom walkthroughs/observations and direct one-on-one feedback related to the use of new curriculum and the utilization of research based instructional strategies. The school leadership team will increase the average number of classroom walkthroughs/observations from 6 in 2021-2022 to 10 or more in 2022-2023 school year.
Person responsible for monitoring outcome:	George Morse (george.morse@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The school leadership team will increase the average number of classroom walkthroughs/observations from 6 in 2021-2022 to 10 or more in 2022-2023 school year. The school leadership team will use the district Instructional Framework for walkthroughs/observations and feedback will be provided during a one-on-one conference after each walkthrough.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The leadership team's use of the Instructional Framework and individualized feedback will allow teachers to deepen their understanding of the curriculum changes, enhance use of research based instructional strategies, and use the feedback to make changes to their instructional practice that promote student learning.

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 the average number of coaching observations from 6 to 10 or more.

Person Responsible	Stephanie Mueller (stephanie.mueller@ocps.net)

Increase the number of PLC meetings for the purpose of collaboration and sharing of effective instructional strategies.

Person Responsible	George Pluguez (george.pluguez@ocps.net)

The leadership team will provide on-going, high quality feedback via the coaching cycle.

Person Responsible	Stephanie Mueller (stephanie.mueller@ocps.net)

Provide professional development in the areas of instructional practices, new curriculum and materials, and the utilization of research based instructional strategies.

Person Responsible	Stephanie Mueller (stephanie.mueller@ocps.net)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	The coaching cycle will include feedback to teachers in reference to meeting the needed of all students. The use of differentiated instructional strategies that address all subgroups will be a major focus in classroom walkthroughs, data analysis and collaboration meetings, and administrative collaboration.

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Increase the percent of students making learning gains in the area of Mathematics. Based on 2021-2022 SIR data, 25% of students made learning gains in Math. This percentage increased from 2020-2021 school data, which showed 36% of students made learning gains in the area of Math. 2020-21 subgroup progress monitoring data shows 30% of students made learning gains. I ready data indicates the percentage of students scoring at the proficient range is below 4% in all subgroups, which is a decline from 12% in the previous year. Progress monitoring data shows lower performance in students within the African American subgroup. Additional support, interventions, strategies are needed to increase learning gains in Math for students at Acceleration West.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The school will increase the percentage of students making learning gains using the F.A.S.T. progress monitoring system. Progress monitoring data will show an increase in the number of students scoring at the proficient level in ELA to above 30%. The school will increase the number of subgroups scoring at or above 41% on the Federal Index as reported by ESSA, with emphasis on the African American subgroup.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The school will broaden the data analysis protocols used in PLC's to analyze instructional practices and make necessary adjustments to improve student outcomes. Progress monitoring will occur at a minimum of 3 times per year, followed by data analysis and instructional planning. Classroom walk-thoughs will be conducted at least bimonthly for every math teacher and will accompany a one on one meeting for analysis and feedback to monitor effective use of instructional strategies
Person responsible for monitoring outcome:	George Morse (george.morse@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The school will target specific instructional strategies for teacher professional learning and subsequent usage in the classroom to support student learning in the area of math. The use of helping students process new content, utilizing strategies to engage students, and helping students revise previous knowledge will enhance long term retention in order to deepen understanding.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Teacher use of these strategies will allow students to deepen their understanding of content knowledge, enhance long term retention and problem solving abilities related to critical content. These strategies align to the school's Culturally Responsive Plan and are specific to the needs of our subgroups.

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.

The school will schedule and deliver embedded professional development in the areas of research based instructional strategies to meet the needs of all students.
For the Hispanic subgroup, Acceleration West will use diverse resources to plan and structure engaging

learning opportunities, increase the use of collaborative learning, and increase usage of technology as an instructional tool.

For the ESE subgroup, Acceleration West will increase the utilization of small group rotational model of instruction, and use a variety of visual aids and props to support student learning.

For ELL subgroup, Acceleration West will use a variety of visual aids and props to support student learning, and utilize text dependent writing instruction across all content areas.

For the low socio-economic subgroup, Acceleration West will increase the utilization of small group rotational model, hold high expectations for all students, and use a variety of visual aids to support student learning.

Person Responsible	Stephanie Mueller (stephanie.mueller@ocps.net)

The school will broaden the data analysis protocols used in PLC's to analyze instructional practices and make necessary adjustments to improve student outcomes.

Person Responsible	Stephanie Mueller (stephanie.mueller@ocps.net)

Develop and implement the use of flexible grouping to provide differentiated instruction to meet the needs of students within the 5 subgroups scoring below 41% on the Federal Index as reported by ESSA.

Person Responsible	Stephanie Mueller (stephanie.mueller@ocps.net)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	The school will continue to monitor student achievement data to ensure equity across student groups as indicated by the school's Culturally Responsive Plan.

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.

PBIS linked to classroom management strategies

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

Classroom walkthrough data will be collected through the School's instructional coaching cycle. Instructional coaches and administration will meet regularly to analyze data collected and provide specific feedback to teachers.

Teachers will collect academic data using a digital system. This data will be analyzed regularly through department collaboration meetings with teachers, administration, and instructional coaches.

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

The target area, related data and action steps will be communicated to teachers and staff through department and faculty collaboration times and meetings. The coaching cycle will be used to provide related feedback to teachers. Students will receive information from classroom teachers, administration, staff and instructional coaches. Community members will receive related information through school advisory meetings and postings on our school website and Canvas courses.

Describe how implementation will be progress monitored.

Collaborative department meetings will include progress monitoring of the target element. Teachers and instructional coaches will meet regularly to review and analyze the data and make necessary changes. The coaching cycle will be used to monitor progress and provide individual and specific feedback to teachers.

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
The school will implement a Positive Behavioral Interventions and Supports (PBIS) system to improve and integrate all academic and behavioral data that affect student outcomes. The system will include the collection and analysis of data specific to student behavior as it relates to classroom management.	Mueller, Stephanie, stephanie.mueller@ocps.net
The school will use a data display to collect and display student behavior. The administration and instructional coaches will analyze, make necessary adjustments to school-wide policies or procedures, and provide feedback to teachers.	Mueller, Stephanie, stephanie.mueller@ocps.net
Instructional coaches will work with teachers to develop a positive behavior incentive program where students are encouraged and rewarded for positive behavior that leads to academic success.	Mueller, Stephanie, stephanie.mueller@ocps.net