

Miami-Dade County Public Schools

Acceleration Academies

Central Miami



2022-23 Ungraded Schoolwide
Improvement Plan

Table of Contents

| | |
|------------------------------------------------|-----------|
| School Demographics | 3 |
| Purpose and Outline of the Ungraded SIP | 4 |
| School Information | 5 |
| Needs Assessment | 8 |
| Planning for Improvement | 12 |
| R.A.I.S.E | 0 |
| Positive Culture & Environment | 15 |

Acceleration Academies Central Miami

4719 NW 183RD ST, Miami, FL 33055

<https://www.accelerationacademy.org/miami/>

Demographics

Principal: Theron Clerk

Start Date for this Principal: 8/24/2016

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 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) | 26% |
| 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: I 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 Dade County School Board.

SIP Authority

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

CSI schools can be designated as such in 2 ways:

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

DJJ Unsatisfactory Ratings are based on percentages by program type:

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

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

Purpose and Outline of the SIP

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

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to transform the way education is delivered, by partnering with school districts to graduate more at-risk or unenrolled high school students than any other program in the country allowing them a second chance at a life they can look back upon with pride.

Provide the school's vision statement.

Acceleration Academies is a national leader in re-engaging young adults not experiencing success in a traditional educational setting by helping them to identify their potential, overcome obstacles, build their confidence, and provide the academic programming to earn a high school diploma, setting them on a career path towards a brighter future. Our success is rooted in earning the trust of the school districts we serve, the community organizations and higher education institutions with which we partner, and the students and families we have the honor of serving.

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

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

School Leadership Team

Membership

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

| Name | Position Title | Job Duties and Responsibilities |
|------------------------|---------------------------|---------------------------------------------------------|
| Moore, Marcus | Principal | |
| Clark, Theron | Principal | District oversight of academy |
| Alonso, Nadeshka | Administrative Support | State testing oversight and technical assistance |
| Mardis, Indira | Assistant Principal | Assistant Director at Miami Dade Acceleration Academies |
| Garrote, Rolando | School Counselor | District Oversight for counseling |
| Lafaille, Eddy | Assistant Principal | District Oversight |
| Meza, Eliana | School Counselor | District Oversight for counseling |
| Perez de Ayllon, Nidia | ELL Compliance Specialist | |
| Bencosme, Aura | Psychologist | |
| Lopez-Perez, Vivienne | Administrative Support | |

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Acceleration Academies

Demographic Information

Principal start date

Wednesday 8/24/2016, Theron Clerk

Total number of students enrolled at the school.

382

Total number of teacher positions allocated to the school.

8

Number of teachers with professional teaching certificates?

8

Number of teachers with temporary teaching certificates?

2

Number of teachers with ESE certification?

6

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

4

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

6

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 | 15 | 36 | 125 | 55 | 151 | 382 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 12 | 20 | 6 | 12 | 56 |
| 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 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 10 | 26 | 11 | 24 | 72 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 6 | 22 | 15 | 16 | 63 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 10 | 26 | 11 | 24 | 72 |

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 | 2 | 6 | 20 | 5 | 6 | 39 |

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 | 0 | 0 | 0 | 0 | 0 |

Date this data was collected or last updated

Wednesday 8/24/2022

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 | 12 | |
| Students with two or more indicators | 0 | 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 | 0 |
| Students retained two or more times | 0 | 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 | | 54% | 51% | | | | | 59% | 56% |
| ELA Learning Gains | | | | | | | | 54% | 51% |
| ELA Lowest 25th Percentile | | | | | | | | 48% | 42% |
| Math Achievement | | 42% | 38% | | | | | 54% | 51% |
| Math Learning Gains | | | | | | | | 52% | 48% |
| Math Lowest 25th Percentile | | | | | | | | 51% | 45% |
| Science Achievement | | 41% | 40% | | | | | 68% | 68% |
| Social Studies Achievement | | 56% | 48% | | | | | 76% | 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 | | | | | |

| 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 | | | | | |

| 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 | | | | | |

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 | | | | | | | | | | 36 | |
| ELL | | | | | | | | | | 10 | |
| BLK | | | | | | | | | | 16 | |
| HSP | 7 | | | | | | | | | 18 | 18 |
| FRL | 8 | | | | | | | | | 15 | 21 |
| 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 | | | | | | | | | | | |
| HSP | | | | | | | | 20 | | 17 | |
| FRL | | | | | | | | | | 6 | |
| 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 | 6 |
| 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 | 37 |
| Total Components for the Federal Index | 6 |
| Percent Tested | 31% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 36 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| English Language Learners | |
| Federal Index - English Language Learners | 10 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |

| English Language Learners | |
|--------------------------------------------------------------------------------|-----|
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 1 |
| 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 | 16 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 1 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 14 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 1 |
| 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 | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |

| Economically Disadvantaged Students | |
|------------------------------------------------------------------------------------|-----|
| Federal Index - Economically Disadvantaged Students | 11 |
| 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?

The following protocols were in place for progress monitoring in 2021:

- (1) Content Coaches and Graduation Candidate Advocates engaged in weekly data chats regarding the academic progress of students
- (2) Content Coaches and Graduation Candidate Advocates met with students weekly to establish goals for course progress and engagement

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

Student engagement improved in 2021-2022, particularly with the number of graduation candidates (students) logging in and completing coursework. Strategies to increase engagement included goal setting with graduation candidates, weekly zoom meetings, clear and consistent communication with families regarding expectations, including the family newsletter.

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?

Testing participation shows as the greatest area of improvement. Transitioning from being completely virtual back to hybrid has demonstrated to be a challenge for many of our Graduation Candidates (students). Distance to and from our academy has also been a challenge for many of our graduation candidates, with many of them living 25 miles or more away.

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

Students across grade levels and in particular areas of the city struggled to participate in state testing.

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

- (1) Identify additional approved testing sites in areas throughout the city for students to participate in state testing.
- (2) Offer additional incentives for students to participate in state testing.
- (3) Conference with families and provide workshops on state testing and attendance.

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.

We will facilitate professional development in the following areas:

- (1) State testing requirements

- (2) Increasing student Engagement
- (3) Social-emotional Learning

Areas of Focus:

#1. Other specifically relating to Student Attendance and Engagement

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p> | <p>Based on the data, our school will continue to focus on improving student attendance and engagement, due to many contributing factors that led them to enroll in our school, including having dropped out of their traditional high school and other significant risk factors.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p> | <p>By November 2022, MDAA will enroll 600 students and increase student engagement to 85% or higher.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|

| | |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p> | <p>Student attendance and engagement will be monitored by: (1) Implementing daily attendance and engagement protocols for MDAA staff (2) Reviewing and responding to attendance data on a daily and weekly basis</p> |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|----------------------------------------------------------|------------------------------------------------------|
| <p>Person responsible for monitoring outcome:</p> | <p>Marcus Moore (mmoore@accelerationacademy.org)</p> |
|----------------------------------------------------------|------------------------------------------------------|

| | |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <p>Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.</p> | <p>MDAA will implement a data cycle for staff to review and respond to student engagement data.</p> |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.</p> | <p>Data-driven decision making is based on a theory of action that implies that data collection can lead to more deliberate and systematic analysis of student performance, which can lead to more differentiated approaches to engagement that meet the needs of students.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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.

#2. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale:

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

Based on the data review, our school will focus on managing testing accountability systems and increasing reading proficiency.

Measurable Outcome:

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

MDAA will increase its testing participation rate by 50% or higher and reading proficiency by 10% by May 2023.

Monitoring:

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

Testing participation will be monitored by establishing a testing dashboard for staff to regularly track test participation throughout state testing and respond to it.

Person responsible for monitoring outcome:

Marcus Moore (mmoore@accelerationacademy.org)

Evidence-based Strategy:

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

Data-driven decision making is based on a theory of action that implies that data collection can lead to more deliberate and systematic analysis of student performance, which can lead to more differentiated approaches to engagement that meet the needs of students.

Rationale for Evidence-based Strategy:

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

MDAA did not use establish a testing dashboard last school year, impacting our ability to keep up with the number of students required to test, particularly given the frequency of new enrollments throughout the school year. The File Download Manager will be used as our primary resource to help us keep up with students required to test.

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.

Create a testing tracker/dashboard for staff to identify and communicate with students required to test and students who complete each state assessment throughout each window.

Person Responsible

Marcus Moore (mmoore@accelerationacademy.org)

Identify additional approved testing sites for students living several miles away from our academies to participate in state testing

Person Responsible

Marcus Moore (mmoore@accelerationacademy.org)

Provide incentives to students to participate in state testing throughout each testing window.

Person Responsible

Marcus Moore (mmoore@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.

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.

Student attendance data will be taken, reviewed and analyzed daily. Staff will follow attendance protocols to ensure students are communicated with regularly regarding their attendance and engagement. An attendance tracker will be utilized to identify trends and patterns in student attendance data and make decisions regarding student interventions. Incentives will also be provided to encourage student attendance and engagement.

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

Student attendance is a priority. Expectations for student attendance will be communicated in multiple ways, including the family newsletter, mail, phone calls, zoom meetings and other outlets, including social media. All families will be provided with an orientation, providing them with clear expectations for student attendance. Families will sign an engagement form confirming their schedule for both onsite and offsite attendance.

Describe how implementation will be progress monitored.

Attendance protocols will be implemented to monitor student attendance daily, including data talks, check-ins and response protocols.

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 |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| Family Newsletter will be sent to families regularly, outlining clear expectations for student attendance | Moore, Marcus, mmoore@accelerationacademy.org |
| Incentives will be provided regularly to students for meeting attendance requirements. | Moore, Marcus, mmoore@accelerationacademy.org |
| Graduation Candidate Advocates will conference with their mentor and set goals for themselves regarding attendance and engagement. | Moore, Marcus, mmoore@accelerationacademy.org |