

Orange County Public Schools

Acceleration West School



2023-24

Schoolwide Improvement Plan (SIP)

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Acceleration West

2751 LAKE STANLEY RD, Orlando, FL 32818

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

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.

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.

With the support of families and the community, we create enriching and diverse pathways to lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

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
Morse, George	Principal	The principal builds the master schedule to meet all the state expectations for curriculum and graduation requirements. The principal and instructional coaches will write the SIP, monitor academic data, and perform classroom observations. Weekly leadership team meetings are utilized to discuss the academic climate of the campus.
Mueller, Stephanie	Instructional Coach	The principal and instructional coaches will write the SIP, monitor academic data, and perform classroom observations. Instructional coach will monitor school-wide student data, perform classroom observations and conduct professional development. The instructional coach will participate in weekly leadership meetings to discuss the academic climate of the campus.
Pluguez, George	Instructional Coach	The principal and instructional coaches will write the SIP, monitor academic data, and perform classroom observations. Instructional coach will monitor school-wide student data, perform classroom observations and conduct professional development. The instructional coach will participate in weekly leadership meetings to discuss the academic climate of the campus.
Carswell, Shun	School Counselor	Counsel and academically mentor students, monitor student attendance, construct and monitor student schedules, and monitor student progression for graduation requirements.

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.

The School Advisory Council for Acceleration West contains all of the required stakeholders: school staff, parents, students and business leaders. The SAC meets quarterly to provide input to the school improvement plan for the following year, discuss progress made throughout the year, and assist in measuring the outcome of the plan.

At the beginning of the school year, the SAC works to develop a common vision for student success and provides input for the school improvement plan.

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))

The school will monitor the plan on a regular basis by analyzing progress monitoring student data. The SIP will be reviewed and adjusted as necessary mid-year for the SIP reflection. The school will develop a data monitoring system that will be used to drive data meetings with classroom teachers and instructional coaches for the purpose of modifying instruction as needed.

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 8-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History	

*2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: COMMENDABLE 2016-17: COMMENDABLE
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	21	11	32	
One or more suspensions	0	0	0	0	0	0	0	7	3	10	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	1	1	
Course failure in Math	0	0	0	0	0	0	0	0	4	4	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	31	10	41	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	18	5	23	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	22	10	32

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	16	9	73	
One or more suspensions	0	0	0	0	0	0	0	9	6	23	
Course failure in ELA	0	0	0	0	0	0	0	1	11	34	
Course failure in Math	0	0	0	0	0	0	0	1	8	36	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	22	14	111	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	22	12	101	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	22	14	111	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	24	18	121

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	3	10	29

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	16	9	25	
One or more suspensions	0	0	0	0	0	0	0	9	6	15	
Course failure in ELA	0	0	0	0	0	0	0	1	11	12	
Course failure in Math	0	0	0	0	0	0	0	1	8	9	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	22	14	36	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	22	12	34	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	22	14	36	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	24	18	42

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	3	10	13

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*	17	49	50	14	49	51	15		
ELA Learning Gains				34			25		
ELA Lowest 25th Percentile				34			33		
Math Achievement*	40	34	38	24	36	38	18		
Math Learning Gains				50			25		
Math Lowest 25th Percentile				63			25		
Science Achievement*	30	66	64	22	31	40	20		
Social Studies Achievement*	50	66	66	46	43	48	42		
Middle School Acceleration	33			15	44	44	0		
Graduation Rate	93	87	89	76	62	61	92		
College and Career Acceleration	15	65	65	9	70	67	5		
ELP Progress	58	45	45				33		

** 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)	CSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	336
Total Components for the Federal Index	8
Percent Tested	97
Graduation Rate	93

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	387
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	76

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	28	Yes	4	4
ELL	41			
AMI				
ASN				
BLK	38	Yes	4	
HSP	46			
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	38	Yes	4	

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	29	Yes	3	3
ELL	29	Yes	3	3
AMI				
ASN				
BLK	32	Yes	3	
HSP	43			
MUL				
PAC				
WHT	30	Yes	1	1
FRL	35	Yes	3	

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	17			40			30	50	33	93	15	58
SWD	12			38			15	47			4	
ELL	19			42			33	55			5	58
AMI												
ASN												
BLK	13			32			22	50		9	6	
HSP	24			49			41	51		21	6	
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	16			38			30	47	27	15	7	

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	14	34	34	24	50	63	22	46	15	76	9	
SWD	11	32	17	15	45	64	9	42				
ELL	14	33	36	27	41		25	48	10			
AMI												
ASN												
BLK	10	33	40	13	49	58	17	43	6	72	15	
HSP	23	35		35	54		30	42		80		
MUL												
PAC												
WHT	0	33		38	50							
FRL	12	28	32	26	54	67	22	41	15	76	9	

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	15	25	33	18	25	25	20	42	0	92	5	33
SWD	13	30	33	5	14	7	17	31				
ELL	7	25	29	21	40	33	14	50		94	0	33
AMI												
ASN												
BLK	14	20	29	10	14	17	18	36		88	6	
HSP	15	28	42	25	34	25	19	39		100	0	
MUL												
PAC												
WHT	19	38		35	38		35	68				
FRL	13	22	31	20	20	14	21	40		90	4	

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	18%	49%	-31%	50%	-32%
08	2023 - Spring	22%	46%	-24%	47%	-25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	55%	58%	-3%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	32%	50%	-18%	44%	-12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	47%	-11%	50%	-14%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	26%	45%	-19%	48%	-22%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	30%	63%	-33%	63%	-33%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	61%	4%	66%	-1%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	37%	62%	-25%	63%	-26%

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.

The data component that shows the lowest performance is ELA across all grade levels. In 2020-2021, 105 students scored level 1 in ELA, 92 in 2021-2022, then an increase to 113 students in 2022-23. FAST 2022-23 data shows that students at Acceleration West are scoring below the district and state averages in the area of ELA at all grade levels.

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

The most significant decline can be seen in the number of students scoring at level two or higher on the ELA FAST. The number of students scoring at the lowest level is continuing to grow. In 2021-22, 87 students scored at level 1, an increase from the previous year. The latest assessment data, 2022-23, shows another increase in students scoring at level one to 113.

This data indicates a decline in students' achievement in the area of ELA across all grade levels. One factor for this decline is the school program requires students to accelerate their learning and test at a grade level higher than their peers at other schools. For example, a student taking the 8th grade ELA would have skipped the 7th grade FAST assessment and expected to show essentially a 2-year growth.

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.

The greatest achievement gap when compared to the state average is ELA in all grade levels.

In 8th grade ELA, the state average score was 332 and the school's score was 319. The school's average score on this assessment is less than the district's average score of 331 as well.

In 10th grade ELA, the school's average score was 322, with the state average score of 346 and the district at 346. These scores indicate a significant gap in achievement between the school and the state, as well as the district.

One main factor for this trend is the nature of the school program. Students at Acceleration West face the challenge of testing one to two grade levels ahead of their peers at other schools. For example, a student that is categorized as a 9th grader would take the 10th grade ELA FAST assessment due to the fact that they are enrolled in both 9th and 10th grade English within the same school year. This means

that a student's 10th-grade FAST score would be compared to his/her 8th-grade score taken in the previous year. This situation means that students have to score higher than their grade-level peers at other schools in order to show grade-level gains.

An additional factor is the lack of reading practice. Students do not read for pleasure and many struggle to read content material on grade level. In addition, classroom instruction during the 2022-23 school year did not include many opportunities for reading strategy use by students.

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

The area of mathematics improved the most. In the 2022-22 school year, Algebra 1 EOC data showed 19% of students at Acceleration West scored at level 3 or above. 35% of students in grade 8 math scored at level 3 or above in 2021-22. The latest FAST data, 2022-23, shows an increase in both areas. Algebra 1 scores showed an increase from 19% to 36% and an increase from 35% to 55% level 3 and above in 8th-grade math FAST.

The school increased the time teachers spent in PLCs, continued data monitoring, continued classroom walk-throughs, and developed an instructional plan that targeted high school students by standardizing math instruction between 2 teachers. This standardization led to students receiving deliberate and targeted instruction for each standard for an extended period of time.

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

The number of students at level 1 in ELA is an area of concern for Acceleration West. An additional area of concern is the number of students who are frequently absent.

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

The highest priority for Acceleration West is to increase the percent of students scoring at the proficient level in ELA at all grade levels.

Area of Focus

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

#1. Instructional Practice specifically relating to ELA**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.

The data shows a lack of progress in ELA across all grade levels. In 2020-2021, 105 students scored level 1 in ELA, 92 in 2021-2022, then an increase in students scoring level 1 to 113 in 2022-23.

FAST 2022-23 data shows that students at Acceleration West are scoring below the district and state averages in the area of ELA at all grade levels.

In 8th grade ELA, the state average score was 332 and the school's score was 319. The school's average score on this assessment is less than the district average score of 331 as well.

In 10th grade ELA, the school's average score was 322, which is below both the state average score of 346 and the district at 346. These scores indicate a significant gap in achievement between the school and the state, as well as the district.

The analysis of learning gains data in the area of ELA shows a decline in the number of students making learning gains in the area of ELA. In the 2022-23 year, 39 students showed learning gains. In 2023-24 year, 38 students showed learning gains.

Measurable Outcome:

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

The school will decrease the number of students scoring at level 1 on the FAST ELA. The school will increase the number of students making learning gains in the area of ELA from 39 to 44, or 16% to 19%.

Monitoring:

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

The school will broaden the data analysis protocols used in PLC's to analyze instructional practices and make necessary adjustments to improve student outcomes in the area of ELA. Progress monitoring will occur at a minimum of 3 times per year, followed by data analysis and instructional planning.

Classroom walk-throughs will be conducted at least bimonthly for every teacher and will accompany a one on one meeting for analysis and feedback to monitor effective use of instructional strategies. Emphasis will be placed on those strategies which promote literacy skills.

Person responsible for monitoring outcome:

George Morse (george.morse@ocps.net)

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.)

The school will implement a school-wide program based on the IES Practice Guide "Improving Adolescent Literacy: Effective classroom and intervention practices" found in the U.S. Department of Education What Works Clearinghouse. The program will provide explicit vocabulary instruction, provide direct and explicit comprehension strategy instruction, and provide student motivation and engagement with literacy learning. In addition, the program will provide an abundance of print material for student recreational reading.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The data shows that students at the school require specific instructional strategies in order to build their literacy skills. Students need to comprehend different texts, master new vocabulary, and share ideas with others. Research shows that students who read for pleasure score higher on achievement assessments in the area of reading. Students need to spend more time reading, which requires access to print material and a system that will motivate them and build that desire to read.

These skills will allow students to show improvements in literacy skills, and ultimately on the state assessment.

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 1 - Strong 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.

The school will schedule and deliver professional development in the areas of research-based instructional strategies designed to instruct and support all content area teachers in the critical areas of explicit vocabulary instruction, direct and explicit comprehension strategy instruction, and including more opportunities for student to read and practice other literacy skills.

Person Responsible: George Pluguez (george.pluguez@ocps.net)

By When: Development of calendar by September 1, 2023. Conduct professional development and monitoring for effectiveness beginning September 2023 through May 2024.

Instructional coaches will design and implement a schedule for PLC's to meet and analysis student academic data to monitor student learning in the area of ELA.

Person Responsible: George Pluguez (george.pluguez@ocps.net)

By When: August 30, 2023

The school will create a reading center, centrally located, where students can check out print material, sit and read available high-interest materials, and access resources to improve their literacy skills. Student surveys will be used when purchasing the print material to ensure student interest.

Person Responsible: Stephanie Mueller (stephanie.mueller@ocps.net)

By When: Ongoing August 2023-May 2024

The school will create classroom libraries in content area classrooms. Educational magazines will be available in content area classrooms for use with other content area materials. Books will be available for student check-out,

Person Responsible: Stephanie Mueller (stephanie.mueller@ocps.net)

By When: Ongoing August 2023-May 2024

Teachers will implement a student-centered program to include book talks, reading blogs, website book advertisements and other motivational activities.

Person Responsible: Stephanie Mueller (stephanie.mueller@ocps.net)

By When: Ongoing August 2023-May 2024

In addition to the purchase of print materials for classroom libraries, the school will purchase books for students to own and read for recreation and participation in the program activities.

Person Responsible: Stephanie Mueller (stephanie.mueller@ocps.net)

By When: September 30, 2023

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**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.

Recent school data analysis shows that teacher turn-over at Acceleration West has increased over the last 2 years. In 2021-21 school year, the teacher turn-over rate was 9%. In 2022-23 school year, the rate increased to 14%.

Research studies have shown that school climate is key in reducing teacher stress and improving teacher retention. Teachers want to feel respected, supported, and valued for their role in the school.

Teachers at Acceleration West would feel supported and respected through the use of an effective coaching/mentoring model. The school needs to implement a coaching/mentoring system where teachers receive specific feedback and increased support in order to increase retention.

Measurable Outcome:

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

The school will decrease teacher turn-over from 14% to 5% or less.

Monitoring:

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

The area of focus will be monitored through the use of an observation calendar and teacher observations documented in Effective Educators. The school leadership team will meet bimonthly to review collected data and adjust for any concerns found. At the end of the 2023-24 school year, the school leadership team will evaluate teacher-turn over and review the coaching/mentoring structure for effectiveness.

Person responsible for monitoring outcome:

George Morse (george.morse@ocps.net)

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.)

The school will develop a 2-prong approach to positively effect the school culture and environment. First, the school will create a teacher coaching cycle where instructional coaches provide targeted support and feedback for teachers regarding content, pedagogy, and classroom management.

Second, the school will implement a Positive Behavioral Interventions and Supports (PBIS) system to improve and integrate all academic and behavioral data that affect student outcomes. Positive Behavioral Interventions and Supports is an evidence-based framework for supporting students' behavioral and social needs. The system will include the collection and analysis of data specific to student behavior as it relates to classroom management.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research studies have shown that school climate is key in reducing teacher stress and improving teacher retention. Teachers want to feel respected, supported, and valued for their role in the school.

Teachers at Acceleration West would feel supported and respected through the use of an effective coaching/mentoring model. The school needs to implement a coaching/mentoring system where teachers receive specific feedback and increased support in order to increase retention.

Addressing the behavioral needs of the students will help create a more positive school environment.

Students need to feel safe and supported, which can be accomplished through the use of a behavior system.

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.

The instructional coaches will develop a coaching cycle calendar which will be used to track teacher observations and feedback.

Person Responsible: George Pluguez (george.pluguez@ocps.net)

By When: The coaching cycle calendar will be completed by 8/25/23 and teacher observations will begin September 1, 2023

The school will implement a Positive Behavioral Interventions and Supports (PBIS) system to improve and integrate all academic and behavioral data that affect student outcomes. The system will include the collection and analysis of data specific to student behavior as it relates to classroom management.

Person Responsible: Stephanie Mueller (stephanie.mueller@ocps.net)

By When: August 2023

Instructional coaches will work with teachers to develop a positive behavior incentive program where students are encouraged and rewarded for positive behavior that leads to academic success.

Person Responsible: Stephanie Mueller (stephanie.mueller@ocps.net)

By When: August 2023-May 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The basis for the areas of focus in the action plan were generated with input from students, parents, classified staff and teachers. Each year, the School Advisory Council reviews the previous year's SIP, the latest assessment results, and the goals for the upcoming school year. The SAC approves the broad outline of the year's SIP, then addresses the details presented by administration and the school's Leadership Team. SAC, which includes parents, teachers, community members, and students provide input to the focus plan and allocation of funds.

The SAC meets regularly to monitor the school improvement plan, it's action steps, and progress made. The SAC promotes future meetings throughout the year on the school website and announcement in the district's learning management system: Canvas.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SAC will disseminate the SWP and UniSIG budget to all stakeholders through our regularly scheduled SAC meetings, parent involvement nights, phone notification of availability, and the school website.

The school SAC works hard to establish trust with all stakeholders and uses all sources of available media to communicate with them and accept input. The school's family engagement plan is located on the school's website: <https://accelerationwesths.ocps.net/>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school will continue to build positive relationships with parents, families and other stakeholders by inviting all members to participate in the regularly scheduled SAC meetings. In addition, the school will host several parent/student nights where we encourage attendance and participation in open dialog about any concerns. The administrative staff has an open door policy for all stakeholders and welcomes participation in all activities at the school as well as review of the school's performance.

The school's family engagement plan is located on the school's website:

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

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

The school will implement a school-wide program based on the IES Practice Guide "Improving Adolescent Literacy: Effective classroom and intervention practices" found in the U.S. Department of Education What Works Clearinghouse. The program will provide explicit vocabulary instruction, provide direct and explicit comprehension strategy instruction, and provide student motivation and engagement with literacy learning. A key component to the program is teacher professional development in the targeted areas.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The program was developed using the IES Practice Guide "Improving Adolescent Literacy: Effective classroom and intervention practices" found in the U.S. Department of Education What Works Clearinghouse. The recommendations in this guide are supported under ESSA.

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: Instructional Practice: ELA					\$69,566.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
	5100	500	1841 - Acceleration West	UniSIG		\$5,700.00	
			Notes: Purchases high interest books from Follett: -2 per student for take-home -content area related books for classroom libraries -high interest books for check out in reading center. Not to exceed \$5,700.00				
	5100	500	1841 - Acceleration West	UniSIG		\$15,000.00	
			Notes: Create classroom libraries. Purchase high interest, content related, educational magazines for classroom instruction and student recreational reading. -Scholastic, Time, Discovery, Popular Mechanics, National Geographic and Sports Illustrated. Not to exceed \$15,000.00				
	5100	500	1841 - Acceleration West	UniSIG		\$5,000.00	
			Notes: Purchase teacher training materials in the areas of explicit vocabulary instruction, instruction of comprehension strategies and strategies to motivate students to read. Not to exceed \$5,000.00.				
	5100	500	1841 - Acceleration West			\$42,000.00	
			Notes: Create classroom libraries and a centralized reading center. Purchase high interest, content related books for student check out. Not to exceed \$42,000.00				
	5100	510	1841 - Acceleration West			\$1,866.00	
			Notes: Allowable purchase for classroom supplies related to the reading initiative. Not to exceed \$1,866.00				
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment					\$0.00
Total:						\$69,566.00	

Budget Approval

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

No