MARION COUNTY ACCELERATION ACADEMY

Your opinion matters!

Click here to let us know your thoughts about our Schoolwide Improvement Plan and Parent and Family Engagement Plan.

2025-26 Schoolwide Improvement Plan

Table of Contents

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Acceleration Academies is a national leader in re-engaging young adults that have not experienced success in a traditional high school setting. We help them identify their goals, overcome obstacles, build confidence, and pursue a personalized academic program that leads to them earning a standard high school diploma. Our success is rooted in earning the trust of the school districts with which we partner, the community organizations that support our mission, and the students and families we have the honor of serving year-round.

Provide the school's vision statement

To transform the way education is delivered, by partnering with school districts to graduate more at-risk or unenrolled high school students than any other program in the country — giving them a second chance at a life that will make them and their families proud. To empower every student to reach their full potential and become lifelong learners. Additionally, we want to foster a culture of excellence, innovation, and compassion where every student thrives academically, socially, and emotionally.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Dr. Keyana Lyde

Klyde@accelerationacademy.org

Position Title
Academy Director

Job Duties and Responsibilities

The Academy Director serves as the leader of the academy and maintains primary local responsibility for carrying out the organization's mission, including (1) establishing expectations, providing support and managing accountability for all site-based instructional and non-instructional staff, (2) ensuring equity in programming for the academies' diverse learners, (3) establishing connections within the broader community to expand services for Graduation Candidates (GCs),(4) managing all program operations to ensure fiscal sustainability and legal compliance, and (5) leveraging available resources to increase enrollment and improve GC outcomes, ensuring overall program success.

Leadership Team Member #2

Employee's Name
Christopher Bennett

Cbennett@accelerationacademy.org

Position Title
Career Coach

Job Duties and Responsibilities

Career Coaches serve as one of the learning resources for our Graduation Candidates (GC), collaborating within a team environment to (1) support the competency-based blended curriculum in which GCs demonstrate proficiency through formative and summative assessments, (2) lead in the development of Personalized Learning Plans for GCs, (3) support and coach GCs to obtain a passing score on required state assessments, End-of-Course exams (EOC), college entry exams and any required standardized assessments, and (4) ensure that every GC masters the content on the path to high school graduation and post secondary success.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

A School Advisory Council that consists of key stakeholders reconvened to discuss the School Improvement Plan (SIP). Disaggregation of data and stakeholder input was used develop the SIP. Quarterly survey data is reviewed to capture additional input from key stakeholders.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Key stakeholders meet regularly as a committee throughout the school year. A data review and collaborative discussion takes place at the SAC meetings to determine areas of improvement. Quarterly progress monitoring will occur with the coordinator for Alternative Learning and the Sr. Executive Director for Student Pathways. Adjustments may be made based on quarterly progress monitoring as needed.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **8-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**ALTERNATIVE EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)*** **MULTIRACIAL STUDENTS (MUL)*** **WHITE STUDENTS (WHT)*** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL IMPROVEMENT RATING HISTORY	**2024-25: I** **2023-24: I** **2022-23:** **2021-22:** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment										0
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

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

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

Prior Year (2024-25) As Last 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 school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 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
	9	10	11	12	
School Enrollment	8	26	73	216	323
Absent 10% or more school days	4	8	33	102	147
One or more suspensions	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	1	3	4	8
Course failure in Math	0	2	2	5	9
Level 1 on statewide ELA assessment	0	9	12	34	55
Level 1 on statewide Algebra assessment	0	1	10	29	40

Current Year (2025-26)

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
	9	10	11	12	
Students with two or more indicators	0	13	27	72	112

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

> Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	7	52	59	9	50	55		44	50
Grade 3 ELA Achievement									
ELA Learning Gains		55	58		55	57			
ELA Lowest 25th Percentile		54	56		54	55			
Math Achievement*	0	34	49	9	35	45		32	38
Math Learning Gains		41	47		42	47			
Math Lowest 25th Percentile		44	49		44	49			
Science Achievement		67	72	10	61	68		59	64
Social Studies Achievement*		69	75		67	71		67	66
Graduation Rate	3	86	92		80	90		86	89
Middle School Acceleration									
College and Career Acceleration		65	69		68	67		63	65
Progress of ELLs in Achieving English Language Proficiency (ELP)		59	52		51	49		46	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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	3%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the FPPI	10
Total Components for the FPPI	3
Percent Tested	
Graduation Rate	3%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
3%	9%					

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 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%
Students With Disabilities	0%	Yes	1	1
Black/African American Students	4%	Yes	1	1
Hispanic Students	0%	Yes	1	1
Multiracial Students	0%	Yes	1	1
White Students	5%	Yes	1	1
Economically Disadvantaged Students	2%	Yes	2	2

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	7%			0%							3%		
Students With Disabilities											0%		
White Students											5%		
Multiracial Students											0%		
Hispanic Students											0%		
Black/African American Students											4%		
Economically Disadvantaged Students											2%		

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	9%				9%			10%					
Economically Disadvantaged Students	31%												

E. 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.

			2024-25 SPRING			
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		19%	42%	-23%	54%	-35%
ELA	10	*data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	8	*data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	9	*data suppressed due to fewer than 10 students or all tested students scoring the same.				
Science	8	*data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		*data suppressed due to fewer than 10 students or all tested students scoring the same.				
			2024-25 WINTER			
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		23%	11%	12%	16%	7%
			2024-25 FALL			
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Geometry		*data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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 was graduation rate (.27%). An adoption board was created for Graduate Candidates (GCs) who were close to meeting state standards. Each staff member agreed to adopt a student and employ intensive outreach measures to help them succeed. A pacing plan was created to ensure GCs met the minimum weekly academic progress goal to achieve course completions.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was attendance (48%). Contributing factors were: Graduate Candidates (GCs) enrolling in the program but not adhering to MCAA's expectations and a lack of consistency with onsite/remote attendance. Trends include: GCs attending but not making adequate weekly progress and lack of multiple logins.

Greatest Decline

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

The data component that showed the greatest decline was Course completions (141)/credit earned rate (.21%). Contributing factors were: staffing concerns, lack of Graduate Candidate (GC) engagement and low academic progress.

Greatest Gap

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.

Not applicable.

EWS Areas of Concern

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

Positive culture/environment, attendance and academic performance are a constant focal point at

MCAA. Our students struggle with attendance and staying engaged in their coursework for a variety of reasons. Individual trends emerge when students are dealing with personal issues and become unresponsive to our outreach. Key for this focus is onsite attendance so that we can reach a greater number of students to provide them with resources needed to increase academic performance. Daily monitoring of student data through the use of a developed tracker as well as performance coaching for staff on positive student interactions when their goals aren't being met on a consistent basis will also be implemented.

Highest Priorities

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

Increase academic engagement which leads to an increase in course completions/credits earned which in turn will increase the number of graduates each school year.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Graduation rate is the Area of Focus because it is our mission to help all our student attain a high school diploma. Our students have multiple deficits and barriers that have prevented them from previously graduating. Low test scores, low attendance, low grade point average and credit deficiency are all part of the crucial need reflected in our data.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Due to ongoing enrollment, the baseline data shows that the number of students who graduated represented 25% of the projected graduates. Our goal is to increase this percentage by 5%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring occurs through personal outreach. Incite 2.0 is our tracking system where we monitor student progress. This directly impacts their academic progress which supports their student testing achievement. The data is then reviewed quarterly, and improvements are made accordingly. Quarterly progress monitoring will occur with the coordinator for Alternative Learning and the Sr. Executive Director for Student Pathways. Adjustments may be made based on the quarterly progress monitoring as needed.

Person responsible for monitoring outcome
Dr. Keyana Lyde

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Our area of focus is course completions, state testing proficiency and earning a high school diploma. A lot of our students have academic challenges and struggle with state testing. Small group instruction and test preparation is essential to building the foundational skills needed for successful completion of courses and state assessments proficiency. Our teachers are frequently assessing the needs, strengths, progress, and performance of students. Relationship building and professional learning will provide teachers with impactful strategies to support student learning. The attendance protocols that Acceleration Academies have in place establish the expectation that students are required to meet attendance requirements in order to make adequate progress in their academic courses. Professional Development will be provided to help teachers identify lessons/topics that cover material in multiple areas that can be used for individual and group instruction to improve student engagement, learning, test taking and onsite attendance. Monthly teacher huddles will take place at the network level to learn more about pertinent topics regarding Edmentum curriculum and the implementation of the curriculum. Test preparation will be offered to students who need additional support in this area.

Rationale:
According to a research study conducted by Dr. Joseph Wise and David Sundstrom. They asked the question, "Why are students dropping out of high school?" This program was created to address those needs and re-engage young adults in earning their high school diploma. Our students are facing a variety of challenges which include: being parents of young children, being young adults working to support their parents, siblings and others. Some of our students are immigrants or new to the district and are learners who struggle in a conventional school setting or may be learners who work best in a small learning environment. Additionally, some of our students may have experienced bullying, racism or other difficulties in larger, traditional school settings and some may also be managing medical conditions. Whatever their circumstances, we provide opportunities for success. According to Hattie's Index of Teaching and Learning Strategies, Teacher-student relationships have a .72 effect size, professional development on student achievement has a .51 effect size and small groups used to foster peer influences on achievement through small group which has a .53 effect size.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
We will provide professional learning and development prior to school starting and throughout the school year. Also, a "Back to School" letter will be sent to families of all students to review expectations for onsite attendance and academic performance/expectations. Throughout the year, parents/guardians will be notified when students are not meeting onsite expectations. We will also offer test preparation opportunities to students who need additional support in this area. Home visits, phone calls, and other Incite 2.0 tracking points will be used to support the relationship building, small group peer influence and as part of the professional development, the monitoring data will be

reviewed.

Person Monitoring: **By When/Frequency:**
Dr. Keyana Lyde and Christopher Bennett   August/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional learning will be provided at the beginning of the year. It will be monitored through observations, evidence from student performance outcomes and insight notes documenting outreach to families. The impact will be evident by increased family involvement and higher course completion rates. In addition, test preparation will be given to students who struggle in this area and need additional support. The impact of this action will be evident by student increased proficiency on state assessments.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Positive culture/environment, attendance and academic performance are a constant focal point. Our students struggle with attendance and staying engaged in their coursework for a variety of reasons. Individual trends emerge when students are dealing with personal issues and become unresponsive to our outreach. Key for this focus is onsite attendance so that we can reach a greater number of students to provide them with resources needed to increase academic performance. Daily monitoring of student data through the use of a developed tracker as well as performance coaching for staff on positive student interactions when their goals aren't being met on a consistent basis will also be implemented.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Student attendance percentage from the 2024-2025 school year was 56% and will improve by 5% for 2025-2026 as measured by Incite 2.0.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Weekly reports reflect the categories of at risk and high risk. Students who fall into these categories

are monitored and interventions are employed by staff. The interventions include home visits, progress reports, attendance/academic progress contracts, parent and teacher conferences.

Person responsible for monitoring outcome
Amber Blackmer

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
The attendance protocols that Acceleration Academies have in place establish the expectation that students are required to meet attendance requirements in order to make adequate progress in their academic courses. Professional Development will be provided to help teachers identify lessons/topics that cover material in multiple areas that can be used for individual and group instruction to improve student engagement, learning and onsite attendance. Monthly teacher huddles will take place at the Network level to learn more about pertinent topics regarding Edmentum curriculum and the implementation of the curriculum.

Rationale:
Acceleration Academy is based on a research study conducted by Dr. Joseph Wise and David Sundstrom. They asked the question, "Why are students dropping out of high school?" This program was created to address those needs and re-engage young adults in earning their high school diploma. Our students are facing a variety of challenges which include: being parents of young children, being young adults working to support their parents, siblings and others. Some of our students are immigrants or new to the district and are learners who struggle in a conventional school setting or may be learners who work best in a small learning environment. Additionally, some of our students may have experienced bullying, racism or other difficulties in larger, traditional school settings and some may also be managing medical conditions. Whatever their circumstances, we provide opportunities for success.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
A "Welcome to the 2025-2026 School Year" letter will be sent to families of all students to review expectations for onsite attendance and progress. Throughout the year, parents/guardians will be notified when students are not meeting onsite expectations.

Person Monitoring:	**By When/Frequency:**
Amber Blackmer	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Run reports and share information with Graduate Candidate Advocates (GCAs) to ensure home visits take place for Graduate Candidates (GCs) who have habitual absences. Promote incentives, engage in ongoing progress monitoring, keep contacts in Incite 2.0 current. Onsite attendance is also monitored weekly and if attendance falls below the established goal the plan will be adjusted to improve the data point.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

https://www.accelerationacademies.org/our-locations/florida/marion-county/

The School Improvement Plan (SIP) along with progress made towards the objectives are available on the website, at SAC meetings, Parent and Family Engagement Nights and onsite for key stakeholders to review at any time.

Positive Relationships With Parents, Families and other Community Stakeholders
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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

https://www.accelerationacademies.org/our-locations/florida/marion-county/

Webpage, family engagement plan, letters, email correspondence, parent/teacher conferences, texting messaging, messaging through the students learning platform (Edementum), All-call messaging to parents/families, host informational orientations for families and students, invited community stakeholders to onsite events, share community resources with students and families.

Plans to Strengthen the Academic Program
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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Leadership, teachers and mentors meet regularly to discuss individual student progress, student needs and the ability of the team to support those needs. We collaborate with other Florida AA sites to share best practices and successful strategies for student reengagement. Professional Development occurs monthly. Weekly huddles are held for Content Coaches (teachers) to collaborate.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

MCAA invites guest speakers onsite twice a month to help students (Graduate Candidates-GCs) prepare for the transition from AA to adulthood. Guest speakers include local community colleges, CTAE programs, trade programs, military branches, local business owners, dress for success programs and local employers to help GCs explore different career pathways.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

The Life Coach works onsite to support Graduate Candidates (GCs) with counseling, social-emotional needs, mental health services and equips them with additional skills and resources as needed to help improve their skills outside of academics.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

The Career Coach prepares GCs for postsecondary opportunities through collaboration with community partners, to include community colleges, career and technical programs, and the workforce by hosting onsite workshops and information sessions to set students up for the successful transition of high school to adulthood.

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Not applicable.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Leadership, teachers and staff meet regularly to discuss individual student progress, student needs and the ability of the team to support those needs. We collaborate with other Florida AA sites and

sites across the network to share best practices and successful strategies for student re-engagement, recruitment and retention. Professional Development occurs monthly. Weekly huddles are held for Content Coaches (teachers),Graduate, Candidate Advocates (GCAS) and staff to share data (engagement, attendance and assessment)and collaborate.

Strategies to Assist Preschool Children
Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Not applicable.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources
Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The data reflected a need for increased family engagement to improve our graduation rate. We looked at cohorts and the number of complete courses to discern what would be the most impactful on improving the success of students.

Specifics to Address the Need
Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

A Family Engagement Liaison was needed to help increase student attendance while also promoting positive family relationships. Family Engagement Nights are scheduled quarterly to build relationships and strengthen our connection with the community and families.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
School Areas of Focus	Graduation/Acceleration - Graduation	5100/160	UNISIG	1.0	42,997.00
The GCRA will provide targeted academic support and progress monitoring for students identified as at-risk.					
School Areas of Focus	Graduation/Acceleration - Graduation	5100/120	UNISIG	1.0	75,093.00
The Middle School Intervention English Teacher will deliver Intensive Reading and writing instruction to students to improve literacy outcomes.					
Total	School Areas of Focus				118,090.00
Positive Learning Environment	Student Attendance	6400/130	UNISIG	0.5	42,997.00
The Intervention Caoch will provide targeted academic support and progress monitoring for students indentifed as at-risk.					
Total	Positive Learning Environment				42,997.00
Indirect Costs	Indirect Costs	7200/792	UNISIG	0.0	5,163.00
Indirect Cost (3.04%)					
Total					5,163.00
Plan Budget Total					**166,250.00**

Marion County Acceleration Academy
Parent and Family Engagement Plan (PFEP)

About Title I, Part A

Title I, Part A, provides local school districts and schools with resources that help children gain a high-quality education and the skills to master the Florida Standards. These resources provide additional teachers, professional development, extra time for teaching, parent involvement activities, and other activities designed to raise student achievement. Parent and family engagement in a child's education is a great predictor of academic success than whether or not that family is affluent or poor. Title I program regulations require robust parent and family engagement activities at every school where federal funds support effective teaching and engaged learning.

What is Parent and Family Engagement?

Title I, Part A defines parent involvement as the *...participation of parents in **regular, two-way and meaningful communications** with school staff that involves the student, addresses learning and engages the family in school activities.* The Title I, Part A classification of parent involvement derives from the definition of Parent and Family Engagement, as outlined in the Every Student Succeeds Act, circa 2017-2018.

About the Parent and Family Engagement Plan

The Parent and Family Engagement Plan describes how the school will provide opportunities to improve family engagement to support student learning. In addition, the plan represents the different ways we will support family engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home. We value the contributions and engagement of parents and family members. The goal is establishing an equal partnership between home and school to support student and school improvement. Click here to access the District's Title I Parent and Family Engagement Plan or request a copy at the front office.

We value our families and believe that ALL children can learn!

Principal Name:Dr. Keyana Lyde

School Website: https://www.accelerationacademies.org/our-locations/florida/marion-county/

School Year: 2025-2026

1. PARENT AND FAMILY ENGAGEMENT PLAN GOAL

To promote on-going family engagement opportunities, provide all students with rigorous standard-based instruction and one-on-one support to achieve a graduation rate of 80% or above.

2. JOINTLY DEVELOPED

How will the school:
1) involve parents in developing the school parent and family engagement plan?
2) make the parent and family engagement plan available to the local community?
3) update, at least annually, the school parent and family engagement plan to meet the changing needs of parents and the school?
4) Submit any parent comments to the district if the Title I Schoolwide Plan is not satisfactory to parents?
5) address opportunities for regular meetings, parent-teacher conferences, volunteering, and access to staff if requested by parents?

Parent involvement in the development of the school PFEP will take place through suggestions, feedback, collection of survey data from onsite parent engagement activities, two-way communication through parent/teacher conferences and email correspondence.
The PFEP can be accessed at our website
https://www.accelerationacademies.org/ourlocations/florida/marion-county/
and onsite at the front desk by request.
The PFEP will be updated annually through data collection from surveys, anecdotal observations and ongoing feedback.The leadership team will review all data collected to complete necessary revisions to the plan.
MCAA will consistently have open communication with parents, the district and federal programs. If any comments, suggestions or concerns arise, the information will be shared with stakeholders. Revisions to the plan will be made as needed.
During orientation, families are encouraged to utilize our open-door policy to meet with faculty and staff. MCAA uses text-em-all call outs and text messaging to encourage parent conferences and access to staff. Parent conferences are flexible with time and availability. The MCAA leadership team encourages family involvement, ongoing communication and collaboration with staff to help promote and foster student's success.

3. ANNUAL TITLE I MEETING

Describe how the school will conduct an annual meeting (before November 1st) to inform parents of the requirements of Title I, the school's participation, and the parents' rights under Title I.

The Annual Title 1 Meeting will be held in the early fall of the respective school year. The meeting will welcome families to MCAA, give a brief history of the school, introduce leadership and go over both the requirements of Title 1 and parents' rights. A PowerPoint will be created and presented, as well as printed and shared with any parent that requests one.

4. COMMUNICATIONS

How will the school:
1) ensure that the plan is written in an understandable and uniform format, to the extent practicable, provided in a language the parents can understand?
2) offer meetings at various times (such as in the morning and evening)?
3) offer meetings in different formats (such as online and in-person group meetings, home visits or other types of individual meetings)?
4) ensure ongoing two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand?
5) monitor two-way communication to ensure timely responses.

The plan will be created using parent feedback, input from families and community members. The plan will be written in a familiar language that is easy to understand. Once the School Board approves, the plan will be uploaded to the school website in English and Spanish. Additionally, the plan will be printed in English and Spanish and available upon request at the front desk. Various family engagement opportunities will occur at different times throughout the school year. Family conferences are provided when the family is able to attend. The Career Coach meets with families during orientation and as needed. MCAA Leadership is available to support parent needs upon request. Meetings are offered in person, by phone and by zoom. Home visits are conducted as needed. MCAA works with families to provide information in the format best suited for their needs. MCAA leaders will strive to keep communication ongoing to ensure the academic success of students. Ongoing two-way communication will take place through in person interactions, phone calls, email correspondence, written correspondence, zoom meetings, and SAC meetings. Translators are available on campus and accessible at events if needed. Furthermore, materials will be accessible in multiple languages.

5. BARRIERS

1. Will the school offer transportation as such services relate to preventing parent and family engagement barriers?
    a. If yes, please describe.
2. Will the school offer childcare, as such services relate to preventing parent and family engagement barriers?
    a. If yes, please describe.

1.The school will not offer transportation. 2.Childcare services will not be offered.

6. SCHOOL-PARENT COMPACT

Describe how the school:
1) and families will jointly develop a School-Parent Compact.
2) will outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement in the School-Parent Compact.
3) will build and develop a partnership with families to help children achieve challenging State academic standards.

The School-Parent Compact will be shared with parents during orientation prior to the final signed version. This provides parents with the opportunity to review it and provide feedback. The School-Parent Compact will outline what is expected of the school, the parent, and the student. The School-Parent Compact will be provided during orientation for feedback. The final copy will be sent home for signatures to be returned to the school. With ongoing enrollment, a signature will be required from each respective role. Academic Family Nights will be promoted to share information with parents as well as train the parents as needed in areas that affect their child's success. Ongoing communication with parents by phone calls, emails, and text messages will take place to make sure families are aware of important assessment dates. Families can access information online at any time to check the student's progress.

7. COORDINATION OF FUNDS

Describe how the school will coordinate and integrate parent and family engagement programs, activities, and strategies with early childhood programs (*applicable to elementary schools*), college and career-ready resources or organizations (*applicable to middle and high schools*), parent resource centers, or other programs.

MCAA works closely with MTC, Rasmussen, Santa Fe, Taylor College, Central Florida, and other entities to support students being college and career ready. We also work with local businesses such as Fashion Cuts Barbering and Cosmetology School, the United States Armed Forces, the Fire Department, and Emergency Medical Technician departments to provided the three E's (enrollment, enlistment, and employment) after graduation.

8. BUILDING CAPACITY OF PARENTS

Describe how the school will provide parents with the following:
1) A description and explanation of the curriculum and resources.
2) Individual student academic assessment results and interpretation of those results.
3) A description and explanation of the assessments used to measure student progress and achievement levels of the challenging State academic standards.

A description and explanation of the curriculum the school uses will initially be introduced at the Annual Title 1 Meeting at the beginning of the year. Incite will be used to house the student progression, performance and coursework which will be explained to families during orientation and the Annual Title I Meeting. MCAA will host Family Academic nights where parents will be able to review our school-wide data and receive copies of their child's results. This event will ignite conversations with parents which can be continued in parent/teacher conferences. Parents will also be taught how to access their child's scores through Incite 2.0 and obtain the Progress Monitoring data. Individual student assessment results will be sent home for families to review. Descriptions and explanations of assessments will be provided to families during family nights and conferences. This information will also be sent home with individual student assessment results to help with understanding and interpretation of results.

9. Please include 4 Parent/Family Workshops/Opportunities (1 per quarter), 2 of which could be Academic Conference Team events.

Title	Purpose	Quarter Date(s)/Time(s)
Annual Title I Meeting	We invite you to an evening of learning and sharing about our Title I program, including our parent and family engagement policy, the schoolwide improvement plan, the school-parent compacts, and parents' requirements. Invitations will be sent through text-em-all, posted on the school website, and social media.	**Quarter 1** September 4, 2025 5:30-6:00 pm
Open House	Promote family-teacher collaboration to support student academic achievement. Teachers will facilitate student-led conferences and equip families with skill-building activities that can be used at home to support student learning. Families and teachers will set goals for upcoming assessments. Meet your child's teacher and our friendly and helpful school staff for the year.	**Quarter 1** September 4, 2025 4:30-5:30 pm
Fall Academic Parent Night	Provide an opportunity for families to understand the concepts and skills needed to meet each grade level's expectations. Families will understand how to access Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. Learn about Academic standards, assessment requirements, and supports for student success.	**Quarter 2** November 13, 2025 4:30-5:30 pm
Fall Family Conference Night	Scheduled updates on your child's progress will be available for individual review and conferencing with staff to support student needs. Share graduation requirements and various pathways to graduation. Provide guidance to help families monitor with help fulfill their goals and aspirations for school and life after high school.	**Quarter 2** November 13, 2025 5:30-6:30PM
Spring Academic Parent Night	Sample a little bite from the different areas of your child's academics.	**Quarter 3** February 24, 2026 4:30-5:30PM
Spring Family Conference Night	Scheduled updates on your child's progress will be available for individual review and conferencing with staff to support student needs.	**Quarter 3** February 24, 2026 5:30-6:30PM
College and Career Night	This Family event will offer contacts with college and career entities to provide support for post graduation goals	**Quarter 4** April 2, 2026 12-2PM

The activities listed may be updated after publishing.

10. BUILDING CAPACITY OF SCHOOL STAFF

Describe how the school will train teachers, specialized instructional support personnel, other school leaders, and other staff, with the assistance of parents in the following:
1) The value and utility of contributions of parents.
2) How to reach out to, communicate with, and work with parents as equal partners.
3) To implement and coordinate parent programs and build ties between home and school.
4) To provide information in a format, to the extent practicable, in a language the parents can understand.
5) To respond to parent requests for parent and family engagement activities.

MCAA Leadership trains all staff to work with parents as partners through the monthly professional development. Coupled with the ongoing family events, this training will reinforce the involvement of teachers, paraprofessionals, administrators, and all other staff to work with families to support student success. Training will take place through monthly professional development. Modeled interactions between staff and families includes encouraging language, respect, and explanations of requirements to support parent and staff partnerships. Through participation in our family engagement events, families will be given tools and staff will be trained to work with our families to build ties between home and school. Parent input on this training will be facilitated through leadership gaining feedback on the practices to ensure positive presentation. Bilingual staff are available to assist with the translation of school information. We also provide translated documents to our families. MCAA will use surveys at all family events to conduct a needs assessment. Our personnel will be given strategies for partnering with parents during our monthly professional development, faculty meetings, and other professional learning sessions.

This plan aligns with Goals 2.B, 5.A, and 5.B of <u>Achieve 2026 - Strategic Plan</u>.

Enter the date *(month/day/year)* this plan was finalized:	07/31/2025
Enter the date *(month/day/year)* this plan was revised:	

School Advisory Council

Share Your Thoughts

The School Advisory Council (SAC) is a team of people representing various segments of the community parents, teachers, students, administrators, support staff, business/industry people and other interested community members whose purpose is to assist in the preparation and evaluation of the developing and We want to hear from you. If you have any suggestions or if there is any part of the Parent and Family