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## Acceleration West

2751 LAKE STANLEY RD, Orlando, FL 32818

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

### Demographics

**Principal: George Morse**

Start Date for this Principal: 1/7/2012

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	Alternative
<b>School Type and Grades Served</b> (per MSID File)	High School 8-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	<p>Black/African American Students</p> <p>Economically Disadvantaged Students</p> <p>English Language Learners</p> <p>Hispanic Students</p> <p>Students With Disabilities</p> <p>White Students</p>
<b>School Improvement Rating History</b>	<p>2018-19: Maintaining</p> <p>2017-18: Commendable</p> <p>2016-17: Commendable</p> <p>2015-16: Maintaining</p>
<b>DJJ Accountability Rating</b>	2021-22: No Rating

### School Board Approval

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

### SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

### **Purpose and Outline of the SIP**

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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

#### **Provide the school's vision statement.**

To ensure every student has a promising and successful future

#### **Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.**

Acceleration West is a Title 1 school of choice. Acceleration West began serving 8th-11th grade students within the western portion of Orange County with an accelerated program designed to allow students to accelerate or remediate their path to graduation. A middle school component was added to Acceleration West in 2017 that provides overaged middle school students the opportunity to complete 7th and 8th grades in one school year. The majority of the students at Acceleration West come from economically disadvantaged households. In addition, the larger part of the school's population are students who have scored below grade level in reading and math. Our school demographics include the following racial/ethnic categories:

Black - 49%

Hispanic - 35%

Caucasian - 12

Asian - 2%

Multiracial - 2%

The mission and vision of Acceleration West directly aligns with the mission and vision of Orange County Public Schools. Our mission is to include the support of families and the community, to create enriching and diverse pathways that lead our students to success. Our vision is to ensure every student has a promising and successful future. The community and staff at Acceleration West are committed to utilizing all available resources to ensure that this is accomplished. The academically focused curriculum programs offered by Acceleration West allows students the flexibility to take face to face as well as online courses. Credit recovery and credit retrieval options are available for students via our APEX program.

Acceleration West high school offers students the opportunity to obtain a high school diploma in 3 years, versus a traditional 4 year program at other schools, through the 8-period alternating block schedule.

The school offers students transportation to and from campus, breakfast and lunch in our school cafeteria, and a technology-rich learning environment.

Our middle school program offers an accelerated program to seventh and eighth grade students and allows them to complete both grade levels within one academic year, through the 8-period alternating block schedule.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
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	Guidance Counselor	Counsel and academically mentor students, monitor student attendance, construct and monitor student schedules, and monitor student progression for graduation requirements.

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

**Demographic Information**

**Principal start date**

Saturday 1/7/2012, George Morse

**Number of teachers with professional teaching certificates?**

30

**Number of teachers with temporary teaching certificates?**

2

**Total number of teacher positions allocated to the school.**

32

**Total number of students enrolled at the school.**

252

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

1

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

0

**Demographic Data**

**Early Warning Systems**

**2021-22**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	3	29	64	32	43	6	177
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	17	22	13	15	3	71
One or more suspensions	0	0	0	0	0	0	0	0	0	2	2	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	9	21	14	31	5	80
Course failure in Math	0	0	0	0	0	0	0	0	0	10	18	14	19	4	65
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	1	14	20	14	18	2	69
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	1	13	20	14	17	2	67
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	1	20	29	23	32	5	110

**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	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Tuesday 7/20/2021

**2020-21 - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	30	17	85	53	52	5	242
Attendance below 90 percent	0	0	0	0	0	0	0	7	7	27	10	11	3	65
One or more suspensions	0	0	0	0	0	0	0	1	2	3	1	1	0	8
Course failure in ELA	0	0	0	0	0	0	0	7	12	45	38	31	4	137
Course failure in Math	0	0	0	0	0	0	0	8	12	38	22	21	2	103
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	8	6	25	20	24	2	85
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	9	5	26	20	25	2	87

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	11	14	51	33	32	3	144

**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	3	7	0	0	0	2	12
Students retained two or more times	0	0	0	0	0	0	0	4	5	5	3	10	1	28

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					55%	56%		54%	56%
ELA Learning Gains					53%	51%		51%	53%
ELA Lowest 25th Percentile					40%	42%		40%	44%
Math Achievement					43%	51%		49%	51%
Math Learning Gains					49%	48%		44%	48%
Math Lowest 25th Percentile					46%	45%		39%	45%
Science Achievement					70%	68%		66%	67%
Social Studies Achievement					73%	73%		69%	71%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	21%	54%	-33%	56%	-35%
Cohort Comparison						
09	2021					
	2019	23%	52%	-29%	55%	-32%
Cohort Comparison		-21%				
10	2021					
	2019	16%	50%	-34%	53%	-37%
Cohort Comparison		-23%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	46%	36%	10%	46%	0%
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	15%	49%	-34%	48%	-33%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	23%	67%	-44%	67%	-44%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	61%	66%	-5%	71%	-10%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	33%	69%	-36%	70%	-37%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	28%	63%	-35%	61%	-33%

  

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	17%	53%	-36%	57%	-40%

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	30	33	5	14	7	17	31			
ELL	7	25	29	21	40	33	14	50		94	
BLK	14	20	29	10	14	17	18	36		88	6
HSP	15	28	42	25	34	25	19	39		100	
WHT	19	38		35	38		35	68			
FRL	13	22	31	20	20	14	21	40		90	4

  

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

  

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

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	333
Total Components for the Federal Index	12

<b>ESSA Federal Index</b>	
Percent Tested	95%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
<b>English Language Learners</b>	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	2
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

The school used progress monitoring assessments for math, ELA, Biology and history courses. The PMA's were given and results were analyzed 4 times during the 2020-2021 school year. In addition, middle school students were given i-Ready progress monitoring assessments and teachers analyzed the data with administration. All data analysis resulted in the adaptation of instructional changes to meet the needs of low performing ESSA subgroups.

#### Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

2020-2021 progress monitoring data shows the economically disadvantaged subgroup increase in the percentage at proficient in ELA. Throughout the school year, the school saw an increase in the number of students enroll back to face to face instruction. In addition, classroom instruction in the area of ELA implemented instructional changes based on the analysis of progress monitoring data. Changes included the initiation of small group rotations and the implementation of new digital instructional tools.

#### What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

i-Ready progress monitoring data showed low proficiency overall for 8th grade reading and math. Total percentage of students scoring proficient at the end of the year in math was 6% and in reading, 10%. While all subgroups performed low, the economically disadvantages subgroup scored lowest in both math and reading. 10th grade ELA showed an overall percent at proficiency at 25%, with ESE and ELL both scoring 0%.

Students with disabilities scored the lowest in algebra 1, with 20% at the proficiency level, versus an overall 64% proficient.

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

8th grade reading and math emerged as low areas across all subgroups. Students with disabilities scored at a lower percentage at proficient in math and ELA. Zero ELL and SWD students scored at the proficient level in the final progress monitoring assessment for grade 10 ELA.

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

Utilizing academic discourse, we use many mediums to convey new information and utilize scaffolding to teach ELA and math standards to ELL students. For students with disabilities, the necessary strategies include: increasing the use of explicit instruction, provide intensive instruction and utilize scaffolding to teach ELA and math standards. Overall, strategies to engage students and processing activities are paramount strategies of focus in order to address the achievement gap identified by the progress monitoring data.

### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

The professional development opportunities that will be provided include: How to effectively engage students, strategies that promote student processing of new information, how to scaffold instruction, how to utilize a variety of mediums to convey new information and how to effectively progress monitor to adjust instruction to meet the needs of all learners.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

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

**Area of Focus Description and Rationale:**

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

Increase the percent of students making learning gains in the area of ELA.

Based on 2020-2021 SIR data, 31% of students made learning gains in ELA. This percentage dropped from 2018-2019 school data, which showed 41% of students made learning gains in the area of ELA. Subgroup learning gains data from 2020-2021 showed a decline from past data results as overall percent of students at the proficient level in ELA was below 30%.

Additional support, interventions, strategies are needed to increase learning gains in ELA for students at Acceleration West.

**Measurable Outcome:**

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

The school will increase the percentage of students making learning gains on the ELA portion of the FSA from 31% to 41%. Progress monitoring data will show an increase in the number of students scoring at the proficient level in ELA to above 30%. The school will increase the number of subgroups scoring at or above 41% on the Federal Index as reported by ESSA.

**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. Progress monitoring will occur at a minimum of 3 times per year, followed by data analysis and instructional planning. Classroom walk-thoughts will be conducted at least bimonthly for every ELA teacher and will accompany a one on one meeting for analysis and feedback to monitor effective use of instructional strategies

**Person responsible for monitoring outcome:**

George Morse (george.morse@ocps.net)

**Evidence-based Strategy:**

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

The school will target specific instructional strategies for teacher professional learning and subsequent usage in the classroom to support student learning in the area of ELA. The use of helping students process new content, utilizing strategies to engage students, and helping students revise previous knowledge will enhance long term retention in order to deepen understanding.

**Rationale for Evidence-based Strategy:**

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

Teacher use of these strategies will allow students to deepen their understanding of content knowledge, enhance long term retention and problem solving abilities related to critical content. These strategies align to the school's Culturally Responsive Plan and are specific to the needs of our subgroups.

**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 to meet the needs of all students.

For the Black / African American subgroup, Acceleration West will use diverse resources to plan and structure engaging learning opportunities and increase usage of technology for instruction.

For the Hispanic subgroup, Acceleration West will use diverse resources to plan and structure engaging learning opportunities, increase the use of collaborative learning, and increase usage of technology for instruction.

For the ESE subgroup, Acceleration West will use a variety of visual aids to support student learning and

increase usage of technology for instruction.

For ELL subgroup, Acceleration will use a variety of visual aids to support student learning and utilize text-dependent writing instruction across all content areas.

For the low socio-economic subgroup, Acceleration West will hold high expectations for all students and increase usage of technology for instruction

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

The school will broaden the data analysis protocols used in PLC's to analyze instructional practices and make necessary adjustments to improve student outcomes.

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

The school will continue to implement Close Reading as a strategy to engage students, with an added focus of writing in response to a text.

**Person Responsible** George Morse (george.morse@ocps.net)

The school will utilize instructional strategies, such as blended learning, in order to meet the learning needs of students regardless of the changing learning environment.

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

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

The school will continue to monitor student achievement data to ensure equity across student groups as indicated by the school's Culturally Responsive Plan

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:**

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

Increase the percent of students making learning gains in the area of Mathematics.

Based on 2020-2021 SIR data, 36% of students made learning gains in Math. This percentage dropped from 2018-2019 school data, which showed 52% of students made learning gains in the area of Math.

2020-21 subgroup progress monitoring data is consistent with past overall school wide data. I ready data indicates the percentage of students scoring at the proficient range is below 12% in all subgroups. Progress monitoring data shows lower performance in students with disabilities. Additional support, interventions, strategies are needed to increase learning gains in Math for students at Acceleration West.

**Measurable Outcome:**

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

The school will increase the percentage of students making learning gains in the area of mathematics from 36% to 46% as measured by the 2022 FSA and Algebra 1 EOC.

The percent of students in each subgroup scoring at or above the proficient level on progress monitoring assessments will increase.

**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. Progress monitoring will occur at a minimum of 3 times per year, followed by data analysis and instructional planning. Classroom walk-thoughts will be conducted at least bimonthly for every math teacher and will accompany a one on one meeting for analysis and feedback to monitor effective use of instructional strategies

**Person responsible for monitoring outcome:**

George Morse (george.morse@ocps.net)

**Evidence-based Strategy:**

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

The school will target specific instructional strategies for teacher professional learning and subsequent usage in the classroom to support student learning in the area of math. The use of helping students process new content, utilizing strategies to engage students, and helping students revise previous knowledge will enhance long term retention in order to deepen understanding.

**Rationale for Evidence-based Strategy:**

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

Teacher use of these strategies will allow students to deepen their understanding of content knowledge, enhance long term retention and problem solving abilities related to critical content. These strategies align to the school's Culturally Responsive Plan and are specific to the needs of our subgroups.

**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 embedded professional development in the areas of research based instructional strategies to meet the needs of all students.

For the Hispanic subgroup, Acceleration West will use diverse resources to plan and structure engaging learning opportunities, increase the use of collaborative learning, and increase usage of technology as an instructional tool.

For the ESE subgroup, Acceleration West will increase the utilization of small group rotational model of

instruction, and use a variety of visual aids and props to support student learning.

For ELL subgroup, Acceleration West will use a variety of visual aids and props to support student learning, and utilize text dependent writing instruction across all content areas.

For the low socio-economic subgroup, Acceleration West will increase the utilization of small group rotational model, hold high expectations for all students, and use a variety of visual aids to support student learning.

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

The school will broaden the data analysis protocols used in PLC's to analyze instructional practices and make necessary adjustments to improve student outcomes.

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

Develop and implement the use of flexible grouping to provide differentiated instruction to meet the needs of students within the 5 subgroups scoring below 41% on the Federal Index as reported by ESSA.

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

The school will utilize instructional strategies, such as blended learning, in order to meet the learning needs of students regardless of the changing learning environment.

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

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

The school will continue to monitor student achievement data to ensure equity across student groups as indicated by the school's Culturally Responsive Plan.

**#3. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:**  
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Build and establish a culture for social and emotional learning at our school with adults and students. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs:  
 Given that the school scored below district and learning community averages, the school will increase the percentage of students and staff that demonstrate social awareness.

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

The school will increase the percentage of students and staff that demonstrate social awareness from 54% to 59%.

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

The school will monitor the focus on social emotional learning through the student character lab data and Panorama surveys. Data will be collected from classroom walkthroughs and feedback from teacher conferences and small group teacher led PLC's.

**Person responsible for monitoring outcome:**  
 Shun Carswell (shunta'.crockett-carswell@ocps.net)

**Evidence-based Strategy:**  
 Describe the evidence-based strategy being implemented for this Area of Focus.

Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students.

**Rationale for Evidence-based Strategy:**  
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational

**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.

Understand how social and emotional learning is connected to instructional strategies

**Person Responsible** George Morse (george.morse@ocps.net)

Implement strategies for social and emotional learning with adults and students to positively impact school climate and culture

**Person Responsible** George Morse (george.morse@ocps.net)

Understand the connections between social and emotional learning and instructional strategies

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

**Monitoring ESSA Impact:**  
 If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all

The school will continue to monitor student achievement data to ensure equity across student groups as indicated by the school's Culturally Responsive Plan.

ESSA subgroups not meeting the 41% threshold according to the Federal Index.

### **Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### **Describe how the school addresses building a positive school culture and environment.**

Acceleration West is committed to developing a positive culture and environment. The size of our student population allows for faculty and staff to develop strong relationships with students and parents. Our teachers are trained in SEL competencies and are encouraged to integrate these competencies as part of their daily lessons.

#### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Parents, students, and other community partners have the opportunity to engage in the implementation of our school improvement strategies by participating in our SAC committee and other family activities and events throughout the school year. Through our NHS chapter, students interact with stakeholders in the community. This creates a sense of ownership and pride which these students leaders bring back to our school which fosters a positive culture and environment.

In addition, Acceleration West has SAFE coordinator and crisis response team which includes our dean, guidance counselors, administrative team, and uniformed security officer. This team works daily to respond to or mitigate not only issues relating to discipline, but also situations relating to our students' social and emotional needs. This early intervention system allows Acceleration West to Promote and maintain a positive culture and environment.