Acceleration Academies Llc Homestead

2022-23 Ungraded Schoolwide Improvement Plan

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107 N KROME AVE, Homestead, FL 33030

[no web address on file]

Demographics

Principal: Theron Clark   Start Date for this Principal: 9/27/2022

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)	21%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	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: 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	
Lafaille, Eddy	Assistant Principal	District Oversight
Clark, Theron	Principal	District Oversight
Garrote, Rolando	School Counselor	
Mardis, Indira	Assistant Principal	
Meza, Eliana	School Counselor	
Alonso, Nadeshka	Administrative Support	Provides technical assistance, training and monitoring of state testing
Bencosme, Aura	Psychologist	
Lopez-Perez, Vivienne	Administrative Support	
Perez de Ayllon, Nidia	ELL Compliance Specialist	

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Acceleration Academies

Demographic Information

Principal start date
Tuesday 9/27/2022, Theron Clark

Total number of students enrolled at the school.
123

Total number of teacher positions allocated to the school.
4

Number of teachers with professional teaching certificates?
4

Number of teachers with temporary teaching certificates?
1

Number of teachers with ESE certification?
3

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
4

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	2	23	28	31	39	123
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	6	3	2	2	13
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	12	9	10	9	40
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	11	8	8	11	38
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	12	9	10	9	40

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	11	5	6	5	27

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Wednesday 7/27/2022

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	4	41	75	83	61	264
Attendance below 90 percent	0	0	0	0	0	0	0	0	2	20	41	45	35	143
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	3	18	25	32	24	102
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	4	26	31	34	21	116
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	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	3	21	29	33	22	108

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	4%	63%	-59%	61%	-57%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	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
SWD										6	
ELL										10	
BLK											
HSP	17	30								10	
FRL	12	20						17		7	
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										18	
ELL										13	
BLK										5	
HSP										17	
FRL										14	
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	12
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	71
Total Components for the Federal Index	6
Percent Tested	75%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	6
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	10
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	0
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	14
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 engaging in weekly data chats regarding the academic progress of students
(2) Content Coaches and Graduation Candidate Advocates meeting 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	
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, 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.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By November 2022, MDAA will enroll 600 students and increase student engagement to 85% or higher.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	MDAA will implement a data cycle for staff to review and respond to student engagement data.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	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.

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.

Staff will participate in weekly goal setting regarding student attendance and engagement.

Person Responsible	Marcus Moore (mmoore@accelerationacademy.org)

Staff will participate in weekly data chats to reflect on student performance and identify targeted actions steps in meeting the needs of GCs

Person Responsible	Marcus Moore (mmoore@accelerationacademy.org)

Staff will engage students in goal setting and reflecting on their own performance.

Person Responsible	Marcus Moore (mmoore@accelerationacademy.org)

Staff will celebrate students for meeting weekly attendance targets.

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.

#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.

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
A Family Newsletter will be sent to families regularly, outlining clear expectations for student attendance	Moore, Marcus, mmoore@accelerationacademy.org
Mail will be sent home to families quarterly regarding their child's performance and attendance	Moore, Marcus, mmoore@accelerationacademy.org
Incentives will be provided regularly to students for meeting attendance requirements.	Moore, Marcus, mmoore@accelerationacademy.org