

Clark County School District

Acceleration Academy

School Performance Plan: A Roadmap to Success

Acceleration Academy has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Directors: Randy Cheung - North, Priscilla Alonzo - East, Cory Plough - Southeast

School Website: [Clark County Acceleration Academies: Flexible High School](#)

Email: Assistant Director - Tracy Clark - tclark@accelerationacademy.org

Phone: 725-220-3850

Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on September 19, 2024.

School Demographics and Performance Information

In compliance with federal and state law, Nevada’s K-12 Accountability Portal provides detailed information about each school’s student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at http://nevadareportcard.nv.gov/DI/nv/clark/acceleration_academy/2024/nspf/

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school’s teaching and learning needs.

Name	Role
Randy Cheung, Priscilla Alonzo, Cory Plough	Directors <i>(required)</i>
Tracy Clark	Other School Administrator(s) <i>(required)</i>
Steve Bzinak, Christiana Findley, Suzanne Shelver, Pamila Florea	Teacher(s) <i>(required)</i>
Kaleb Peredo, Theresa Donaby	Paraprofessional(s) <i>(required)</i>
Symone Greene, Felycia Martin, Sonjia Dean	Parent(s) <i>(required)</i>
Jayden Mixon	Student(s) <i>(required for secondary schools)</i>
N/A	Tribes/Tribal Orgs <i>(if present in community)</i>
Agustin Pena	Specialized Instructional Support Personnel <i>(if appropriate)</i>

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Parent Meeting	October 11, 2023	<ul style="list-style-type: none">• Parents are happy with the services that we are providing to their children.
Parent Meeting	October 16, 2023	<ul style="list-style-type: none">• Would like to have smaller teacher loads so that content coaches respond more quickly to GCs (students)
Parent Meeting	January 30, 2024	<ul style="list-style-type: none">• Parents are interested in the school getting more SEL resources for students

School Goals

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	Engagement in program Academic Progress Course Completions	Number of times students are contacted by CCAA staff, based on weekly data.	Curriculum-based upon Nevada State Standards
	<i>Areas of Strength: Connections between mentors and students, weekly course completion data, and increased graduation rates.</i>		
	<i>Areas for Growth: Student engagement with content/curriculum</i>		
Problem Statement	Students are participating in the compliance pieces of the curriculum, rather than engaging with the content.		
Critical Root Causes	Content is difficult for the students, so they complete only the minimum requirements.		

Part B

Student Success	
<p>School Goal: Increase the percentage of engagement from 76% (Network Average) as of August 1, 2023 to 80% (Network Average) by April 2025 as measured by data in the curriculum system (Edmentum).</p>	<p>Aligned to Nevada’s STIP Goal: Goal 3: All students experience continued academic growth</p>
<p>Improvement Strategy: Connect with students one-on-one to support them in engaging with the curriculum.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Edmentum/Atlas level 4</i></p>	
<p>Intended Outcomes: Student engagement will increase, leading to more course completions as measured by the curriculum system.</p>	

<p>Action Steps:</p> <ul style="list-style-type: none"> ● Engagement data will be measured on a weekly basis and evaluated by the staff individually and also at the campus level.
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Access to Progress Monitoring Data from the network.
<p>Challenges to Tackle: Determining “what works” for an individual student to increase their engagement.</p>
<p>Improvement Strategy: Teachers and mentors will track the number of contacts that are made to each student in the student information program. Data analysis will be done weekly to track promising results. Promising practices will be shared at the team huddles (2 times per week).</p>
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Data Analysis (2)</i></p>
<p>Intended Outcomes: GCs will demonstrate a positive response to increased contact by increasing their engagement in the curriculum program.</p>
<p>Action Steps:</p> <ul style="list-style-type: none"> ● GCA contact data will be recorded and shared weekly. GCAs will manually record the number of times students log into Edmentum. GCs and teachers will document contact data in the student information program.
<p>Resources Needed: Courseware database.</p>
<p>Challenges to Tackle: Ensuring that the contacts with students are meaningful and individually created (instead of group messaging)</p>
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>
<p>English Learners: If students are ELL, and speak Spanish, they are assigned to a GCA that is Spanish speaking</p> <p>Foster/Homeless: Homeless students are directed to the Title I HOPE campus advocate for SEL assistance</p> <p>Free and Reduced Lunch: School offers free breakfast and lunch (provided by CCSD), healthy snacks (provided by the school). The school also participates in the weekend backpack program from Three Square.</p> <p>Migrant: N/A</p> <p>Racial/Ethnic Minorities: N/A</p> <p>Students with IEPs: Each campus has a licensed special education teacher who is available for academic support for students appropriately identified.</p>

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Review of the number of teachers that have participated in QTEL training as provided by the ELLD in CCSD.	Leadership is participating in the trainings that are being shared with staff.	In bi-weekly huddles teachers and support staff discuss how the professional development is currently affecting their metrics. There is a focus on spiral reviewing of professional development to ensure understanding by all staff.
	Review of the number of GCAs and GCRA's who have participated in position-specific professional development focusing on student engagement.	Leadership is differentiating teacher/support staff support based on the data provided. Leadership supports ongoing training by working with identified personnel to ensure that the trainings are being implemented.	
	<i>Areas of Strength:</i> Strong connection between professional development topics and administrative evaluations.		
<i>Areas for Growth:</i> Consistency of learned professional development skills being implemented.			
Problem Statement	Staff members participate in professional development, but there is an inconsistent implementation during observations.		
Critical Root Causes	There is difficulty in transferring "hands-on" strategies learned in professional learning into the online format.		

Part B

Adult Learning Culture	
School Goal: By the end of the 2024-2025 school year, 80% of teachers will complete at least one LINCspring cycle as assigned by school directors and measured by Total Cycles Completed.	Aligned to Nevada's STIP Goal: Goal 2: All students have access to effective educators
Improvement Strategy: Teachers will participate in LINCspring professional learning to support educators with implementing strategies and scaffolds in the digital platform.	

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2 (*Professional Learning*)

Intended Outcomes: Teachers will apply professional learning strategies during online instruction.

Action Steps:

- Engage with Kim Weber from LINCspring to teach educators how to use the LINCspring cycles.
- During staff development days, teachers and support staff will be given time to complete relevant professional learning on LINCspring.
- Directors will evaluate the usage of instructional strategies during instructional observations and review teacher participation with LINCspring cycles.

Resources Needed:

- *Staff development days*
- *Support from Kim Weber (LINCspring)*

Challenges to Tackle:

- *Consistent implementation of lessons learned through LINCspring (Possible solution: individual strategizing and implementation with teachers.)*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: If students are ELL, and speak Spanish, they are assigned to a GCA that is Spanish-speaking. QTEL professional learning.

Foster/Homeless: Homeless students are directed to the Title I HOPE campus advocate for SEL assistance

Free and Reduced Lunch: The school offers free breakfast and lunch (provided by CCSD), and healthy snacks (provided by the school). The school also participates in the weekend backpack program from Three Square.

Migrant:

Racial/Ethnic Minorities:

Students with IEPs: Each campus has a licensed special education teacher who is available for academic support for students appropriately identified.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Perceptions survey	Professional Learning Evaluations	Attendance logs Parent/student/school meetings
	<i>Areas of Strength:</i> Openness of the program and the customization of the supports offered to our students.		
	<i>Areas for Growth:</i> Ensuring students are completing courses in which they are enrolled.		
Problem Statement	Students are not completing courses in the prescribed amount of time.		
Critical Root Causes	Students have a variety of non-educational needs that need to be met so they can focus on attending school and course completion.		

Part B

Connectedness	
School Goal: By July 2025, students will be consistently contacted a minimum of 4 times per week by either teachers or mentors (GCAs) as measured by insight data.	STIP Connection: Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated
Improvement Strategy: <i>Provide families and students with engagement opportunities and needed wraparound supports.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Creating a Positive School Climate and Culture (3)</i>	
Intended Outcomes: Students and families will have their non-educational needs met so they can focus on attending school and completing courses.	
Action Steps: <ul style="list-style-type: none"> • <i>School counselors work with at-risk students who need additional wraparound resources.</i> • <i>Family & Community Outreach Specialist will provide family engagement and training throughout the school year.</i> • <i>Annual parent meetings are held virtually to inform parents of important information and engagement activities.</i> 	

- *Students will participate in a perception survey to indicate how they feel about learning.*
- *Staff will meet with parents as needed to support struggling students.*

Resources Needed:

- Teachers, Counselors, GCAs
- Data from the insight portal
- Community partnerships (Three Square, CCSD)

Challenges to Tackle:

- Consistent data tracking by teachers/GCAs (Solution: reminders of the importance of accurately entering information).

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Translators are used during parent meetings and information is sent out in English and Spanish.

Foster/Homeless: Breakfast and lunch are provided for all students. Title I funds support a Family & Community Outreach Specialist and three counselors.

Free and Reduced Lunch: Breakfast and lunch is provided for all students. Title I funds support a Family & Community Outreach Specialist and three counselors.

Migrant: N/A

Racial/Ethnic Minorities:

Students with IEPs: Supports that families need are discussed during IEP meetings.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Title I Funds	\$737,485.00	3 - Academic Support Coaches 6 - Graduate Candidate Retention Advocates 1 - Family & Community Outreach Specialist 3 - Counselors	Student Success Adult Learning Culture Connectedness
General Funds (Acceleration Academies funding)	\$3,438,062.00	Staffing Supplies Computers	Student Success Adult Learning Culture Connectedness