Lake County Acer Program School

2023-24

Schoolwide Improvement Plan (SIP)

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Lake County Acer Program

551 W MAIN ST, Tavares, FL 32778

www.lake.k12.fl.us12.fl.us/

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The Accountability Control Education Rehabilitation (ACER Program) is a school whose main objective is to offer educational services to minors who have not graduated from High School and are detained in the Lake County Detention Center. Students are supported according to their needs and are provided opportunities to succeed with individual academic learning plans. We strive to ensure our students continue receiving a high level education despite their circumstances in order to prepare them for when they leave the program.

Provide the school's vision statement.

Our goal at the ACER Program is to create an academic venue for the student and for the student's education to be valued, guided and respected. We must see ourselves as true mentors and advisors, who strive to reach and develop responsible students by equipping them with the tools necessary to be successful individuals.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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
Celis, Carlos	Principal	-Monitor academic and other services for students -Supervise onsite teacher and Program Specialist for the ACER Program -Enroll/Withdraw students from ACER Program -Discuss graduation path and course selection with students
Parra, Kim	Other	-Monitor student progress through Edgenuity. -Collaborate with ACER teacher as well as with student's parents -Create attainable goals with students. -Conduct weekly visits to the program -Work one on one with students for academic intervention/remediation -Assist Principal with course selections and student graduation paths

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Upon entry into the program, the Principal and Program Specialist analyze the student's academic record and develop an educational plan with student, teacher, and parent input.

Principal and Program Specialist will meet with parent/guardian during the first month of student entering the ACER Program in order to discuss action plan for their child.

The teacher will meet daily with students and continually update them on their progress, remediating or enriching depending on student needs. Progress reports will be sent and discussed with parents monthly.

Principal, Program Specialist and Teacher will meet every other week to discuss the educational progress of the students and their individual program will be modified as needed. If the student is in need of remediation, the teacher and/or program specialist will meet with student to provide the extra support needed.

Upon dismissal from the ACER Program, Principal and Program Specialist will meet with student and parents to provide appropriate resources and guidance for continued education once released from ACER Program.
Students will be kept abreast of their progress and graduation requirements.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Principal/Program Specialist will conduct weekly walkthroughs and discuss student progress with teacher.
Principal/Program Specialist will meet weekly with individual students to discuss progress, student achievement and goals, and assist in areas of need.
Principal/Program Specialist/Teacher will meet with students quarterly to discuss progress towards individual goals.
Student Individual Plans will be revisited quarterly and adjusted as needed. Any adjustments/progress will be shared and discussed with all stakeholders.
Leadership team meets weekly to to determine areas of need of individual students.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	No
2022-23 Minority Rate	*[Data Not Available]*
2022-23 Economically Disadvantaged (FRL) Rate	0%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No

2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		45	50		45	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		40	38		33	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		62	64		38	40			
Social Studies Achievement*		62	66		41	48			
Middle School Acceleration					38	44			
Graduation Rate		90	89		59	61			
College and Career Acceleration		61	65		64	67			
ELP Progress		56	45						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22**	**C & C Accel 2021-22**	**ELP Progress**
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	*	44%	*	50%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	51%	*	50%	*

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Credits earned

Refusal to attend class, trouble in the facility [lockdown, Discipline Review (DR), etc.], lack of motivation, lack of parental support, and learning gaps were contributing factors for students not earning the expected amount of credits for the time they were in the program.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Students taking state assessments.

This happens because students don't stay in the program long enough, they lack motivation, and many times refuse to take the assessments.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

FAST score for ELA 10th grade was very low. Only one student took this assessment. It is very difficult to compare just one student to state average.

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

Attendance to the program showed improvement as the school year progressed.
Principal and Program Specialist started to meet regularly with students and spoke to them about the importance of attending class and work towards their goal.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Even though attendance improved, it is always a critical area of concern as sometimes our students refuse to leave their cell to attend class. The other area of concern is behavior. Students sometimes get in trouble with the guards and are placed under Discipline Review. When this occurs, they are kept in their cell and do not attend class.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Attendance
2. Credit completion
3. State testing effort, completion and achievement
4. Student engagement
5. Parental Support

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Ensuring a proper education while our students are incarcerated is of upmost importance. Preparing them academically for reentry into society will aid them in having meaningful opportunities to access good jobs, continue their education, engage and contribute to their communities. Our goal is for our students to write a new, promising chapter as they return home.
Positive culture and environment was identified as a crucial need based on the Discipline Reports (DR) the students were receiving from the facility. Some issues identified were students not following facility directions, students feeling isolated, fighting outside school hours, etc. Addressing these needs is essential for positive classroom environment and participation.

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

By the end of the 2023-2024 school year, we expect students in the ACER program to be more engaged and motivated about continuing their education. Discipline Reports (DR) will be reviewed and we expect to see a decrease in discipline incidents from last year. Additionally, by providing a positive culture and environment we also expect to see a decrease in refusals to attend class and increasing our attendance percentage each quarter of the school year.

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

This area will be monitored through site visits, Discipline Report reviews, communication with teacher, students, and parents. Keeping our goal in focus and providing a positive and inviting learning environment should produce very positive results. FOCUS will give us the attendance report per quarter and the facility will provide the ACER Program Discipline Reports (DRs)

Person responsible for monitoring outcome:

Carlos Celis (celisc@lake.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will implement Resiliency Education techniques because they provide students and caring adults with an intentional, inclusive, and respectful way of thinking about, talking about, and responding to behavioral issues. We will focus on individual goals and provide necessary tools for success. The resiliency approach benchmarks will be related to character, personal responsibility, citizenship, critical thinking, and problem solving. The Discipline Reports and attendance records from FOCUS will provide the data.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Our students have made wrong choices in their past and we want to teach them that these choices don't have to define them. Creating a positive, judgement free environment will aid them in understanding that we are genuinely concerned for their well-being and that they are able to succeed and be productive citizens. The desired outcome for the implementation of the the Resiliency Education is to see improvement in attendance and lowering the Discipline Reports given by the institution.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teacher will participate in Resiliency Education Training, Principal and Program Specialist will meet with students and parents to review goals and help refocus when needed, as well as reinforcing weekly the discipline expectations that the institution has.

Person Responsible: Carlos Celis (celisc@lake.k12.fl.us)

By When: This will be an ongoing process. We will work with each student individually as they enter our program.

#2. Graduation specifically relating to Graduation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our school population is transient and therefore difficult to track, but we'd like to see students focused on finishing their high school career. If they don't finish while in the program, they are on track to finish when they return home.

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

Students will receive credits for courses completed while in the ACER Program.

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

This area will be monitored by creating individual goals and monitoring that students are completing their tasks. Additionally, positive reinforcement methods will be implemented to ensure that students are attending class regularly.

Person responsible for monitoring outcome:

Carlos Celis (celisc@lake.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Meeting with students and allowing them to be part of the goal setting process will be crucial in attaining our goal. They will take ownership of their educational plans.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Having students take ownership of their learning goals and plans will give them some autonomy over their education and thus creating a more positive environment, increasing chances for goal completion.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Principal and Program Specialist will meet with individual students to complete learning goals.
Principal and Program Specialist will meet with teacher and students periodically to review action plan and progress.
Teacher will ensure students have necessary tools to achieve their goal.

Person Responsible: Carlos Celis (celisc@lake.k12.fl.us)

By When: This process is ongoing and no specific date can be given as our student population is transient.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
2	III.B.	Area of Focus: Graduation: Graduation	$0.00
		Total:	**$0.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No