

Orange County Public Schools

Acceleration East School



2023-24

Schoolwide Improvement Plan (SIP)

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Acceleration East

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<https://accelerationeasths.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 |
|-----------------|------------------|---|
| Vacchio, Erin | Principal | <p>The principal oversees:</p> <ul style="list-style-type: none"> -Daily school operations -Teacher and clerical evaluations -School budget-Master schedule -Parent engagement and meetings -School Improvement Plan-Facilities -Threat Assessment Team -Monitor academic data and supports |
| Roca, Vanessa | School Counselor | <p>The School Counselor oversees:</p> <ul style="list-style-type: none"> -Academic planning -Postsecondary planning -Student schedules -Graduation requirements -Student attendance |
| Butts, Renee | Dean | <p>The dean directly:</p> <ul style="list-style-type: none"> • Works with general education, ELL, 504, and ESE students • Conferences and post-conference discipline meetings with students and parents • Review discipline data and share with the 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 mediation • Communicates with parents daily to discuss behaviors, and interventions while providing support • Monitors attendance and truancy patterns, which includes collaborative efforts with the attendance clerk and social worker • Coordinates with the leadership team to facilitate an effective discipline process focusing on student academic achievement, social development, and a positive behavior support system (PBS) • Prepares SAFE referrals and collaborates with the SAFE coordinator to ensure a safe learning environment as well as supporting families to promote a positive home environment for all students • Assists with the Child Study Team meetings • Focuses on student academic progress and achievement by: -Serve as the Science PLC Lead |
| Esteves, Wilson | Dean | <p>Mr. Esteves will work directly with:</p> <ul style="list-style-type: none"> • Conferences and post-conference discipline meetings with students and parents • Review discipline data and share with the administration team (faculty/staff if applicable) • Creates PBIS intervention to deter inappropriate behavior and increase appropriate behavior |

| Name | Position Title | Job Duties and Responsibilities |
|----------------|---------------------|---|
| | | <ul style="list-style-type: none"> • Mentors and counsels students as well as conducts student mediation • Communicates with parents daily to discuss behaviors, and interventions while providing support • Works with general education, ELL, 504, and ESE students • Coordinates with the leadership team to facilitate an effective discipline process focusing on student academic achievement, social development, and a positive behavior support system (PBS) • Prepares SAFE referrals and collaborates with the SAFE coordinator to ensure a safe learning environment as well as supporting families to promote a positive home environment for all students • Assists with the Child Study Team meetings • Serve as the PLC lead for ELA |
| Youtz, Angela | Instructional Coach | <p>Ms. Youtz will work directly on:</p> <ul style="list-style-type: none"> -Serve as the Math PLC lead -Provide monthly professional development -Monitor academic data -Provide input to the SIP -Participate in weekly leadership meetings to discuss the academic climate of the campus -Provide small group pull-outs for Tiered support |
| Medina, Sharon | Staffing Specialist | <p>The Staffing Specialist:</p> <ul style="list-style-type: none"> • Supports assigned consultation students (tracking progress, developing/monitoring IEPs) • Consults with general education teachers (emphasis on reading and math) • Provides student and staff support for implementing accommodations in the classroom • Identifies sources for post-secondary support for students with disabilities • Works cooperatively with staff to coordinate appropriate services for ESE students • Provides support and situational guidance on issues related to ESE • Meets with teachers regarding individual students as needed to assist in their academic achievement • Collaborates with parents, general education teachers, ESE staff, administration, and district level staff in a positive and effective manner to help keep the focus on ESE student |

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.

Multiple stakeholders contributed to the development of the SIP. First, the leadership team consisting of the principal, deans, school counselor, instructional coach, staffing specialist, and the SAFE coordinator

met to review the student performance outcomes and determine the greatest needs. Teachers and staff from the school were presented with the findings and areas of improvement were determined for the 2023-24 school year.

Next, students were surveyed on the strengths and weaknesses of the instructional programs, areas of interest, and academic needs they and their peers were facing. This helped to identify gaps in instruction and support and a plan was created.

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 SIP will be monitored weekly through small-group PLCs, during data chats with PLC leaders, and during PMA assessment administrations. These results will be shared with the SAC and the faculty, staff, and students monthly. During the analysis of performance outcomes, revisions of the plan will be done as needed to ensure all students are making adequate gains.

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 | 93% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 100% |
| Charter School | No |
| RAISE School | No |
| ESSA Identification *updated as of 3/11/2024 | N/A |
| 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) | Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Economically Disadvantaged Students (FRL) |
| School Grades History *2022-23 school grades will serve as an informational baseline. | |
| School Improvement Rating History | 2021-22: COMMENDABLE 2018-19: COMMENDABLE 2017-18: COMMENDABLE |

| | |
|--|----------------------|
| | 2016-17: MAINTAINING |
| 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 | 0 | 2 | 2 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 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 | 0 | | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | |
| 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 | | |
| Retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | |

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 | 0 | 3 | 3 |

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 | 1 | 1 |

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 | 0 | 1 | 53 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 32 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 45 | |
| 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 | | |

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 | 0 | 2 | 43 |

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 | 0 | 0 | 2 |

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 | 0 | 1 | 1 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | |
| 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 | | |

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 | 0 | 2 | 2 |

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 | 0 | 0 | |

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* | 35 | 49 | 50 | 25 | 49 | 51 | 35 | | |
| ELA Learning Gains | | | | 41 | | | 41 | | |
| ELA Lowest 25th Percentile | | | | 46 | | | 38 | | |
| Math Achievement* | 31 | 34 | 38 | 20 | 36 | 38 | 7 | | |
| Math Learning Gains | | | | 39 | | | 20 | | |
| Math Lowest 25th Percentile | | | | 73 | | | 62 | | |
| Science Achievement* | 46 | 66 | 64 | 23 | 31 | 40 | 27 | | |
| Social Studies Achievement* | 44 | 66 | 66 | 28 | 43 | 48 | 45 | | |
| Middle School Acceleration | | | | | 44 | 44 | | | |
| Graduation Rate | 92 | 87 | 89 | 100 | 62 | 61 | 98 | | |
| College and Career Acceleration | 41 | 65 | 65 | 35 | 70 | 67 | 16 | | |
| ELP Progress | | 45 | 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) | N/A |
| OVERALL Federal Index – All Students | 48 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 2 |
| Total Points Earned for the Federal Index | 289 |
| Total Components for the Federal Index | 6 |
| Percent Tested | 91 |
| Graduation Rate | 92 |

| 2021-22 ESSA Federal Index | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | TSI |
| OVERALL Federal Index – All Students | 43 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 3 |
| Total Points Earned for the Federal Index | 430 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 88 |
| Graduation Rate | 100 |

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 | 24 | Yes | 4 | 1 |
| ELL | 41 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 35 | Yes | 4 | |
| HSP | 48 | | | |
| 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 | 50 | | | |

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 | 33 | Yes | 3 | |
| ELL | 32 | Yes | 3 | |
| AMI | | | | |
| ASN | | | | |
| BLK | 16 | Yes | 3 | 3 |
| HSP | 45 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 44 | | | |

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 | 35 | | | 31 | | | 46 | 44 | | 92 | 41 | |
| SWD | 33 | | | 14 | | | | | | | 2 | |
| ELL | 27 | | | 31 | | | 42 | 36 | | 33 | 6 | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 50 | | | 20 | | | | | | | 2 | |
| HSP | 36 | | | 33 | | | 46 | 43 | | 42 | 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 | 40 | | | 31 | | | 49 | 47 | | 41 | 6 | |

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 | 25 | 41 | 46 | 20 | 39 | 73 | 23 | 28 | | 100 | 35 | |
| SWD | 10 | | | 0 | 42 | | | | | 100 | 15 | |
| ELL | 15 | 38 | | 4 | 26 | | | | | 100 | 11 | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | 14 | 17 | | | | | | | |
| HSP | 27 | 44 | 50 | 19 | 42 | 83 | 28 | 28 | | 100 | 33 | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 30 | 44 | | 20 | 37 | 64 | 40 | 25 | | 100 | 32 | |

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 | 35 | 41 | 38 | 7 | 20 | 62 | 27 | 45 | | 98 | 16 | |
| SWD | 8 | 27 | | 5 | 42 | | 23 | | | 100 | 0 | |
| ELL | 29 | 62 | | 10 | 45 | | 25 | 38 | | 96 | 9 | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 45 | 50 | | | | | | | | | | |
| HSP | 31 | 40 | 33 | 7 | 18 | 50 | 25 | 49 | | 97 | 16 | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | 100 | 31 | |
| FRL | 39 | 41 | 36 | 8 | 27 | | 33 | 46 | | 97 | 15 | |

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 | 31% | 49% | -18% | 50% | -19% |
| 08 | 2023 - Spring | * | 46% | * | 47% | * |
| 09 | 2023 - Spring | 41% | 46% | -5% | 48% | -7% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2023 - Spring | 9% | 50% | -41% | 44% | -35% |

| ALGEBRA | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 27% | 47% | -20% | 50% | -23% |

| GEOMETRY | | | | | | |
|----------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 28% | 45% | -17% | 48% | -20% |

| BIOLOGY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 48% | 63% | -15% | 63% | -15% |

| HISTORY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 41% | 62% | -21% | 63% | -22% |

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 with the lowest student performance was found in the Geometry End of Course Assessment (EOC). The factors that contributed to this low performance are the result of low foundational skills in mathematics and poor student attendance. First, the students who took the Geometry EOC this year had a low-performing Algebra 1 EOC the year prior. With low understanding in Algebra 1, this could have resulted in gaps of understanding in Geometry. Also, student attendance was a contributing factor to the lack of mastery of the state standards. Data shows that there were 32 students with ten or more absences who were enrolled in Geometry. With increasing truancy, there is more missed instruction and more gaps in knowledge.

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

There was no decline in performance based on the prior year of any data point. There was baseline data established in the FAST ELA Grade 9 assessment, the FAST ELA Grade 10 assessment, the BEST Algebra 1 EOC, and the BEST Geometry EOC. Each of these data points also showed an increase in performance from the prior assessment.

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 gap in achievement between the school average and the district average was found in the Geometry EOC. The district average for students who earned a passing score on the Geometry EOC was 70%. Students at Acceleration East High School had a passing score rate of 30% on the Geometry EOC.

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

The data component that showed the most improvement from same-test to same-test was in the Biology EOC. There was a 16 percentage point increase from the prior year. The actions taken during the year included ongoing tutoring, lunch support for homework, and a comprehensive review of course standards throughout the school year. The school also focused on standards-based instruction and standards-based assessment for all summative assessments.

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

When reflecting on the EWS data from Part 1, the area of most concern is the number of students who have absences greater than 10. There are far too many students who do not come to school each year to adequately provide them with rigorous instruction and monitoring of state standards.

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

The highest priority this year is ensuring all students are receiving rigorous standards-based instruction and monitoring. This is followed by a structured plan for monitoring all students' performance and having

a plan of intervention for students who are not meeting performance outcome goals. Finally, there is a high priority on decreasing the number of truant students.

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 Other**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 most recent school-wide data shows that we have a large number of students who have excessive absences. Multiple areas of research show that student attendance has a high correlation with student achievement results. Students must be in school to learn. Across all grade levels, 44% of the student body in 2022-2023 had 10 or more absences. Further, Panorama survey data revealed a decrease in the student perception of school climate, a decrease of 12 percentage points from the Fall, 22 to Spring, 23 (54%-42%).

Measurable Outcome:

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

The goal is for no students to have more than 10 unexcused absences for the school year.

Monitoring:

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

The monitoring plan will include weekly reports from the attendance clerk to determine students who have any absences. Parents will be notified of this absence and if appropriate, an excused absence note filed. Second, a tiered approach to truancy will be used in conjunction with the school social worker for students who are approaching 10 absences.

Person responsible for monitoring outcome:

Erin Vacchio (erin.vacchio@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 utilize a Positive Behavior and Intervention System (PBIS) through a software program called HERO. This software not only tracks attendance, but it rewards students for positive behaviors within the school for actions such as being to class on time, being an active learner in the classroom, and more. PBIS is an evidence-based framework for supporting students' behavioral and social needs within the school. The results of the PBIS program will be monitored weekly by the leadership team for effectiveness of implementation.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

HERO provides an opportunity for the parents and schools to not only maintain accurate records of attendance and behaviors, it also notify parents in real-time of their child's attendance and behavior. Through a partnership of support at school and at home, this will lead to the highest levels of success.

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.

An implementation plan will be created to notify parents, students, and teachers of this software program.

Person Responsible: Renee Butts (renee.butts@ocps.net)

By When: September 30 all students, parents, and teachers will understand what the PBIS plan is, and how to utilize the software program.

Monitoring of attendance data trends.

Person Responsible: Renee Butts (renee.butts@ocps.net)

By When: Monthly

#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.

The graduation rate for Acceleration East High School is below the district average. In 2020-2021 and 2021-2022, the graduation rate was 100% mainly in part to COVID exceptions in testing requirements. In 2022-2023, the graduation rate was 80%. Students without a high school diploma have lower employment prospects and face lower potential in their adult life.

Measurable Outcome:

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

The graduation rate of students will increase by 8% to lead to 88% of students will earn their high school diploma.

Monitoring:

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

Students will be monitored semi-quarterly on the same schedule as grade reports are released. This happens during Progress Reports and Report Card releases. Students will also be tracked by skill level on the SAT and ACT to help support students in their reading deficiencies to increase their chances of earning a concordant score on the ELA and mathematics assessments.

Person responsible for monitoring outcome:

Vanessa Roca (vanessa.roca@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.)

Students will be tracked for MTSS who are not mastering reading and mathematics scores. Students will receive Tier 3 interventions in both ELA and math to provide individualized support.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A Multi-Tiered System of Support (MTSS) provides research-based approach to supporting students with the acquisition of knowledge. Students who need more support can receive the support through small groups, very small groups, or even individual work if needed. Knowing the areas of deficiency in reading and/or mathematics will allow the teacher, tutor, or interventionist to target deficiencies while reinforcing areas of strength.

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 3 - Promising 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.

Students will be monitored for their completion of academic classes, GPA requirements, and testing requirements in their pathway to graduation.

Person Responsible: Vanessa Roca (vanessa.roca@ocps.net)

By When: Initiated during the first quarter of the year, and monitored monthly.

Academic performance outcomes of graduation-related content will be monitored for each student.

Person Responsible: Erin Vacchio (erin.vacchio@ocps.net)

By When: Each teacher will meet with school leadership to determine student mastery of critical standards; students who are not meeting standards will be addressed through interventions weekly.

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 was generated with input from students, parents, teachers, and support staff. The School Advisory Committee meets monthly to review the previous year's School Improvement Plan, the school-wide assessment results, and the improvement goals for the upcoming year. The SAC approves the broad outline of the year's SIP, and then addresses the details presented by the administration and the school's leadership team. The Acceleration East SAC consists of the principal, parents, teachers, community members, and student representatives to provide a broad spectrum of input to the focus plan and allocation of funds. Additionally, the SAC monitors the progress of the SIP and school goals. The SAC promotes future meetings throughout the year on the school website at: accelerationeasths@ocps.net; the school newsletter mailed out biweekly, and through social media platforms.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

N/A

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring**Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

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 SIP is shared in a variety of ways including the school website at www.accelerationeasths.ocps.net; through SAC meetings and through Title 1 Parent Meetings. These meetings are advertised through our website, social media outlets, and through direct messaging. We will utilize Connect Ed messages as well as Talking points to ensure that all families are receiving the information in their native languages.

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 to increase the collaboration between the school and families. These events include Open House; academic conferences; Phoenix Orientation, SAC meetings, PTA meetings, and Title 1 parent meetings. Each of these events, alongside the Family Engagement Plan, will be posted on the school website at www.accelerationeasths.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 is creating a Multi-Tiered System of Support throughout the school. This will include research found in the U.S. Department of Education's What Works Clearinghouse for attendance and improving student achievement in mathematics. The MTSS system will identify students who are not mastering critical state standards with tiered support through small group, or individual support as needed to reach mastery.

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 guidelines under MTSS are supported by ESSA programs to provide interventions to all students.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school employs many support initiatives to support the students' mental health, resiliency, and social skills outside of the academic subjects. Students can participate in many electives and clubs with a social component as well as employing a full-time SAFE coordinator and school counselor. In addition, there are itinerant support staff to ensure that students are coming to school and that they are prepared to learn.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The school provides postsecondary counseling for students who are college, technical school, or work-bound. Students are provided opportunities to explore careers through career fairs; and participate in technical education or academic dual enrollment. Students may participate in coursework to earn postsecondary credit while still in high school. The postsecondary and workforce opportunities, including access to postsecondary credit while in high school will be listed on our website at www.accelerationeasths.ocps.net.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The BPIS system will track undesirable behaviors and reward positive behaviors.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers meet weekly with their PLC leader to discuss recent data and learn how to use the assessment results to drive instruction. Teachers and their PLC leaders will work collaboratively to ensure that teachers are supported in the classroom and interventions are provided for students who demonstrate the need for increased support.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

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: Other | \$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.

Yes