Acceleration East

2018-19 Schoolwide Improvement Plan

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Acceleration East

2274 S SEMORAN BLVD, Orlando, FL 32822

https://accelerationeasths.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 8-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	90%

School Grades History

Year	**2011-12**	**2011-12**
Grade		

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement.

To be the top producer of successful students in the nation

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Loftus, Douglas	Principal
Smith, Kimberly	Other
Arizola, Arthur	Other
Durkee, Kelly	Other
Soriano, John	Other
Williams, James	Dean
Roca, Vanessa	School Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal - Douglas Loftus

Instructional Servant Leader
• Responsible for student achievement
• Assists with testing
• Oversees school budget
• Monitors lowest 25% of students schoolwide
• Total school progress monitoring
• Responsible for School Improvement Plan & School Advisory Committee

Guidance Counselor - Vanessa Roca

• Schedules students for required classes to keep them on track for graduation
• Reminds teachers when grades are due and double checks that all students have a grade for each grading period
• Provides support for teachers by communicating and updating student progress
• Schedules and attends parent-teacher conferences
• Constructs senior data walls to track seniors throughout the school year
• Constructs underclass data wall for students who need to be monitored for academic success

• Provides necessary support for all students to increase the graduation rate
• Understands the 2018-2019 School Improvement Plan, including the school's goals, reviews and analyzes data of all students

SAFE Coordinator - John Soriano

• Monitors all teachers and students and provide coaching and support to struggling teachers
• Attends conferences and post-conference meetings with all teachers relating to student issues
• Provides necessary support for teachers and students regarding academic, personal, and social concerns to help reduce the dropout rate and increase the graduation rate
• Conducts one-on-one meetings with students who are in need (e.g., food assistance, clothing assistance, transportation assistance, counseling, etc.)
• Understands the 2018-2019 School Improvement Plan and corresponding school goals
• Implements student mentoring program/peer mediation with fidelity
• Assists with testing and ensures the process is executed with 100% accuracy

Dean - James Williams

• 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 conducts student mediations
• Communicates with parents daily to discuss behaviors, interventions, and provides supplementary information as well as support
• Monitors attendance and truancy patterns, which includes collaborative efforts with attendance clerk and social worker
• Coordinates with administration to facilitate an effective discipline process focusing on student academic achievement, social development, and 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:
o Reviewing grades on Progress Book
o Discussing GPA and credits earned
o Offering alternative academic programs, if necessary
o Working with lowest 25% of students
o Collaborating with guidance counselor to ensure success

Staffing Specialist - Kim Smith

• 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 to the administration team on issues related to the ESE population
• Works directly with the guidance counselor to assist in the development of ESE/ELL/504 student

schedules
• 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 positive and effective manner to help keep the focus on ESE student success
• Attend conferences, workshops, meetings, and in-service trainings that will emphasize current policies, procedures, and legal issues associated with IEPs, 504 plans, or ELL students
• Assist with the testing of all ESE, ELL, and 504 students
• Conduct all necessary meetings for compliance for ESE, ELL, and 504 students
• Understands the 2017-2018 School Improvement Plan and the corresponding school goals
• Monitors student data and provides academic support for all ESE, ELL, and 504 students on their academic progress
• Tracks 11th and 12th grade standard diploma ESE students for graduation course requirement completion
• Identifies declining grades and student GPA concerns

Testing Coordinator - Barry Hall

• Oversees all district, state, and national testing
• Promotes effective test taking strategies to all teachers and selected students
• Identifies students who need extra support for testing
• Disseminates all national, state, and district assessment results with principal, leadership team, and faculty
• Delivers professional development workshops to all teachers regarding testing procedures
• Increases graduation rate and reduces the dropout rate
• Understands the 2018-2019 School Improvement Plan and the school improvement goals
• Secures and analyzes all student data
• Works with guidance to determine placement of students based on testing data (e.g., AP courses, honors courses, etc.)

Security - Art Arizola

• Mentors and counsels students as well communicates with parents daily to discuss behaviors, interventions, and provide supplementary information as well as support
• Collaborates with SAFE coordinator to ensure a safe learning environment as well as supporting families to promote a positive home environment for all students
• Monitors all students and provides coaching and support to struggling teachers
• Understands the 2018-2019 School Improvement Plan and school improvement goals
• Obtains and analyzes student discipline data

A shared decision-making process is followed through a weekly leadership meeting, wherein each team member contributes to the process.

Early Warning Systems

Year 2017-18

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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	12	17	6	18	53
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	0	1	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	6	20	8	20	54
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	35	31	2	7	75

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	13	19	7	14	53

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	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	3	3	4	4	14

Date this data was collected
Thursday 6/28/2018

Year 2016-17 - As Reported

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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	19	31	9	16	75
One or more suspensions	0	0	0	0	0	0	0	0	0	5	6	1	1	13
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	22	39	8	17	86
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	27	30	0	0	57

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	23	32	6	5	66

Year 2016-17 - 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	19	31	9	16	75
One or more suspensions	0	0	0	0	0	0	0	0	0	5	6	1	1	13
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	22	39	8	17	86
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	27	30	0	0	57

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	23	32	6	5	66

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest performance (17% proficient) was on the Geometry EOC. Prior year data also showed the same data as one of the lowest in performance. This indicates a trend.

Which data component showed the greatest decline from prior year?

The greatest decline was in the comparison between the district and school for the Geometry EOC. Acceleration East fell behind the district by an additional 14 percent.

Which data component had the biggest gap when compared to the state average?

The US History EOC had the largest gap when compared to the state average (41%).

Which data component showed the most improvement? Is this a trend?

The Algebra I EOC showed the largest improvement from prior year (15%). There was a trend of improvement across all data from the prior year.

Describe the actions or changes that led to the improvement in this area.

At the beginning of the 2017-2018 school year, school administration and the math department identified students who had not yet received algebra preparation through a pre-algebra course in middle school. Only those students who had received said preparation were placed in the algebra one course. All other students were scheduled in liberal arts math to receive the necessary preparation to take algebra I in the 2018-2019 school year.

School Data
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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	54%	56%	0%	51%	52%
ELA Learning Gains	0%	51%	53%	0%	47%	46%
ELA Lowest 25th Percentile	0%	40%	44%	0%	36%	38%
Math Achievement	0%	49%	51%	0%	40%	43%
Math Learning Gains	0%	44%	48%	0%	51%	39%
Math Lowest 25th Percentile	0%	39%	45%	0%	55%	38%
Science Achievement	0%	66%	67%	0%	66%	65%
Social Studies Achievement	0%	69%	71%	0%	67%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)					Total
	8	9	10	11	12	
Attendance below 90 percent	0 (0)	12 (19)	17 (31)	6 (9)	18 (16)	53 (75)
One or more suspensions	0 (0)	2 (5)	0 (6)	0 (1)	1 (1)	3 (13)
Course failure in ELA or Math	0 (0)	6 (22)	20 (39)	8 (8)	20 (17)	54 (86)
Level 1 on statewide assessment	0 (0)	35 (27)	31 (30)	2 (0)	7 (0)	75 (57)

Grade Level Data
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	2018					
	2017					
Cohort Comparison						
09	2018	23%	50%	-27%	53%	-30%
	2017	16%	49%	-33%	52%	-36%
Same Grade Comparison		7%				
Cohort Comparison		23%				
10	2018	21%	49%	-28%	53%	-32%
	2017	15%	47%	-32%	50%	-35%
Same Grade Comparison		6%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018					
	2017					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018					
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	29%	62%	-33%	65%	-36%
2017	28%	60%	-32%	63%	-35%
Compare		1%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	27%	65%	-38%	68%	-41%
2017	20%	64%	-44%	67%	-47%
Compare		7%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	22%	61%	-39%	62%	-40%
2017	7%	53%	-46%	60%	-53%
Compare		15%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	17%	65%	-48%	56%	-39%
2017	9%	43%	-34%	53%	-44%
Compare		8%			

Subgroup Data

2018 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 2016-17	C & C Accel 2016-17

2017 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 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Acceleration East will improve the school attendance rate by utilizing multiple strategies in order to increase student achievement.
Rationale	The implementation of a systematic monitoring system via DataView early warning indicators will increase student attendance.
Intended Outcome	The number of students exhibiting the early warning indicator of attendance at or below 90% will decrease by 6%.
Point Person	Douglas Loftus (douglas.loftus@ocps.net)

Action Step

Description	1) The leadership team will create and implement a student attendance tracking process in order to monitor student attendance. 2) Student attendance will be monitored daily through a school-based tracking process. Students who have five cumulative unexcused absences will receive a five day attendance letter, and attendance contract, and an attendance child study team meeting will be scheduled. 3) School leaders and attendance clerk will contact parents and guardians through telephone, text, and/or email prior to implementation of attendance contract and scheduling of child study team meetings.
Person Responsible	Douglas Loftus (douglas.loftus@ocps.net)

Plan to Monitor Effectiveness

Description	Student attendance data will be reviewed on a weekly basis to ensure that students are attending school regularly. Interventions will be monitored for effectiveness. Completion of the plan will be evidenced by comparison of attendance data for students on attendance contract showing a decrease in absences.
Person Responsible	Douglas Loftus (douglas.loftus@ocps.net)

Activity #2	
Title	Acceleration East will close the achievement gap and become a culturally responsive school through effective communication of course requirements, grading standards, and academic progress to all stakeholders.
Rationale	Through being a culturally responsive school, the achievement gap will narrow for all subgroups.
Intended Outcome	The achievement gap will be narrowed by 3% in both ELA and Math.
Point Person	Douglas Loftus (douglas.loftus@ocps.net)

Action Step	
Description	1) Assign an administrative lead to oversee and monitor MAO initiatives. a. Monthly progress monitoring meetings with initiative leads with quarterly reviews. b. Provide actionable feedback to leads c. Ensure leads are accountable and meet deadlines d. Provide principal with bimonthly updates 2) Establish a clear line of communication to the faculty and staff regarding each student's academic progress a. Provide Training to the administrative leadership team using materials provided from Principal trainings b. Conduct weekly department meetings with principal, guidance counselor and MTSS coordinator 3) Establish teacher and teacher leader trainings a. Have teacher leaders who have buy in speak to their colleagues during faculty meetings b. Faculty members visit local schools that are recognized as a culturally responsive school
Person Responsible	Douglas Loftus (douglas.loftus@ocps.net)

Plan to Monitor Effectiveness	
Description	The data will be studied from a primary, secondary and tertiary lens. Since our goal is to narrow the achievement gap to 3%, we will be looking at progress reports and report cards along with performance matters data. The principal and the leadership team will monitor each nine weeks and determine if the achievement gap is narrowing or not. We will look for learning gains in reading and math based on the FSA. Checkpoints during the school year will help guide the faculty and principal as we measure progress.
Person Responsible	Douglas Loftus (douglas.loftus@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

AEHS traditionally has a high percentage of parent involvement at social types of events, but a much lower percentage of parent involvement at instructional/academic events. AEHS recognizes that parents/guardians play an integral role in our students' education. We encourage the participation of parents/guardians in two-way, meaningful communication involving student learning and other student activities. AEHS recruits and encourages parents to become partners in learning. Families are kept abreast of their child's progress using the on-line Progress Book system, newsletters, Text messaging, Twitter, Facebook, Connect ED and parent meetings.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Acceleration East students are offered counseling services through the school's SAFE Coordinator and Orange County Family Counseling Services. In addition, peer mentoring and peer mediation is provided through the SAFE Ambassadors Organization. The SAFE Coordinator manages a food and clothing closet, and assists students with financial needs.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

All students interested in attending Acceleration East must complete an application and interview process in order to be accepted for enrollment. During the summer prior to their initial enrollment, new students are afforded the opportunity to attend an orientation program coordinated by the school's SAFE Ambassadors. The new student orientation is a half-day program designed to help students learn about the culture of Acceleration East and begin to create social relationships with both peers and mentors who will support them throughout their initial school year.
Seniors are supported by teacher mentors who provide encouragement and guidance as they complete their graduation requirements. Teachers provide tutoring opportunities to help students prepare for college entrance examinations. Seniors meet regularly with the guidance counselor to discuss their progress. Students are also provided assistance with completing college applications and essays.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The leadership team meets on a weekly basis to discuss alignment of resources and data to meet the needs of all students. Resources discussed include:

• Analysis of student trend data
• Analysis of school profile and demographic data
• Objectives and goal setting
• Action steps
• Evaluation of action steps
• Identification of critical MTSS infrastructure currently established along with areas in need of development
• Analysis of disaggregated data in order to identify trends and plan appropriate interventions
• Development of assessment strategies and calendars

• Development of processes to ensure intervention fidelity
• Implement the school improvement plan

Title 1 Part A - Acceleration East is enhanced by the coordination and integration of programs and funds. Title I funds enhance the campus through parental involvement programs, professional development, student support, and additional core instruction.

Title III - Acceleration East does not receive Title III funds.

Title X- Homeless - The district provides professional development regarding homeless students. Information is disseminated to our school through the SAFE Coordinator. As students are identified through registration, confidential assistance (e.g., food assistance, clothing assistance, transportation assistance, counseling, etc.) is provided.

Supplemental Academic Instruction (SAI) - SAI funds are instrumental in assisting Acceleration East by providing our Level I and II students with remediation in reading, math, and science. SAI funds also provide supplies, materials, and additional academic instruction.

Violence Prevention Programs - Acceleration East offers violence prevention programs that include: Red Ribbon Week, Non Violence Month, and other programs through the Teaching Tolerance curriculum materials. Students in need of financial assistance are provided with school supplies, backpacks, personal products, uniforms, and any other items needed to be successful so that all students feel connected to their school. The SAFE Program offers 'Thanks for Thanksgiving' and 'Angels and Elves' that provide food and supplies for holidays for the student and their family. Finally, Acceleration East targets parents during orientations, open house, PTSA, SAC, newsletters, Facebook, Twitter, and YouTube to ensure they are aware of resources available to their student. By working together to keep everyone aware and informed, we help meet each student's basic needs and create a feeling of connection and family. When everyone feels connected, able to maintain their dignity, or engage in stress relief strategies, we function together in a successful and non-violent way.

Nutrition Programs - All students are provided daily free breakfast. Late students are offered breakfast by guidance. We have a food pantry on campus for students and families to use any time.

Career and Technical Education - Acceleration East works with Orange Technical College for dual enrollment of students who are pursuing certification in a variety of programs.

The SAFE Ambassador program is a program is for all students and enhances student leadership skills, character development, and exposes them to collaborative experiences. In addition, students apply what they learn through the years as a SAFE Ambassador to various community programs. Community partners create opportunities for students at Acceleration East.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Acceleration East provides support for students as they plan for college and career pathways. Students applying for post secondary education are provided tutoring to prepare for college entrance examinations. All students at Acceleration East are provided two standard fee waivers for both the SAT and ACT exams. Juniors and seniors are introduced to collegiate options through multiple campus visits and college fairs. During their sophomore year, students at Acceleration East are introduced to Orange Technical College. During their senior year, students are provided the opportunity to enroll in Orange Technical College programs where they can earn industry certification. Students also have the opportunity to maintain dual enrollment at both Acceleration East and Valencia College during their

senior year. Students enrolled in either Orange Technical College or Valencia College programs do not need to pay for the courses taken as long as they are enrolled at Acceleration East.

Part V: Budget	
Total:	**$0.00**