

Orange County Public Schools

Acceleration East



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	9
Planning for Improvement	13
R.A.I.S.E	0
Positive Culture & Environment	17

Acceleration East

2274 S SEMORAN BLVD, Orlando, FL 32822

<https://accelerationeasths.ocps.net/>

Demographics

Principal: Erin Vacchio

Start Date for this Principal: 6/22/2020

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: Commendable 2020-21: No Rating 2018-19: Commendable 2017-18: Commendable 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

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.

Acceleration East High School is a Title 1 School of Choice. The students at Acceleration East are in grades eight-12 and provide each student with a unique pathway to meet their academic and postsecondary goals. Students have the opportunity to participate in dual enrollment opportunities with Valencia College and/or Orange Technical College. Students also have the option to participate in a number of elective options in a variety of disciplines to engage in coursework that meets their interests, postsecondary goals, or career path.

The vast majority of students at Acceleration East come from economically disadvantaged households. In addition, the large majority of students score below grade level in English and mathematics. Students who wish to attend Acceleration East are often also overage or behind in credits needed for high school graduation. The demographic makeup of Acceleration East includes:

- 81% Hispanic
- 13% Black
- 5% White
- <1% Asian
- <1% Multiracial

Throughout the student's time at Acceleration, they will be provided a variety of non-academic and academic supports. First, transportation is provided from a location close to the student's home to the school to minimize absenteeism. Students are provided free breakfast and lunch. In addition, students are provided social and emotional support in the form of a school counselor, SAFE coordinator, mental health counselors and social workers should the need present itself. Academic support is provided during the school day to address learning loss and regression. Students have access to two computer adaptive learning supports within their classroom as well as academic tutoring. Students identified as ESOL and/or ESE receive support as outlined in their individual plans to ensure academic progress.

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
Vacchio, Erin	Principal	<p>The principal oversees:</p> <ul style="list-style-type: none"> -Daily school operations -Teacher and clerical evaluations -School budget -Master schedule -Parent engagement and meetings -School Improvement Plan -Facilities -Threat Assessment Team -Monitor academic data and supports
Roca, Vanessa	School Counselor	<p>The School Counselor oversees:</p> <ul style="list-style-type: none"> -Academic planning -Postsecondary planning -Student schedules -Graduation requirements -Student attendance
Soriano, John	Other	<p>The Testing Coordinator Oversees:</p> <ul style="list-style-type: none"> -District, state, and national testing -Disseminates all national, state, and district assessment results with principal, leadership team, and faculty -Identify students for academic supports based on test result data
Durkee, Kelly	Instructional Coach	<p>The Instructional Coach oversees:</p> <ul style="list-style-type: none"> -Data monitoring of all students as it relates to graduation requirements -Update school leadership and faculty of students who are declining in grades and/or GPA -Provide instructional supports to teachers -Provide push-in support to content areas as needed to support student performance outcomes
Medina, Sharon	Staffing Specialist	<p>The Staffing Specialist:</p> <ul style="list-style-type: none"> • Supports assigned consultation students (tracking progress, developing/monitoring IEPs) • Consults with general education teachers (emphasis on reading and math) • Provides student and staff support for implementing accommodations in the classroom • Identifies sources for post-secondary support for students with disabilities • Works cooperatively with staff to coordinate appropriate services for ESE students • Provides support and situational guidance on issues related to ESE • Meets with teachers regarding individual students as needed to assist in their academic achievement • Collaborates with parents, general education teachers, ESE staff, administration, and district level staff in a positive and effective manner to help keep the focus on ESE student

Name	Position Title	Job Duties and Responsibilities
		<p>success</p> <ul style="list-style-type: none"> • Attend conferences, workshops, meetings, and in-services that emphasize current policies, procedures, and legal issues associated with IEPs and 504 plans • Assist with the testing of all ESE, ELL, and 504 students • Conduct all necessary meetings for compliance for ESE, ELL, and 504 students • Monitors student data and provides academic support for all ESE, ELL, and 504 students on their academic progress • Identifies declining grades and student GPA concerns
Butts, Renee	Dean	<p>The dean directly:</p> <ul style="list-style-type: none"> • Works with general education, ELL, 504, and ESE students • Conferences and post-conferences discipline meetings with students and parents • Reviews discipline data and shares with administration team (faculty/staff if applicable) • Creates intervention strategies to deter inappropriate behavior and increase appropriate behavior • Mentors and counsels students as well as conduct student mediations • Communicates with parents daily to discuss behaviors, and interventions while providing support • Monitors attendance and truancy patterns, which includes collaborative efforts with the attendance clerk and social worker • Coordinates with the leadership team to facilitate an effective discipline process focusing on student academic achievement, social development, and a positive behavior support system (PBS) • Prepares SAFE referrals and collaborates with the SAFE coordinator to ensure a safe learning environment as well as supporting families to promote a positive home environment for all students • Assists with the Child Study Team meetings • Focuses on student academic progress and achievement by: <ul style="list-style-type: none"> o Reviewing grades on Progress Book o Discussing GPA and credits earned o Offering alternative academic programs, if necessary o Working with the lowest 25% of students o Collaborating with the school counselor to ensure success

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date

Monday 6/22/2020, Erin Vacchio

Total number of students enrolled at the school.

208

Total number of teacher positions allocated to the school.

22

Number of teachers with professional teaching certificates?

20

Number of teachers with temporary teaching certificates?

2

Number of teachers with ESE certification?

4

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.

3

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	6	30	29	31	19	115	
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	10	13	16	13	53	
One or more suspensions	0	0	0	0	0	0	0	0	0	1	4	5	1	11	
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	1	1	2	1	5	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	3	9	12	8	0	32	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	3	11	17	11	3	45	
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	2	10	15	11	5	43

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	1	0	0	1	2

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	10	19	13	56	116
Attendance below 90 percent		0	0	0	0	0	0	0	0	3	7	8	29	57
One or more suspensions		0	0	0	0	0	0	0	0	0	0	0	3	4
Course failure in ELA		0	0	0	0	0	0	0	0	2	5	1	7	16
Course failure in Math		0	0	0	0	0	0	0	0	5	4	3	26	47
Level 1 on 2022 statewide FSA ELA assessment		0	0	0	0	0	0	0	0	5	4	4	16	37
Level 1 on 2022 statewide FSA Math assessment		0	0	0	0	0	0	0	0	3	3	6	16	35
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	6	9	7	29	12	63

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	1	0	0	4	0	5

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		49%	51%					55%	56%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
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	36%	54%	-18%	56%	-20%
Cohort Comparison						

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019	16%	49%	-33%	48%	-32%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	15%	67%	-52%	67%	-52%
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	39%	69%	-30%	70%	-31%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	16%	63%	-47%	61%	-45%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	53%	-23%	57%	-27%

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	10				42					100	15
ELL	15	38		4	26					100	11
BLK				14	17						
HSP	27	44	50	19	42	83	28	28		100	33
FRL	30	44		20	37	64	40	25		100	32
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	8	27		5	42		23			100	
ELL	29	62		10	45		25	38		96	9
BLK	45	50									
HSP	31	40	33	7	18	50	25	49		97	16
WHT										100	31
FRL	39	41	36	8	27		33	46		97	15
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	8	29	38	5	27			17		100	7
ELL	26	34	20	23	36		16	50		83	

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
BLK	13	40		10						85	
HSP	32	44	40	23	32		21	43		90	9
WHT	30										
FRL	29	38	33	20	30		16	32		93	5

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)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	10
Percent Tested	88%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
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%	3
Hispanic Students	
Federal Index - Hispanic Students	45
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	
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Students either in 8th grade and/or enrolled in Algebra I were scheduled in two math classes (a primary class and Intensive Math). Progress monitoring assessments (PMAs) were administered in the Winter and Spring to track proficiency. Subgroup proficiency for Economically Disadvantaged, SWD, and ELL were comparable to the total population. These subgroups showed proficiency at or above their peers (other subgroups are not tracked through PMAs).

The following Subgroup Intervention Strategies were utilized:

- a. SWD - Utilize accommodations listed in IEPs, including extended time and oral presentation.
- b. ELL - Utilize accommodations listed in ELL plans, including extended time and approved translation dictionaries.
- c. Black/African American - Differentiate instruction. Strategies include helping students process new content, elaborate on new content, examine reasoning, and revise knowledge.
- d. Hispanic - Differentiate instruction. Strategies include helping students process new content, elaborate on new content, examine reasoning, and revise knowledge.
- e. White - Differentiate instruction. Strategies include helping students process new content, elaborate on new content, examine reasoning, and revise knowledge.
- f. Economically Disadvantaged - Differentiate instruction. Wireless hotspots are available to students without access to high-speed internet at home. Additional services were provided for students based on economic needs.

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

Based on results from both the Algebra 1 EOC and Geometry EOC, mathematics showed the most improvement in the 2021-2022 school year from the year prior. In the 2020-2021 school year, 7.4% of students earned a score of 3 or higher. The number of students who earned a score of 3 or higher in 2021-2022 was 19.5%. The school implemented a tiered approach to instruction to provide the lowest level of learners with the opportunity to take an intensive math course to provide supplemental support in content. Additionally, the school provided students with tutoring after school hours.

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?

The greatest need for improvement is within mathematics. This was determined by the percent proficiency as measured by the end-of-course assessments. In the 2021-2022 school year, the percentage of students who scored at a level three or higher on the Algebra 1 assessment was 24%. Among those students, 54% of those students earned the lowest score possible, a level 1. Likewise, the percentage of students who scored at a level three or higher on the geometry end-of-course exam was 13%. Among those students, 76% scored the lowest score possible at level one.

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

Among all grade levels, subgroups, and core content areas, we found that our students performed below the district average as measured by the state end-of-course assessments.

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

To accelerate learning, students need to be provided with standards-based instruction that meets the rigor of the standard. Additionally, students need to be exposed to assessment items that meet the rigor of the standard. The use of whole-group; small, teacher-led groups, and individual practice need to be utilized each class period. With block scheduling, proper planning of instruction for the whole block needs to be done along with opportunities for monitoring, reteaching, and reassessments.

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 opportunities for accelerated learning include:

- Instructional Focus Calendar
- Standards-based instruction/questioning/monitoring
- Standards-based assessments
- Monitoring students for mastery of critical content standards
- Reteaching for critical standards

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus Description and Rationale:**

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

The B.E.S.T standards are the new state standards for the 2022-2023 school year. The need to learn and instruct students based on these new state standards will be critical for the success of students as they complete the FAST assessments. Teachers have been offered training over the summer on these state standards and continuous review and focus on these standards will help to lead to increased student performance outcomes.

Measurable Outcome:

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

For the 2022-2023 school year, the percentage of students who earn a level three or above on each of the measured state assessments for mathematics (Algebra 1 and Geometry) will be at least 40%.

Monitoring:

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

The school will use progress monitoring activities through both the FAST PMA assessments and the STAR assessments to measure proficiency.

Person responsible for monitoring outcome:

Erin Vacchio (erin.vacchio@ocps.net)

Evidence-based Strategy:

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

The data will be studied through class monitoring of summative assessments, through school-wide achievement as measured by PMA data, and through individual student performance outcomes from PMA 1 to PMA 2.

Rationale for Evidence-based Strategy:

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

Each four weeks, the principal will meet with teachers in data meetings to determine if students are meeting mastery on critical content standards as outlined on their standards-based assessments. Further, the principal will meet with teachers to determine if performance is varied among the different sub-groups within the school. Continued data chats will identify student performance measured by the PMA and STAR assessments to monitor progress towards the goal.

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.

1. Monthly data chats with Algebra 1 and Geometry teachers
 - review the instructional focus calendar and the relation to the test-item specifications
 - review classroom assessment results data by subgroup to determine needs for reteaching
 - Plan for reteaching via one-on-one support, small-group support, or supplemental tutoring support

Person Responsible

Erin Vacchio (erin.vacchio@ocps.net)

2. Monitor the results of each PMA assessment with the leadership team. Determine student regression or underperformance to reallocate support. Collaborate with teachers to determine tiered support to meet student performance goals.

Person Responsible

Erin Vacchio (erin.vacchio@ocps.net)

3. Provide Professional Development Opportunities
 - Teachers for Algebra 1 EOC and Geometry participate in IMPACT training with other teachers within the district, administered by district content experts
 - The principal will follow-up on IMPACT training to provide time to practice in the classroom, with support

-Provide opportunities for teachers to visit other schools to observe how other teachers provide instruction in B.E.S.T. standards

Person Responsible

Erin Vacchio (erin.vacchio@ocps.net)

4) Subgroup Intervention Strategies

- a. SWD - Utilize accommodations listed in IEPs, including extended time and oral presentation.
- b. ELL - Utilize accommodations listed in ELL plans, including extended time and use of approved translation dictionaries.
- c. Black/African American - Differentiate instruction based on individual needs. Strategies include helping students process new content, elaborate on new content, examine reasoning, and revise knowledge.
- d. Hispanic - Differentiate instruction based on individual needs. Strategies include helping students process new content, elaborate on new content, examine reasoning, and revise knowledge.
- e. White - Differentiate instruction based on individual needs. Strategies include helping students process new content, elaborate on new content, examine reasoning, and revise knowledge.
- f. Economically Disadvantaged - Differentiate instruction based on the individual needs of students within the subgroup. Wireless hotspots are available to students without access to high-speed internet at home.

Person Responsible

Erin Vacchio (erin.vacchio@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.

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.

Acceleration East is committed to providing a comprehensive education for all students. This includes high-quality education and a supportive and nurturing environment. AEHS collaborates with internal and external stakeholders to ensure that all students, staff, and families are provided a supportive and fulfilling environment including learning conditions that meet the needs of all students, academically and emotionally. Finally, a focus on building relationships with students, and amongst students builds a culture that values trust, respect, and high expectations. We will integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally.

Data will be collected that will lead to an increase in positive behaviors and a reduction in negative behaviors. This data includes attendance, discipline referrals, tardies, and dress code violations.

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

The target area, related data, and resulting action steps will be communicated to stakeholders by means of parent meetings, SAC meetings and faculty meetings. A formal PBIS program will be established through a committee of teachers, students and parents.

Describe how implementation will be progress monitored.

Baseline data will be determined including attendance data, tardies to school, tardies to class, discipline data, and dress code violations. The committee will meet quarterly to review current trends of data for each data point identified. The committee will present opportunities for improvement including incentives and rewards. As data is collected, targeted instruction for students on positive behavior will be completed rather than punitive measures as the result of behaviors.

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
Create a committee consisting of teachers, students, parents, and community partners to provide guidance on the PBIS program.	Vacchio, Erin, erin.vacchio@ocps.net
<p>Teachers and staff serve as the frontline of promoting a positive culture and environment within the classrooms. School staff and leadership ensure that a positive culture and environment reaches school-wide and is entwined in the school's mission, vision, and goals. Leadership also ensures that all other internal and external stakeholders are connected to a positive culture and environment.</p> <p>Students and families connect themselves to the work of promoting a positive culture and environment through serving on the SAC and PTSA, providing input through relevant surveys and data gathering and feedback initiatives, and active participation in the learning and growing process of their students. Students promote a positive culture and environment by self-advocating for their needs, using the resources available to them, and supporting their peers/families.</p> <p>Community partners may include local businesses, local organizations, and faith-based groups. They can promote incentives and insight into opportunities for students at Acceleration East.</p>	Vacchio, Erin, erin.vacchio@ocps.net