Acceleration Academy

2022-23 Ungraded Schoolwide Improvement Plan

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Acceleration Academy

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

accelerationacademy.org

Demographics

Principal: Paige Latham

Start Date for this Principal: 7/31/2018

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)	62%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: No Rating 2020-21: No Rating 2018-19: No Rating 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan was approved by the St. Lucie County School Board on 11/22/2022.

SIP Authority

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

CSI schools can be designated as such in 2 ways:

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

DJJ Unsatisfactory Ratings are based on percentages by program type:

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

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

Purpose and Outline of the SIP

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

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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

Provide the school's vision statement.

To transform the way education is delivered, by partnering with school districts to graduate more at-risk or unenrolled high school students than any other program in the country — giving them a second chance at a life that will make them and their families proud.

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

St. Lucie Acceleration Academies serves students who are at-risk of dropping out of school, have dropped out of school, or need credit recovery in order to graduate. We provide online curriculum that is accessible 24 hours per day, 7 days per week, as well as access to staff 5 days per week onsite or via Zoom (weekend Zoom time is available by appointment). We offer flexible scheduling to accommodate obstacles such as work and/or child care. Our small setting offers a sense of safety and comfort which can help to alleviate anxiety that may arise in large school settings. Students meet with the Career/Life Coach to map out a path to their goal of graduation and post-secondary success. We also seek to partner with agencies in the community to provide services that our students may not have access to otherwise.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Latham, Paige	Principal	Oversee staff, students, and daily operations, communicate with various stakeholders, monitor data, develop and implement strategies to improve data points
Allen, Heather	Paraprofessional	Case management, assist various staff members and students, monitor data, implement strategies to improve data points
Long, Coralynn	Paraprofessional	Case management, assist various staff members and students, monitor data, implement strategies to improve data points
Jamison, Emerald	Paraprofessional	Case management, assist various staff members and students, monitor data, implement strategies to improve data points
Ashah, Orlando	Teacher, K-12	Social Studies teacher
Husnander, Laura	School Counselor	Review transcripts and provide feedback to students, develop Personalized Learning Plans and keep them current, develop relationships with local post-secondary agencies to help students that have graduated, oversee state test preparations
Caso, Dave	Teacher, ESE	Prepare ESE documentation, consult with various staff members and ESE students, monitor data, implement strategies to improve data points as they relate to ESE students
Graves, Mark	SAC Member	Executive Vice President and Chief Engagement Officer
Keller, Margie	Registrar	Data Specialist
Brown, Valtena	SAC Member	Executive Director of Florida Districts
Senger, Carson	Teacher, K-12	Math teacher

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

n/a

Demographic Information

Principal start date
Tuesday 7/31/2018, Paige Latham

Total number of students enrolled at the school.

175

Total number of teacher positions allocated to the school.

5

Number of teachers with professional teaching certificates?

3

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

1

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

3

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

0

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	1	2	8	25	139	175
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	2	8	25	139	175
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	1	0	0	13	81	95
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	8	70	79
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	6	64	70
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	5	58	63
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	0	0	0	25	81	106

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	72	72
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	43	43

Date this data was collected or last updated

Monday 8/22/2022

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	1	1	7	10	133	152
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	1	7	10	133	152
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	0	5	71	77
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	3	67	71
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	34	34
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	25	25
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	1	0	0	5	76	82

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	38	39
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	64	64

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		46%	51%					51%	56%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains								48%	51%
ELA Lowest 25th Percentile								36%	42%
Math Achievement		37%	38%					40%	51%
Math Learning Gains								41%	48%
Math Lowest 25th Percentile								38%	45%
Science Achievement		29%	40%					71%	68%
Social Studies Achievement		43%	48%					68%	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	0%	54%	-54%	56%	-56%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019	0%	48%	-48%	48%	-48%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	71%	-71%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	68%	-68%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	51%	-51%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	55%	-55%	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										20	
BLK										26	
HSP										35	
WHT										11	
FRL										21	8

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
BLK										17	
HSP										29	
WHT										21	
FRL										19	9

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD											
BLK											
HSP											
WHT										8	

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
FRL										2	

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	17
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	34
Total Components for the Federal Index	2
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	11
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	3
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	15
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

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?

During the 2021-2022 school year, Acceleration Academies implemented a new data tracker to focus on engagement (including attendance) and progress in courses. Better tracking led to improved

engagement as well as course completions. We also implemented testing trackers and test schedule procedures with the intention of getting a greater number of students onsite for testing. Because of our progress monitoring, engagement increased to 68%, we exceeded our course completion goal (703) by completing 1025 courses, and ensured that students had more exposure to test-taking skills by tracking who needed tests.

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

The greatest area of growth was course completions. Through the use of an updated tracking system that tracked metrics like days in course, progress at the start of the school year, and progress throughout the week, staff was able to develop meaningful messaging and implement strategies to help students move through their courses at an accelerated pace.

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?

While our engagement is steadily increasing, we are still far from our goal. Much of our engagement is dependent on contacts with students and the messaging in those contacts. When those pieces suffer, so does our engagemnt. There is a direct correlation between the number of contacts a student receives and his/her engagement.

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

It appears that students enrolled in Math and English tend of take longer to complete a course and are less likely to engage in their courses. Also, older students tend to engage less than their younger counterparts. This may be due to increased responsibilities outside of school that take time away from their academics.

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

At Acceleration Academies, we need to again focus on onsite attendance so that we can reach a greater number of students with instruction. This will improve both engagement and progress/course completions. Orientations and re-Orientations need to focus on the onsite requirement. Daily monitoring of student data through the use of a developed tracker as well as performance coaching for staff when their goals aren't being met on a consistent basis will also be implemented to improve data points that drive accelerated learning.

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

Professional Development will be provided that helps teachers identify lessons/topics that cover material in multiple areas that can be used for group instruction to better engage our students in the learning while also improving onsite attendance. Monthly teacher huddles will place at the Network level to learn more about pertinent topics regarding Edmentum and the implementation of the curriculum. Quarterly leadership retreats will provide professional development on various topics to improve overall data points at the site level.

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	It is imperative that Acceleration Academies sets the expectation that adherence to the attendance/engagement requirements is crucial to academic success. Lack of consistent attendance/engagement negatively impacts various data points, including course completions, state assessment scores, and in-cohort graduation rates.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	During the 2022-2023 school year, Acceleration Academies will have an average monthly attendance rate of 80% or higher.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Daily Edmentum usage reports; daily data tracker; onsite attendance data
Person responsible for monitoring outcome:	Paige Latham (platham@accelerationacademy.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Implement company-wide attendance/engagement, Orientation, and retention protocol as well as post-secondary learning activities to improve attendance. Continue staff huddles and individual check-ins to discuss and stategically plan for students who struggle with consistent attendance/engagement. Implement performance coaching for staff who do not consistently reach expected progress on individual goals.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The attendance/engagement, Orientation, and retention protocols that Acceleration Academies have in place establish the expectation that students are required to meet attendance requirements in order to make adequate progress in their academic courses. Implementing post-secondary activities will communicate a culture of learning at the sites. Weekly staff huddles and individual check-ins, along with performance coaching, help ensure that all students are receiving a high level of progress monitoring/case management so they don't "fall through the cracks" in terms of attendance/engagement.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement attendance/engagement and retention protocols with fidelity

Person Responsible	Paige Latham (platham@accelerationacademy.org)

Hold staff members accountable for adhering to the retention protocol

Person Responsible	Paige Latham (platham@accelerationacademy.org)

Conduct weekly data dialogue sessions with staff via individual check-ins and staff huddles to analyze attendance and retention data to develop action plans to address chronic absenteeism

Person Responsible	Paige Latham (platham@accelerationacademy.org)

Implement Orientation with fidelity to ensure that students understand the attendance expectations (both engagement and onsite attendance) and staff begins the process of establishing strong relationships with students.

Person Responsible	Paige Latham (platham@accelerationacademy.org)

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

Person Responsible	Paige Latham (platham@accelerationacademy.org)

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

Person Responsible	Paige Latham (platham@accelerationacademy.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	All students will be monitored using the above actions steps in the Area of Focus, including those in ESSA subgroups.

#2. Other specifically relating to Course Completions	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The students at Acceleration Academies have a limited time in which they can complete their requirements for high school graduation. Ensuring that students are completing their courses in a timely fashion in line with Acceleration Academies' policies will improve the graduation rate across all subgroups.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	During the 2022-2023 school year, Acceleration Academies students will complete a total of 1310 courses (based on enrollment goals) or 20% of monthly enrollment
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Daily/weekly/monthly/quarterly review of course completions through Edmentum and VLP data
Person responsible for monitoring outcome:	Paige Latham (platham@accelerationacademy.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Implement company-wide protocols that include 1) individual weekly data chats between staff and students to review course progress, 2) weekly staff meetings and individual check-ins that seek out struggling students and use collaboration between professionals to develop/implement a strategy to help overcome obstacles, 3) holding Orientation prior to the start of coursework to ensure that students understand both the learning platform and academic expectations, and 4) regular review of Personalized Learning Plans to discuss progress towards graduation between the guidance counselor and the students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Data chats between teachers and students as well as between professionals within the Academies ensure that there is open communication between all stakeholders regarding the academic expectations of Acceleration Academies. Orientations are held with fidelity front-load expectations prior commitment to the Acceleration Academies' program and understanding of those expectations. Review of progress is necessary to hold the students accountable for both their success and/or struggles as well as give them the opportunity to discuss obstacles that may be hindering them or strategies they've used that have led to their accomplishments.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implementation of the Retention Protocol with fidelity

Person Responsible	Paige Latham (platham@accelerationacademy.org)

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

Person Responsible	Paige Latham (platham@accelerationacademy.org)

Review course completions by subject area on a weekly basis and develop action plans to support students that are not making adequate progress in their courses.

Person Responsible	Paige Latham (platham@accelerationacademy.org)

Implement Orientation to reiterate messaing of course completion expectations (1 every 3-4 weeks)

Person Responsible   Paige Latham (platham@accelerationacademy.org)

Conduct bi-weekly individual check-ins with Content Coaches to review student progress in courses through the use of various reports and data tracker

Person Responsible   Paige Latham (platham@accelerationacademy.org)

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

Person Responsible   Paige Latham (platham@accelerationacademy.org)

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

Person Responsible   Paige Latham (platham@accelerationacademy.org)

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

Person Responsible   Paige Latham (platham@accelerationacademy.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	All students will be monitored using the above action steps in the Area of Focus, including those in ESSA subgroups.

#3. Other specifically relating to State Assessments	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Many of our students come to Acceleration Academies still needing to pass state assessments in order to earn their school diplomas. It is imperative that students who need to these state assessments are exposed to the material presented so that they are successful. Without sufficient test prep and/or exposure to the test and skills presented on the tests, students will not be abel to earn scores needed to pass and earn their high school diplomas.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	During the 2022-2023 school year, 60% of students enrolled at Acceleration Academies will take required state tests. Those who score a Level 1 on the FSA or Algebra EOC will complete a diagnostic test and work with their subsequent LearningPath to develop skills necessary to improve their scores.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Guidance counselor will identify scores of current students as well as those students who enroll throughout the school year. Guidance counselor will develop a testing tracker to ensure that all students are tested as necessary. Those who have scored below a Level 1 will be enrolled in ExactPath and given a LearningPath to supplement their academics and improve skills necessary to pass state tests.
Person responsible for monitoring outcome:	Paige Latham (platham@accelerationacademy.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	To ensure that all students have every opportunity to take state tests as well as are given skills to improve scores on those state tests, Acceleration Academies will 1) review testing data of all current students as well as students who enroll throughout the year to determine what tests are required for graduation, 2) review test scores and add ExactPath/LearningPaths for students who have scored a Level 1 or a low Level 2, and 3) develop a testing tracker to ensure that all staff know which GCs need to test in order to earn a diploma
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Ensuring that staff is aware of which students need to test allow for messaging and scheduling that allow ample time for students to come onsite for testing purposes. Offering ExactPath and then a LearningPath to supplement and develop skills necessary to pass state tests help to ensure higher levels of success and graduation rates.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review testing data for current and new students to ensure that scores are accounted for

Person Responsible	Laura Husnander (lhusnander@accelerationacademy.org)

Prepare testing tracker that presents data on which students must take state tests in order to earn a high school diploma

Person Responsible	Laura Husnander (lhusnander@accelerationacademy.org)

Add ExactPath and LearningPath to Edmentum dashboard based on previous FSA/EOC scores

Person Responsible	Laura Husnander (lhusnander@accelerationacademy.org)

Ensure that messaging about onsite testing is sent 2-3 weeks before a window opens and throughout the testing window so that GCs can prepare for testing

Person Responsible	Paige Latham (platham@accelerationacademy.org)
Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	All students will be monitored using the above action steps in the Area of Focus, including those in ESSA subgroups.

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.

Daily onsite attendance is monitored through Incite and daily data tracker. Daily onsite attendance trends can be reviewed on a monthly basis to determine high- and low-traffics times, which can help to drive messaging to increase onsite attendance during typically low-traffic times and/or adjust staffing and hours to accommodate more students during high-traffic times. Onsite attendance also improves student work habits and develops a sense of community among the staff and the students.

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

A "Back to School" letter will be sent to families of all students to review expectations for onsite attendance and progress. Throughout the year, parents/guardians will be notified when students are not meeting onsite expectations. Onsite attendance is also monitored at a Network level and plan are developed/implemented with the Executive Director to improve the data point. Onsite attendance will be reviewed with district liaison during bi-weekly meetings.

Describe how implementation will be progress monitored.

Throughout the school year, various strategies will be developed/implemented to improve onsite attendance by providing academic incentives as well as opportunities for post-secondary planning. Onsite attendance will be monitored weekly with monthly goals being set by the Network.

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
Compose "Back to School" letter to be sent out all parents/guardians	Latham, Paige, platham@accelerationacademy.org
Send "Back to School" letter to families	Latham, Paige, platham@accelerationacademy.org
Send messaging re: onsite attendance with scheduling options	Latham, Paige, platham@accelerationacademy.org
Monitor onsite attendance data and how incentives affect that data point	Latham, Paige, platham@accelerationacademy.org
Review onsite attendance with Executive Director and develop plan to improve data point	Latham, Paige, platham@accelerationacademy.org