

Polk County Public Schools

# Achievement Academy



2017-18 Schoolwide Improvement Plan

## Achievement Academy

716 BELLA VISTA ST E, Lakeland, FL 33805

<http://www.achievementacademy.com/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK	No	77%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
Special Education	Yes	0%

### School Grades History

Year  
Grade

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Achievement Academy

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

Achievement Academy's mission is to assist children with special needs reach their maximum potential by providing quality education, therapy and family support.

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

Vision: Helping students with special needs achieve remarkable goals

Philosophy:

To participate with children who have special needs and their families in adapting to personal challenges and developing skills to promote optimal independence...through comprehensive assessment and goal development that is child-centered, family-driven, and staff supported.

To provide childhood experiences in all areas of development within a safe, loving, and secure environment which encourages the acquisition of skills that are meaningful to the child both now and in the future...through an enriched and stimulating setting that is developmentally appropriate for children.

To respond to each child's individual needs, recognizing their strengths, while maintaining an awareness of the developmental sequence of the learning process...through an exemplary and dedicated staff that is committed to their profession and the responsibilities that come with this privilege.

To function as a team in parent, child, and professional partnerships in order to improve the quality of life for children and their families...through open dialogue that encourages exploration of all options, consensus building and respect for each team member equally.

To relate to the community by being responsive to its changing needs, while fulfilling an obligation to educate the public as to the value of children with varying abilities...through being a visible and proactive advocate for all children.

To educate and support families as they advocate for the needs of their children...through serving as an ongoing community resource for information and assistance.

To be a continuing source of support and assistance to all Achievement Academy families, both past and present...through the development of a lasting relationship based on a successful partnership with families from the beginning.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

An initial intake packet is completed on every newly enrolled student and is updated annually. The intake packet contains information concerning demographics, social history, medical needs, likes and dislikes of child, etc. The ESE Facilitator as well as the prospective teacher will sit with incoming families and review the intake information. Because our students are so young (under 6 years of age)

we are often the families first experience with having someone other than family tend to the child's needs as well as their first experience with school. Recognizing that, our staff strives to develop with each parent a relationship built on trust and respect.

Parent involvement is critical at this age and we have found that the overwhelming majority of our PreK parents want to participate in the educational and therapy plans of their child. As a charter school we request our parents to participate/volunteer a minimum of ten hours annually and we find that most parents easily achieve or surpass that goal each year.

Teachers meet with parents in required face-to-face quarterly meetings to discuss their student--either sharing assessments results, progress reporting or during Individual Educational Plan (IEP) meetings. Therapists and ESE Facilitators also participate in these meetings. Because all of our students receive exceptional student education services, every student has either an IEP (over the age of 3) or a Family Support Plan (FSP) for those children under the age of 3. Valuable information is shared during these meetings between families and staff members.

We conduct case conference meetings and/or transition planning meetings with each classroom annually. Each classroom is scheduled to meet as a team to discuss every student in that classroom. The team may consist of the teacher, para(s), speech therapist, physical therapist, occupational therapist, ESE facilitator/social worker, nurse and principal. The purpose is to make sure every team member is on the same page by sharing information, insight and suggestions. It also brings attention to any additional needed services that the child or family may be needing.

We also have on staff a Resource Parent. This position is designed to be a liaison between parents and families and the school. Our Resource Parent position, though filled by different people, has always been a parent of former students. Monthly breakfasts, newsletters, and family events are planned by the Resource Parent to encourage family participation and to offer support.

**b. Describe how the school creates an environment where students feel safe and respected before, during and after school.**

As a school for PreK special needs children, constant monitoring is the norm. No child is ever left alone or out of eyesight of an adult. Most classrooms have 11 students with a teacher and 1-2 paraprofessionals. Developmentally appropriate and positive discipline is used--planned ignoring, positive reinforcement and praise, modeling, and time-out from activities may be used. No child or family is ever demeaned or disrespected. Safety drills such as fire, tornado, unauthorized person on campus, etc. are performed regularly.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.**

The school makes every effort to avoid impacting instructional time which for our students is typically the morning. Children this young often have "behaviors" which may be "appropriate" for where they are in their development. It's important for staff to recognize this in their students and try to determine whether the behavior that is being displayed (saying "no", temper tantrum, refusing help, etc.) is truly a behavior or simply a developmentally appropriate and expected behavior.

Developmentally appropriate and positive discipline such as planned ignoring, positive reinforcement and praise, modeling, and time-out from activities should be the first interventions used. Having high but appropriate behavioral expectations is critical for a successful PreK classroom.

Though this works for a majority of the students at Achievement Academy, there are students that

have more intense behavioral challenges. For some children, removing them from the source of the agitation (loud classroom, overstimulation, etc.) and going for a walk with a staff member may help; for others, the use of predetermined calming techniques such as a favorite toy or object, music or movement, must be used to calm a child. Some of our children have behavior specialists from other agencies that work with them both at home and at school. Achievement Academy staff are open to the suggestions/techniques being used by the behavior specialists and will employ successful interventions that the specialist has been able to use with the child.

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

All of the students at Achievement Academy have been identified and are eligible for exceptional student education (ESE) services. All students have an IEP or FSP, depending on the age of the child. Areas of goals on the IEP include Curriculum and Learning, Social Emotional Behavior, Independent Functioning, Communication and Health Care. In the social area, teachers will target weaknesses that have been identified, either through assessment, observation or family report.

A wide variety of social skills may be targeted throughout the school day. From learning to greet people appropriately to engaging in parallel/cooperative playing with peers to reducing tantrums and aggressive behaviors, the social-emotional needs of our students are varied and specific to the child. For students with more intense needs, they and their families can be referred for outside services. These services include behavior analysis interventions, counseling, and even medical interventions with specialists if parents are requesting help.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

N/A as Achievement Academy is an all Exceptional Student Education (ESE) PreK charter school serving only special needs PreK children under the age of 6.

**b. Provide the following data related to the school's early warning system**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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



**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

As an all ESE PreK charter school, Achievement Academy's students have all been identified and qualify for Exceptional Student Education services. Depending on their age, students have an Individualized Educational Plan (IEP) or Family Support Plan (FSP). Based on assessment, observation and parent input, the IEP/FSP identifies individual goals for each student and the resources and related services needed to attain those goals. Data is taken in the classroom and during therapy on each child's goals and this is used to further individualize each child's goals. Quarterly progress meetings occur with parents that report the progress and present performance level of their child. Portfolios that reflect work samples or documentation of the goal work is shared with parents at progress meetings as well.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

**2. Description**

Achievement Academy is not a Title I school nor is it graded. As a PreK ESE charter school that serves very young children (age two through age five) who have developmental delays, it is critical that parents participate in their child's educational and therapeutic programming.

There is a Parent Representative on the Board of Directors that has full voting rights. The Parent Representative is voted into the position by other current parents and serves a two year term. On staff there is a Resource Parent. That position serves as the liaison between the school and the families. She has monthly parent breakfasts, various speakers on requested topics for parents, distributes a newsletter, and attends community events representing the school. Family activities that are outside normal school hours such as evenings and weekends are planned throughout the year. these include such events as our Fall Festival, Holiday Party and Rise and Shine play date at a local inclusive playground. She is also a member of the Leadership Team and has the responsibility of being the voice of our parents.

As a school of choice, Achievement Academy requires parent participation. Participation includes attending required face-to-face meetings concerning their child's progress, parent breakfasts, school fund raisers, volunteering in classrooms or throughout the school, etc. Prior to enrollment, parents agree to attain or exceed 10 volunteer/participation hours per student each school year.

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

Achievement Academy has a 15-member Board of Directors that represents many different local partnerships. An Advisory Committee comprised of local community leaders helps the school by providing leadership and support. As a United Way agency, the school is frequently toured by community members who often then become "friends" of the school. School representatives speak frequently at

meetings of a variety of organizations such as Rotary, Kiwanis, Elks, Junior Service League, etc. Grant opportunities are often possible through these organizations. The school is a member of the Chambers of Commerce at all three of our sites: Lakeland, Bartow and Winter Haven.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Parker-Pearson, Cindi	Principal
Burton, John	Other
Bartley, Jill	Other
Shipe, Susan	Teacher, ESE
Ames, Wendy	Other

#### b. Duties

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

Cindi Parker-Pearson is the Principal of the charter school. She is responsible for the day to day operation of the classrooms and supervision of teachers, paraprofessionals, therapists and support staff. Various reports and responsibilities flow through her office including the SIP, accountability report, accreditation requirements, district and state requirements, etc. Is responsible for hiring, training and retention of charter school staff. Develops and enforces policies and procedures of the charter school. Mediates any parent concerns.

John Burton is the Executive Director of Achievement Academy, Inc. In addition to the charter school, Achievement Academy, Inc. is a nonprofit agency that maintains a United Way program called Birth to Three, that serves young children from birth to three years of age in their homes that are at risk for developmental delay. John is responsible for the Birth to Three program as well as the overall agency. Budgetary and financial responsibilities including development and oversight of budget, fundraising and development, etc. are part of his responsibility. Actively seeks community involvement and partnerships. Board of Director's responsibilities.

Jill Bartley is an ESE Facilitator with our school and is responsible for student enrollment, IEP/FSP staffings, ESE compliance, parent concerns/parent support, and is the school district liaison.

Susan Shipe is the Lead Teacher and has responsibilities with teacher training and support.

Wendy Ames is the Lead Therapist and has responsibilities with therapist training and support.

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

Leadership team meetings are typically held 1-2 times per year and at that time discussion is held about current topics affecting the school. Upcoming issues are also identified and discussed. Board of Directors meetings are held monthly and various committees of the Board occur on a regular basis. Staff meetings are held monthly.

As a charter school in Polk County, we receive the state FEFP for our students. Five percent of that total remains with the district while 95% is passed to our school. Serving a young, high-needs, student population is expensive-individual therapies, necessary adult to child ratio, adaptive equipment, specialized transportation-are high cost items. We seek reimbursement from Medicaid and private insurance for the physical, occupational and speech therapies that are provided. But due to the high program cost it is necessary to supplement the budget with outside funding.

We have a Development department whose responsibilities include helping secure that outside funding. They do this by raising awareness of our agency, increasing funding through donors, grant writing, obtaining funding for specific student/classroom requests, events coordination and partnering with our local United Way.

Supplemental Academic Instruction (SAI) money is used by the school to fund our Summer Enrichment packet and activities which provides pre-literacy supplemental instruction materials to students during the summer break. For ESE students identified as needing Extended School Years (ESY) services, we are able to refer them to the district's ESY program and that service can be funded with SAI money.

Title II money is not given to our school directly but is kept by the school district for professional development. This arrangement allows our staff to access training that is provided by the district at no additional cost to us.

This is the fifth year our school has participated in the Community Eligibility Option breakfast/lunch program. Our school meets the necessary requirements for the program because at least 40 percent of our students are categorized as Identified Students. Identified Students are students directly certified for free meals on the basis of their participation in the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), Food Distribution Program on Indian Reservations (FDPIR) or who are certified based on their status as homeless, migrant, living in foster care, or participation in the Head Start program. This is an innovative program that makes it easier for high need schools to serve breakfast and lunches at no charge to all students by eliminating paperwork and the verification process.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
	Student

### b. Duties

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Review of last year's school improvement plan is initiated by the Principal who is responsible for updating the information. The updated SIP is shared with staff for evaluation, comments and suggestions. A summary of the evaluation and the results of the SIP is shared with the Board of Directors, including the Parent Representative.

*b. Development of this school improvement plan*

The school improvement plan is first reviewed and updated by the Principal. It is then shared with staff for review, comment and suggestions. Once approved by the staff, it is then shared with the Board of Directors, including the Parent Representative, who then reviews and approves the school improvement plan annually.

*c. Preparation of the school's annual budget and plan*

The school's annual budget is prepared and reviewed by the Administrative Services Manager, Executive Director and Principal. The Finance Committee of the Board of Directors then reviews and edits before sending it to the Board of Directors for final approval.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

As an ungraded school, Achievement Academy is not eligible for and does not receive any school improvement funds.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

No

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

As a charter school, Achievement Academy is not required to have a School Advisory Council (SAC) as it is governed by a Board of Directors that oversees the operation of the school including, but not limited to, approval of the annual budget and oversight of school decisions.

A current parent is the elected representative of the parents and has full voting capacity as a member of the Board. Pursuant to Florida state statute, a charter school must appoint a parent representative to facilitate parental involvement. Our representatives for the 2017-2018 year are our Resource Parent, Mary Holjes and our ESE Facilitator, Jill Bartley. Their contact information is available on our website at [www.achievementacademy.com](http://www.achievementacademy.com).

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Parker-Pearson, Cindi	Principal
Shipe, Susan	Teacher, ESE

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

Though this initiative applies to K-12 and Achievement Academy serves an all ESE PreK student population, pre-reading skills are important for our students and their families. Though our students are young, reading is a part of the school day. Developmentally appropriate books--from board books

and tactile books to simple, read-aloud predictable books, pre-literacy activities are emphasized. Monthly staff meetings as well as teacher professional development work days allow the sharing of pre-literacy activities that are appropriate for our young student population.

Activities used at Achievement Academy to promote pre-literacy:

iPads and Applications-Teachers, speech therapists and occupational therapists have iPads that are used in both group and individual activities. A variety of applications are being utilized that focuses on literacy, language, concepts, etc.

Lesson Pix-an online resource that allows users to create various customized learning materials using pictures, graphics and print.

Kindles-Kids Edition- Every classroom has at least 2 Kindles with apps that are targeted at PreK students.

Summer Enrichment-Packet and activities that are individualized to each student that is designed to promote and develop pre-literacy skills through focused materials and activities centering on enclosed book(s) that are sent home for the summer.

Parent Lending Library-Preschool books made available to take home to read to children provided by Junior League of Greater Lakeland through a partnership with United Way's Success by 6.

KidsTv123-YouTube series of videos that are used during group and circle time activities that promote phonics, letter recognition, etc. through music.

Scholastic Book Fair

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### 1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

For the 2017-2018 school year, our lead teacher is conducting teacher meetings quarterly. These meetings will target upcoming activities and responsibilities such as student developmental evaluations, progress reports, data collection, etc. She will have meetings at all three sites-Lakeland, Bartow and Winter Haven. Collaboration and shared ideas will be highly encouraged and supported.

### 2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

All teachers hired must possess or be eligible for, attain and maintain Florida certification in PreK-Primary or Preschool Birth-Age 4 to satisfy the course code and in addition we recommend Exceptional Student Education (ESE) or the equivalent. Many of our teachers have additional certifications including elementary education, mentally handicapped, varying exceptionalities, etc. Several have endorsements in prekindergarten disabilities or in autism education. All teachers at Achievement Academy meet the Florida state requirement to be considered highly qualified, certified-in-field teachers. When evaluated for job performance in 2016-2017, 36% of our teachers achieved Highly Effective status while 64% were considered Effective. We had no teachers below an Effective rating. Seven of our fourteen teacher's have master's degrees.

A minimum of 20 hours annually of appropriate professional development is required by the school of all instructional staff-teachers, paraprofessionals, therapists-as well as maintaining all certification and licensing requirements. Each teacher also has a very specific professional development that relates directly back to their previous teacher evaluation.

We have a competitive salary and benefit package. The school pays for professional development as well as certification and licensing fee renewals and liability insurance. A salary incentive is offered to paraprofessionals who attain their CDA.

With pre-approval of course work and a "C" or better in classes, the school reimburses fifty percent of the college tuition to employees pursuing further education in a field related to the needs of Achievement

Academy.

We have used the school website, local media, web-based recruitment strategies, and national magazines to recruit. Executive Director and Principal share recruitment and hiring responsibilities.

### **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

Our Lead Teacher, Susan Shipe, is Nationally Board Certified in Exceptional Student Education (ESE) with a master's degree in exceptional student education. She has daily/weekly communication with all new teachers. She also trains and reviews paperwork including assessment, Individualized Education Plans (IEP's), data collection and other documentation. Assistance is given with Enrich-which is the district's software program for IEP's. We have two ESE Facilitators who work very closely with classroom teachers to schedule, coordinate and participate in IEP staffings. The ESE Facilitators are available to help with the development of the IEP to not only insure full and complete compliance but to offer assistance as needed.

We continue to be fortunate with all of our teachers returning for the 2017-2018. Our most recent teacher hires were in 2014-2015 making the 2017-2018 school year their fourth year with us. Our lead teacher will continue to meet with all of the teachers as a group on a regular basis and offer training, review and support. The Principal is available for training as well as support during daily interactions.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### **1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

State standards for Exceptional Student Education PreK students have not yet been developed. All students at Achievement Academy are assessed annually using the Hawaii Early Learning Profile (HELP). Using the information from this developmental assessment as well as teacher observation, therapist assessment, parent input, and collateral medical and other agency information, individualized goals are set for each students. Reporting on progress of goal attainment is done quarterly with parents. IEP/FSP meetings are held at least annually. At the IEP/FSP meetings, student progress is reviewed and present performance levels are discussed, goals are developed and related services required by student are identified.

#### **b. Instructional Strategies**

##### **1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

Achievement Academy conducts annual developmental assessments on every student. In our program, assessment and evaluation drives both classroom instruction and therapy. Initial evaluations help to determine eligibility, developmental assessment helps to create student goals, and therapy evaluations create plans of care and therapy goals.

Current assessment information is used during the IEP process to develop goals, identify special education services, needed learning strategies as well as modifications and accommodations for each individual student. We keep a database on student scores that allows us to track progress both individually and as an average achievement score for the school.

Data is taken on every goal that has been developed for the student. This data allows teachers and therapists to track and monitor progress towards achievement of goals, adjust strategies and/or

identify additional barriers to possible achievement. Every quarter the data is analyzed by teachers and therapists and is shared in progress reports with parents.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Year

**Minutes added to school year:**

Students who are leaving our PreK ESE program and no longer qualify due to age for PreK and who will be entering into the district's schools for the following school year may qualify for Extended School Year (ESY). This decision is made by the IEP team at the child's transition staffing.

**Strategy Rationale**

Children who meet the criteria for ESY and the IEP team decision is to refer for ESY, may access the summer program. The ESY program is designed to prevent a regression in skills for ESE students.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Bartley, Jill, jill@achievementacademy.com

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Transition for our students is very important. We serve children, ages 2 through 5, in PreK ESE classrooms who come to us from throughout Polk County. During their last year of school with us, we schedule transition IEP meetings with all of the students who are leaving the PreK ESE program. Parents and their invitees may attend the transition meeting. Involved in that meeting is our staff that includes the ESE Facilitator, current teacher and, possibly, therapists. The meeting is held at the receiving school and their staff that is involved in the meeting may include the receiving teacher, therapists and their ESE Facilitator or guidance counselor. The district's staffing specialist may attend as well. Our staff helps in developing the new IEP that will be reflective of the child's present performance level as well as targeted goals for the new school/program for the upcoming school year.

**b. College and Career Readiness**

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

N/A Achievement Academy serves an all ESE PreK population.

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

N/A Achievement Academy serves an all ESE PreK population.

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

N/A Achievement Academy serves an all ESE PreK population.

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

N/A Achievement Academy serves an all ESE PreK population.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** All Students (PreK ESE)- Cognitive: Students enrolled will show, on average, a combined overall Cognitive gain of at least 6 months each year.
- G2.** All Students (PreK ESE)- Expressive Language: Students enrolled will show, on average, a combined overall Expressive Language gain of at least 6 months each year.
- G3.** All Students (PreK ESE)- Gross Motor: Students enrolled will show, on average, a combined overall Gross Motor gain of at least 6 months each year.
- G4.** All Students (PreK ESE) Fine Motor: Students enrolled will show, on average, a combined overall Fine Motor gain of at least 6 months each year.
- G5.** All Students (PreK ESE)-Socialization: Students enrolled will show, on average, a combined overall Social gain of at least 6 months each year.
- G6.** All Students (PreK ESE)- Self Care: Students enrolled will show, on average, a combined overall Self Care gain of at least 6 months each year.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** All Students (PreK ESE)- Cognitive: Students enrolled will show, on average, a combined overall Cognitive gain of at least 6 months each year. 1a

G098104

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Targeted Barriers to Achieving the Goal** 3

- Disability/needs of each individual student are varied. Possible barriers include developmental delay, lower cognition, processing deficits, medical/health issues, the need for vision/auditory interventions, genetics, neurological injuries.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Hawaii Early Learning Profile (HELP) is used for assessment, curriculum and goal development.

**Plan to Monitor Progress Toward G1.** 8

Progress reports. IEP/FSP meetings

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.

**G2.** All Students (PreK ESE)- Expressive Language: Students enrolled will show, on average, a combined overall Expressive Language gain of at least 6 months each year. 1a

G098105

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Targeted Barriers to Achieving the Goal** 3

- Disability/needs of each individual student are varied. Possible barriers include developmental delay, neurological problems, apraxia.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Hawaii Early Learning Profile (HELP) as well as other speech language evaluation tools are used for assessment and goal development.

**Plan to Monitor Progress Toward G2.** 8

For teachers-completed assessments due by beginning of October. Scores are submitted to Principal by October of each year.

For therapists-evaluations are submitted to billing clerk as required; current evaluations are also needed for IEP/FSP meetings. ESE Facilitators review submitted therapy evaluations for current status.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Annually, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Assessment information entered into database.

**G3.** All Students (PreK ESE)- Gross Motor: Students enrolled will show, on average, a combined overall Gross Motor gain of at least 6 months each year. 1a

G098106

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Targeted Barriers to Achieving the Goal** 3

- Disability/needs of each individual student are varied. Possible barriers include developmental delay, neurological issues, balance/tone/coordination issues, muscle strength/weakness, motor planning, sensory processing, visual/motor deficits, inability to imitate motor movements, lower cognition

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Hawaii Early Learning Profile (HELP) is used for assessment, curriculum and goal development.

**Plan to Monitor Progress Toward G3.** 8

Review of classroom/therapy files for data collection

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Semiannually, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Review and discussion with teachers/therapists

**G4.** All Students (PreK ESE) Fine Motor: Students enrolled will show, on average, a combined overall Fine Motor gain of at least 6 months each year. 1a

G098107

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Targeted Barriers to Achieving the Goal** 3

- Disability/needs of each individual student are varied. Possible barriers include developmental delay, neurological issues, balance/tone/coordination issues, muscle strength/weakness, motor planning, sensory processing, visual/motor deficits, inability to imitate motor movements, lower cognition

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Hawaii Early Learning Profile (HELP) as well as other occupational therapy evaluation tools are used for assessment and goal development.

**Plan to Monitor Progress Toward G4.** 8

Developmental assessments completed by teachers by beginning of October. Occupational therapy evaluations completed by occupational therapists at least annually. Reviewed as needed by Lead Teacher, Lead Therapist and/or Principal.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Annually, from 8/10/2017 to 5/28/2018

**Evidence of Completion**

Assessment information entered into database.

**G5. All Students (PreK ESE)-Socialization: Students enrolled will show, on average, a combined overall Social gain of at least 6 months each year.** 1a

G098108

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Targeted Barriers to Achieving the Goal** 3

- Disability/needs of each individual student are varied. Possible barriers include developmental delay, lower cognition, processing deficits, medical/health issues, the need for vision/auditory interventions, genetics, neurological injuries.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Hawaii Early Learning Profile (HELP) is used for assessment, curriculum, and goal development.

**Plan to Monitor Progress Toward G5.** 8

Progress reports. IEP/FSP meetings.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Progress reports submitted to Principal. IEP meetings conducted by ESE Facilitator.

**G6.** All Students (PreK ESE)- Self Care: Students enrolled will show, on average, a combined overall Self Care gain of at least 6 months each year. 1a

G098109

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Targeted Barriers to Achieving the Goal** 3

- Disability/needs of each individual student are varied. Possible barriers include developmental delay, lower cognition, processing deficits, medical/health issues, the need for vision/auditory interventions, genetics, neurological injuries.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Hawaii Early Learning Profile (HELP) is used for assessment, curriculum and goal development.

**Plan to Monitor Progress Toward G6.** 8

Progress reports. IEP/FSP meetings.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** All Students (PreK ESE)- Cognitive: Students enrolled will show, on average, a combined overall Cognitive gain of at least 6 months each year. **1**

 G098104

**G1.B1** Disability/needs of each individual student are varied. Possible barriers include developmental delay, lower cognition, processing deficits, medical/health issues, the need for vision/auditory interventions, genetics, neurological injuries. **2**

 B263880

**G1.B1.S1** Assess student annually for strengths/weaknesses. Determine needs/barriers and develop goals and strategies to meet needs. **4**

 S279490

### Strategy Rationale

#### Action Step 1 **5**

Developmental assessments will be conducted annually on each student . Using the HELP and other assessment tools as needed, teachers and/or therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student. All teachers will complete web based training for HELP assessment-University of Kentucky-by April 2018.

#### Person Responsible

Cindi Parker-Pearson

#### Schedule

Annually, from 8/10/2017 to 10/6/2017

#### Evidence of Completion

For Teachers-Completed assessments due by beginning of October. Scores are turned into Principal by mid- October of each year.



**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Developmental assessments completed by teachers by beginning of October. Reviewed as needed by Lead Teacher and Principal.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Annually, from 8/15/2017 to 10/6/2017

***Evidence of Completion***

Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by mid-October.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Developmental assessments completed.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Annually, from 8/10/2017 to 10/6/2017

***Evidence of Completion***

Assessment information entered into database.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G1.B1.S2** Develop lesson plans, daily schedule and activities that target goals. 4

S279491

**Strategy Rationale**

**Action Step 1** 5

Lesson plans are developed that target the goals of the children in each classroom. Daily schedule is used to insure activities and goals are incorporated throughout the day. Activities are planned that target and support each student's goals.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Lesson plans are submitted to Principal weekly; reviewed by Principal. Walk-throughs insure activities are ongoing and appropriate.

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Lesson plans, daily schedule and activities.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Lesson plans and activities reflect students' goals. Daily schedule supports the implementation of appropriate activities.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Lesson plan and activities reflect the goals of the students.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Upon review of the IEP, targeted goals are reflected in the activities of the classrooms.

**G1.B1.S3** Collect data on goals. Review data and strategies/monitor progress. 4

 S279492

**Strategy Rationale**

**Action Step 1** 5

Data collection. Review data and strategies. Monitor progress.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Semiannually, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Evidence of data collection is presented in classroom files of each student. Data collection reflects review and change in strategies as needed as well as any accommodation and/or modifications.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Review of classroom files for data collection

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Semiannually, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Review and discussion with each teacher

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Review of classroom files for data collection

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Semiannually, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Review and discussion with each teacher

**G1.B1.S4** Report progress to parents at least quarterly; to IEP/FSP team annually. IEP/FSP meetings conducted at least annually. 4

S279493

### Strategy Rationale

#### Action Step 1 5

Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)

#### **Person Responsible**

Cindi Parker-Pearson

#### **Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

#### **Evidence of Completion**

Documented meetings with parents.

#### Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Progress reports. IEP/FSP meetings.

#### **Person Responsible**

Cindi Parker-Pearson

#### **Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

#### **Evidence of Completion**

Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.

#### Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Progress reports. IEP/FSP meetings.

#### **Person Responsible**

Cindi Parker-Pearson

#### **Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

#### **Evidence of Completion**

Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.

**G2.** All Students (PreK ESE)- Expressive Language: Students enrolled will show, on average, a combined overall Expressive Language gain of at least 6 months each year. 1

G098105

**G2.B1** Disability/needs of each individual student are varied. Possible barriers include developmental delay, neurological problems, apraxia. 2

B263881

**G2.B1.S1** Assess student annually for strengths/weaknesses. Determine needs/ barriers and develop goals and strategies to meet needs. 4

S279494

### Strategy Rationale

#### Action Step 1 5

Developmental assessments will be conducted annually on each student. Using the HELP and other assessment tools as needed, teachers and therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student.

#### Person Responsible

Cindi Parker-Pearson

#### Schedule

Annually, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

For teachers-completed assessments due by beginning of October. Scores are submitted to Principal by October of each year. For therapists-evaluations are submitted to billing clerk as required; current evaluations are also needed for IEP/FSP meetings. ESE Facilitators review submitted therapy evaluations for current status.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Developmental assessments completed by teachers by beginning of October. Speech evaluations completed by speech therapists at least annually. Reviewed as needed by Lead Teacher, Lead Therapist and/or Principal.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Annually, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by mid-October.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Development assessments completed. Speech language assessments completed.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Annually, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Assessment information entered into database.

**G2.B1.S2** Develop lesson plans, plans of care and activities that target goals. 4

S279495

**Strategy Rationale**

**Action Step 1** 5

Lesson plans (teachers) and plans of care (therapists) are developed that target the goals of each student.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Lesson plans submitted to Principal weekly; reviewed by Principal.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Lesson plans and activities. Plans of care.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Planned activities reflect students' goals



**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Lesson plans and activities. Plans of care.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Upon review of the IEP, targeted goals are reflected in the activities of the classrooms and therapy sessions.

**G2.B1.S3** Collect data on goals. Review data and strategies/monitor progress. 4

 S279496

**Strategy Rationale**

**Action Step 1** 5

Data collection. Review data and strategies. Monitor progress.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Semiannually, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Evidence of data collection is presented in classroom/therapy files of each student. Data collection reflects review and change strategies.

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Review of classroom files/therapy files

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Semiannually, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Review and discussion with each teacher and/or therapist

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Review of classroom files/therapy files

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Semiannually, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Review and discussion with each teacher/therapist

**G2.B1.S4** Report progress to parents at least quarterly; to IEP/FSP team annually. IEP/FSP meetings conducted at least annually. 4

S279497

### Strategy Rationale

#### Action Step 1 5

Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)

#### **Person Responsible**

Cindi Parker-Pearson

#### **Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

#### **Evidence of Completion**

Documented meetings with parents.

#### Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Progress reports. IEP/FSP meetings.

#### **Person Responsible**

Cindi Parker-Pearson

#### **Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

#### **Evidence of Completion**

Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.

#### Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Progress reports. IEP/FSP meetings

#### **Person Responsible**

Cindi Parker-Pearson

#### **Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

#### **Evidence of Completion**

Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.

**G3.** All Students (PreK ESE)- Gross Motor: Students enrolled will show, on average, a combined overall Gross Motor gain of at least 6 months each year. 1

G098106

**G3.B1** Disability/needs of each individual student are varied. Possible barriers include developmental delay, neurological issues, balance/tone/coordination issues, muscle strength/weakness, motor planning, sensory processing, visual/motor deficits, inability to imitate motor movements, lower cognition 2

B263882

**G3.B1.S1** Assess student annually for strengths/weaknesses. Determine needs/barriers and develop goals and strategies to meet needs. 4

S279498

### Strategy Rationale

#### Action Step 1 5

Developmental assessments will be conducted annually on each student . Using the HELP and other assessment tools as needed, teachers and therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student.

#### Person Responsible

Cindi Parker-Pearson

#### Schedule

Annually, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

For Teachers-Completed assessments due by beginning of October. Scores are turned into Principal by mid- October of each year. For Therapists-Evaluations are submitted to billing clerk as required; current evaluations are also needed for IEP/FSP meetings and the ESE Facilitators review evaluations for compliance with dates.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Developmental assessments completed by teachers by beginning of October. Physical therapy evaluations completed by physical therapists at least annually. Reviewed as needed by Lead Teacher, Lead Therapist and/or Principal.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Annually, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by mid-October.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Development assessments completed. Physical therapy assessments completed

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Annually, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by mid-October.

**G3.B1.S2** Develop lesson plans, plans of care and activities that target goals. 4

S279499

**Strategy Rationale**

**Action Step 1** 5

Lesson plans (teachers) and plans of care (therapists) are developed that target the goals of each student.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Lesson plans submitted to Principal weekly; reviewed by Principal.

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Lesson plans and activities. Plans of care.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Planned activities reflect students' goals

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Lesson plans/plans of care and activities

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Upon review of the IEP, targeted goals are reflected in the activities of the classrooms and therapy sessions.

**G3.B1.S3** Collect data on goals. Review data and strategies/monitor progress. 4

 S279500

**Strategy Rationale**

**Action Step 1** 5

Data collection. Review data and strategies. Monitor progress.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Semiannually, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Evidence of data collection is present in classroom/therapy files of each student. Data collection reflects review and a change in strategies as needed as well as any accommodations and/or modifications.

**Plan to Monitor Fidelity of Implementation of G3.B1.S3** 6

Review of classroom files/therapy files for data collection

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Semiannually, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Review and discussion with each teacher and/or therapist

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3** 7

Review of classroom/therapy files for data collection

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Semiannually, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Review and discussion with teachers/therapists



**G3.B1.S4** Report progress to parents at least quarterly; to IEP/FSP team annually. IEP/FSP meetings conducted at least annually. 4

S279501

### Strategy Rationale

#### Action Step 1 5

Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Documented meetings with parents.

#### Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Progress reports. IEP/FSP meetings.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7**

Progress reports. IEP/FSP meetings.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Quarterly, from 8/10/2016 to 5/24/2018

**Evidence of Completion**

Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.

**G4.** All Students (PreK ESE) Fine Motor: Students enrolled will show, on average, a combined overall Fine Motor gain of at least 6 months each year. 1

G098107

**G4.B1** Disability/needs of each individual student are varied. Possible barriers include developmental delay, neurological issues, balance/tone/coordination issues, muscle strength/weakness, motor planning, sensory processing, visual/motor deficits, inability to imitate motor movements, lower cognition 2

B263883

**G4.B1.S1** Assess student annually for strengths/weaknesses. Determine needs/barriers and develop goals and strategies to meet needs. 4

S279502

**Strategy Rationale**

**Action Step 1 5**

Developmental assessments will be conducted annually on each student . Using the HELP and other assessment tools as needed, teachers and therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Annually, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

For Teachers-Completed assessments due by beginning of October. Scores are turned into Principal by October of each year. For Therapists-Evaluations are submitted to billing clerk as required; current evaluations are also needed for IEP/FSP meetings and the ESE Facilitators review evaluations for compliance with dates

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Developmental assessments completed by teachers by beginning of October. Occupational therapy evaluations completed by occupational therapists at least annually. Reviewed as needed by Lead Teacher, Lead Therapist and/or Principal.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Annually, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by mid-October.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Developmental assessments completed. Occupational therapy assessments completed.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Annually, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Assessment information entered into database.

**G4.B1.S2** Develop lesson plans, plans of care and activities that target goals. 4

S279503

**Strategy Rationale**

**Action Step 1** 5

Lesson plans (teachers) and plans of care (therapists) are developed that target the goals of each student.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Lesson plans submitted to Principal weekly; reviewed by Principal.

**Plan to Monitor Fidelity of Implementation of G4.B1.S2** 6

Lesson plans and activities. Plans of care.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Planned activities reflect students' goals.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2** 7

Lesson plans/plans of care and activities

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Upon review of the IEP, targeted goals are reflected in the activities of the classrooms and therapy sessions.

**G4.B1.S3** Collect data on goals. Review data and strategies/monitor progress. 4

 S279504

**Strategy Rationale**

**Action Step 1** 5

Data collection. Review data and strategies. Monitor progress.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Semiannually, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Evidence of data collection is presented in classroom/therapy files of each students. Data collection reflects review and change strategies.

**Plan to Monitor Fidelity of Implementation of G4.B1.S3** 6

Review of classroom files/therapy files

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Semiannually, from 8/10/2017 to 5/28/2018

***Evidence of Completion***

Review and discussion with each teacher and/or therapist

**Plan to Monitor Effectiveness of Implementation of G4.B1.S3** 7

Review of classroom files/therapy files

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Semiannually, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Review and discussion with each teacher/therapist

**G4.B1.S4** Report progress to parents at least quarterly; to IEP/FSP team annually. IEP/FSP meetings conducted at least annually. 4

S279505

### Strategy Rationale

#### Action Step 1 5

Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)

#### **Person Responsible**

Cindi Parker-Pearson

#### **Schedule**

Quarterly, from 8/10/2017 to 5/28/2018

#### **Evidence of Completion**

Documented meetings with parents.

#### Plan to Monitor Fidelity of Implementation of G4.B1.S4 6

Progress reports; IEP/FSP meetings

#### **Person Responsible**

Cindi Parker-Pearson

#### **Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

#### **Evidence of Completion**

Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.

#### Plan to Monitor Effectiveness of Implementation of G4.B1.S4 7

Progress reports. IEP/FSP meetings.

#### **Person Responsible**

Cindi Parker-Pearson

#### **Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

#### **Evidence of Completion**

Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.

**G5.** All Students (PreK ESE)-Socialization: Students enrolled will show, on average, a combined overall Social gain of at least 6 months each year. 1

G098108

**G5.B1** Disability/needs of each individual student are varied. Possible barriers include developmental delay, lower cognition, processing deficits, medical/health issues, the need for vision/auditory interventions, genetics, neurological injuries. 2

B263884

**G5.B1.S1** Assess student annually for strengths/weaknesses. Determine needs/barriers and develop goals and strategies to meet needs. 4

S279506

### Strategy Rationale

#### Action Step 1 5

Developmental assessments will be conducted annually on each student . Using the HELP and other assessment tools as needed, teachers and therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student.

#### Person Responsible

Cindi Parker-Pearson

#### Schedule

Annually, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

Completed developmental assessments due by beginning of October. Scores are turned into Principal by October of each year.

#### Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Developmental assessments completed by teachers by beginning of October. Reviewed as needed by Lead Teacher and Principal.

#### Person Responsible

Cindi Parker-Pearson

#### Schedule

Annually, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by the mid-October.



**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Developmental assessments completed.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Annually, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Assessment information entered into database

**G5.B1.S2** Develop lesson plans, daily schedule and activities that target goals. 4

 S279507

**Strategy Rationale**

**Action Step 1** 5

Lesson plans are developed that target the goals of the children in each classroom. Daily schedule is used to insure activities and goals are incorporated throughout the day.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Lesson plans are submitted to Principal weekly; reviewed by Principal. Walkthroughs insure activities are ongoing and appropriate.

**Plan to Monitor Fidelity of Implementation of G5.B1.S2** 6

Lesson plans and activities.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Planned activities reflect students' goals

**Plan to Monitor Effectiveness of Implementation of G5.B1.S2** 7

Lesson plan/activities reflect the goals of the students.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Upon review of the IEP, targeted goals are reflected in the activities of the classrooms.

**G5.B1.S3** Collect data on goals. Review data and strategies/monitor progress. 4

S279508

**Strategy Rationale**

**Action Step 1** 5

Data collection. Review data and strategies. Monitor progress.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Semiannually, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Evidence of data collection is presented in classroom files of each student. Data collection reflects review and change strategies.

**Plan to Monitor Fidelity of Implementation of G5.B1.S3** 6

Review of classroom files.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Semiannually, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Review and discussion with each teacher.

**Plan to Monitor Effectiveness of Implementation of G5.B1.S3** 7

Review of classroom files.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Semiannually, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Review and discussion with each teacher.

**G5.B1.S4** Report progress to parents at least quarterly; to IEP/FSP team annually. IEP/FSP meetings conducted at least annually. 4

S279509

### Strategy Rationale

#### Action Step 1 5

Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)

#### **Person Responsible**

Cindi Parker-Pearson

#### **Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

#### ***Evidence of Completion***

Documented meetings with parents.

#### Plan to Monitor Fidelity of Implementation of G5.B1.S4 6

Progress reports. IEP/FSP meetings.

#### **Person Responsible**

Cindi Parker-Pearson

#### **Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

#### ***Evidence of Completion***

Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.

**Plan to Monitor Effectiveness of Implementation of G5.B1.S4 7**

Progress reports. IEP/FSP meetings.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Progress reports submitted to Principal. IEP meetings conducted by ESE Facilitator.

**G6.** All Students (PreK ESE)- Self Care: Students enrolled will show, on average, a combined overall Self Care gain of at least 6 months each year. 1

G098109

**G6.B1** Disability/needs of each individual student are varied. Possible barriers include developmental delay, lower cognition, processing deficits, medical/health issues, the need for vision/auditory interventions, genetics, neurological injuries. 2

B263885

**G6.B1.S1** Assess student annually for strengths/weaknesses. Determine needs/barriers and develop goals and strategies to meet needs. 4

S279510

**Strategy Rationale**

**Action Step 1 5**

Developmental assessments will be conducted annually on each student . Using the HELP and other assessment tools as needed, teachers and therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Annually, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

For Teachers-Completed assessments due by beginning of October. Scores are turned into Principal by October of each year. For Therapists-Evaluations are submitted to billing clerk as required; current evaluations are also needed for IEP/FSP meetings and the ESE Facilitators review evaluations for dates.

**Plan to Monitor Fidelity of Implementation of G6.B1.S1** 6

Developmental assessments completed by teachers by beginning of October. Reviewed as needed by Lead Teacher and Principal.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Annually, from 8/10/2017 to 10/6/2017

***Evidence of Completion***

Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by the mid-October.

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** 7

Developmental assessments completed.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Annually, from 8/10/2017 to 10/6/2017

***Evidence of Completion***

Assessment information entered into database.

**G6.B1.S2** Develop lesson plans, daily schedule and activities that target goals. 4

S279511

**Strategy Rationale**

**Action Step 1** 5

Lesson plans are developed that target the goals of the children in each classroom. Daily schedule is used to insure activities and goals are incorporated throughout the day.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Lesson plans are submitted to Principal weekly; reviewed by Principal. Walkthroughs insure activities are ongoing and appropriate.

**Plan to Monitor Fidelity of Implementation of G6.B1.S2** 6

Lesson plans and activities

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Planned activities reflect students' goals

**Plan to Monitor Effectiveness of Implementation of G6.B1.S2** 7

Lesson plans are submitted to Principal weekly; reviewed by Principal. Walkthroughs insure activities are ongoing and appropriate.

**Person Responsible**

Cindi Parker-Pearson


**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Upon review of the IEP, targeted goals are reflected in the activities of the classrooms.

**G6.B1.S3** Collect data on goals. Review data and strategies/monitor progress. 4

 S279512

**Strategy Rationale**

**Action Step 1** 5

Data collection. Review data and strategies. Monitor progress.

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Semiannually, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Evidence of data collection is presented in classroom files of each student. Data collection reflects review and change strategies.



**Plan to Monitor Fidelity of Implementation of G6.B1.S3** 6

Review of classroom files

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Semiannually, from 8/10/2017 to 5/28/2018

***Evidence of Completion***

Review and discussion with each teacher

**Plan to Monitor Effectiveness of Implementation of G6.B1.S3** 7

Review of classroom files

**Person Responsible**

Cindi Parker-Pearson

**Schedule**

Semiannually, from 8/10/2017 to 5/28/2018

***Evidence of Completion***

Review and discussion with each teacher

**G6.B1.S4** Report progress to parents at least quarterly; to IEP/FSP team annually. IEP/FSP meetings conducted at least annually. 4

S279513

### Strategy Rationale

#### Action Step 1 5

Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)

#### **Person Responsible**

Cindi Parker-Pearson

#### **Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

#### **Evidence of Completion**

Documented meetings with parents.

#### Plan to Monitor Fidelity of Implementation of G6.B1.S4 6

Progress reports. IEP/FSP meetings.

#### **Person Responsible**

Cindi Parker-Pearson

#### **Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

#### **Evidence of Completion**

Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.

#### Plan to Monitor Effectiveness of Implementation of G6.B1.S4 7

Progress reports. IEP/FSP meetings.

#### **Person Responsible**

Cindi Parker-Pearson

#### **Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

#### **Evidence of Completion**

Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S1.MA3 M407453	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1 M407452	Developmental assessments completed.	Parker-Pearson, Cindi	8/10/2017	Assessment information entered into database.	10/6/2017 annually
G1.B1.S1.MA1 M407454	Developmental assessments completed by teachers by beginning of October. Reviewed as needed by Lead...	Parker-Pearson, Cindi	8/15/2017	Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by mid-October.	10/6/2017 annually
G1.B1.S1.A1 A376680	Developmental assessments will be conducted annually on each student . Using the HELP and other...	Parker-Pearson, Cindi	8/10/2017	For Teachers-Completed assessments due by beginning of October. Scores are turned into Principal by mid-October of each year.	10/6/2017 annually
G6.B1.S1.MA1 M407498	Developmental assessments completed.	Parker-Pearson, Cindi	8/10/2017	Assessment information entered into database.	10/6/2017 annually
G6.B1.S1.MA1 M407499	Developmental assessments completed by teachers by beginning of October. Reviewed as needed by Lead...	Parker-Pearson, Cindi	8/10/2017	Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by the mid-October.	10/6/2017 annually
G1.MA1 M407461	Progress reports. IEP/FSP meetings	Parker-Pearson, Cindi	8/10/2017	Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.	5/24/2018 quarterly
G2.MA1 M407470	For teachers-completed assessments due by beginning of October. Scores are submitted to Principal...	Parker-Pearson, Cindi	8/10/2017	Assessment information entered into database.	5/24/2018 annually
G3.MA1 M407479	Review of classroom/therapy files for data collection	Parker-Pearson, Cindi	8/10/2017	Review and discussion with teachers/ therapists	5/24/2018 semiannually
G5.MA1 M407497	Progress reports. IEP/FSP meetings.	Parker-Pearson, Cindi	8/10/2017	Progress reports submitted to Principal. IEP meetings conducted by ESE Facilitator.	5/24/2018 quarterly
G6.MA1 M407506	Progress reports. IEP/FSP meetings.	Parker-Pearson, Cindi	8/10/2017	Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.	5/24/2018 quarterly
G2.B1.S1.MA1 M407462	Development assessments completed. Speech language assessments completed.	Parker-Pearson, Cindi	8/10/2017	Assessment information entered into database.	5/24/2018 annually
G2.B1.S1.MA1 M407463	Developmental assessments completed by teachers by beginning of October. Speech evaluations...	Parker-Pearson, Cindi	8/10/2017	Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by mid-October.	5/24/2018 annually
G2.B1.S1.A1 A376684	Developmental assessments will be conducted annually on each student. Using the HELP and other...	Parker-Pearson, Cindi	8/10/2017	For teachers-completed assessments due by beginning of October. Scores are submitted to Principal by October of each year. For therapists-evaluations are submitted to billing clerk as required; current evaluations are also needed for IEP/FSP meetings. ESE Facilitators review submitted therapy evaluations for current status.	5/24/2018 annually
G3.B1.S1.MA1 M407471	Development assessments completed. Physical therapy assessments completed	Parker-Pearson, Cindi	8/10/2017	Developmental scores submitted by teachers to Principal and completed packet of assessment documentation	5/24/2018 annually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				submitted by teachers to ESE Facilitator by mid-October.	
G3.B1.S1.MA1 M407472	Developmental assessments completed by teachers by beginning of October. Physical therapy...	Parker-Pearson, Cindi	8/10/2017	Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by mid-October.	5/24/2018 annually
G3.B1.S1.A1 A376688	Developmental assessments will be conducted annually on each student . Using the HELP and other...	Parker-Pearson, Cindi	8/10/2017	For Teachers-Completed assessments due by beginning of October. Scores are turned into Principal by mid-October of each year. For Therapists-Evaluations are submitted to billing clerk as required; current evaluations are also needed for IEP/FSP meetings and the ESE Facilitators review evaluations for compliance with dates.	5/24/2018 annually
G4.B1.S1.MA1 M407480	Developmental assessments completed. Occupational therapy assessments completed.	Parker-Pearson, Cindi	8/10/2017	Assessment information entered into database.	5/24/2018 annually
G4.B1.S1.MA1 M407481	Developmental assessments completed by teachers by beginning of October. Occupational therapy...	Parker-Pearson, Cindi	8/10/2017	Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by mid-October.	5/24/2018 annually
G4.B1.S1.A1 A376692	Developmental assessments will be conducted annually on each student . Using the HELP and other...	Parker-Pearson, Cindi	8/10/2017	For Teachers-Completed assessments due by beginning of October. Scores are turned into Principal by October of each year. For Therapists-Evaluations are submitted to billing clerk as required; current evaluations are also needed for IEP/FSP meetings and the ESE Facilitators review evaluations for compliance with dates	5/24/2018 annually
G5.B1.S1.MA1 M407489	Developmental assessments completed.	Parker-Pearson, Cindi	8/10/2017	Assessment information entered into database	5/24/2018 annually
G5.B1.S1.MA1 M407490	Developmental assessments completed by teachers by beginning of October. Reviewed as needed by Lead...	Parker-Pearson, Cindi	8/10/2017	Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by the mid-October.	5/24/2018 annually
G5.B1.S1.A1 A376696	Developmental assessments will be conducted annually on each student . Using the HELP and other...	Parker-Pearson, Cindi	8/10/2017	Completed developmental assessments due by beginning of October. Scores are turned into Principal by October of each year.	5/24/2018 annually
G6.B1.S1.A1 A376700	Developmental assessments will be conducted annually on each student . Using the HELP and other...	Parker-Pearson, Cindi	8/10/2017	For Teachers-Completed assessments due by beginning of October. Scores are turned into Principal by October of each year. For Therapists-Evaluations are submitted to billing clerk as required; current evaluations are also needed for IEP/FSP meetings and the ESE Facilitators review evaluations for dates.	5/24/2018 annually
G1.B1.S2.MA1 M407455	Lesson plan and activities reflect the goals of the students.	Parker-Pearson, Cindi	8/10/2017	Upon review of the IEP, targeted goals are reflected in the activities of the classrooms.	5/24/2018 weekly
G1.B1.S2.MA1 M407456	Lesson plans, daily schedule and activities.	Parker-Pearson, Cindi	8/10/2017	Lesson plans and activities reflect students' goals. Daily schedule supports the implementation of appropriate activities.	5/24/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1 A376681	Lesson plans are developed that target the goals of the children in each classroom. Daily schedule...	Parker-Pearson, Cindi	8/10/2017	Lesson plans are submitted to Principal weekly; reviewed by Principal. Walk-throughs insure activities are ongoing and appropriate.	5/24/2018 weekly
G2.B1.S2.MA1 M407464	Lesson plans and activities. Plans of care.	Parker-Pearson, Cindi	8/10/2017	Upon review of the IEP, targeted goals are reflected in the activities of the classrooms and therapy sessions.	5/24/2018 weekly
G2.B1.S2.MA1 M407465	Lesson plans and activities. Plans of care.	Parker-Pearson, Cindi	8/10/2017	Planned activities reflect students' goals	5/24/2018 weekly
G2.B1.S2.A1 A376685	Lesson plans (teachers) and plans of care (therapists) are developed that target the goals of each...	Parker-Pearson, Cindi	8/10/2017	Lesson plans submitted to Principal weekly; reviewed by Principal.	5/24/2018 weekly
G3.B1.S2.MA1 M407473	Lesson plans/plans of care and activities	Parker-Pearson, Cindi	8/10/2017	Upon review of the IEP, targeted goals are reflected in the activities of the classrooms and therapy sessions.	5/24/2018 weekly
G3.B1.S2.MA1 M407474	Lesson plans and activities. Plans of care.	Parker-Pearson, Cindi	8/10/2017	Planned activities reflect students' goals	5/24/2018 weekly
G3.B1.S2.A1 A376689	Lesson plans (teachers) and plans of care (therapists) are developed that target the goals of each...	Parker-Pearson, Cindi	8/10/2017	Lesson plans submitted to Principal weekly; reviewed by Principal.	5/24/2018 weekly
G4.B1.S2.MA1 M407482	Lesson plans/plans of care and activities	Parker-Pearson, Cindi	8/10/2017	Upon review of the IEP, targeted goals are reflected in the activities of the classrooms and therapy sessions.	5/24/2018 weekly
G4.B1.S2.MA1 M407483	Lesson plans and activities. Plans of care.	Parker-Pearson, Cindi	8/10/2017	Planned activities reflect students' goals.	5/24/2018 weekly
G4.B1.S2.A1 A376693	Lesson plans (teachers) and plans of care (therapists) are developed that target the goals of each...	Parker-Pearson, Cindi	8/10/2017	Lesson plans submitted to Principal weekly; reviewed by Principal.	5/24/2018 weekly
G5.B1.S2.MA1 M407491	Lesson plan/activities reflect the goals of the students.	Parker-Pearson, Cindi	8/10/2017	Upon review of the IEP, targeted goals are reflected in the activities of the classrooms.	5/24/2018 weekly
G5.B1.S2.MA1 M407492	Lesson plans and activities.	Parker-Pearson, Cindi	8/10/2017	Planned activities reflect students' goals	5/24/2018 weekly
G5.B1.S2.A1 A376697	Lesson plans are developed that target the goals of the children in each classroom. Daily schedule...	Parker-Pearson, Cindi	8/10/2017	Lesson plans are submitted to Principal weekly; reviewed by Principal. Walkthroughs insure activities are ongoing and appropriate.	5/24/2018 weekly
G6.B1.S2.MA1 M407500	Lesson plans are submitted to Principal weekly; reviewed by Principal. Walkthroughs insure...	Parker-Pearson, Cindi	8/10/2017	Upon review of the IEP, targeted goals are reflected in the activities of the classrooms.	5/24/2018 weekly
G6.B1.S2.MA1 M407501	Lesson plans and activities	Parker-Pearson, Cindi	8/10/2017	Planned activities reflect students' goals	5/24/2018 weekly
G6.B1.S2.A1 A376701	Lesson plans are developed that target the goals of the children in each classroom. Daily schedule...	Parker-Pearson, Cindi	8/10/2017	Lesson plans are submitted to Principal weekly; reviewed by Principal. Walkthroughs insure activities are ongoing and appropriate.	5/24/2018 weekly
G1.B1.S3.MA1 M407457	Review of classroom files for data collection	Parker-Pearson, Cindi	8/10/2017	Review and discussion with each teacher	5/24/2018 semiannually
G1.B1.S3.MA1 M407458	Review of classroom files for data collection	Parker-Pearson, Cindi	8/10/2017	Review and discussion with each teacher	5/24/2018 semiannually
G1.B1.S3.A1 A376682	Data collection. Review data and strategies. Monitor progress.	Parker-Pearson, Cindi	8/10/2017	Evidence of data collection is presented in classroom files of each student. Data collection reflects review and change in strategies as needed as well as any accommodation and/or modifications.	5/24/2018 semiannually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S3.MA1 M407466	Review of classroom files/therapy files	Parker-Pearson, Cindi	8/10/2017	Review and discussion with each teacher/therapist	5/24/2018 semiannually
G2.B1.S3.MA1 M407467	Review of classroom files/therapy files	Parker-Pearson, Cindi	8/10/2017	Review and discussion with each teacher and/or therapist	5/24/2018 semiannually
G2.B1.S3.A1 A376686	Data collection. Review data and strategies. Monitor progress.	Parker-Pearson, Cindi	8/10/2017	Evidence of data collection is presented in classroom/therapy files of each student. Data collection reflects review and change strategies.	5/24/2018 semiannually
G3.B1.S3.MA1 M407475	Review of classroom/therapy files for data collection	Parker-Pearson, Cindi	8/10/2017	Review and discussion with teachers/therapists	5/24/2018 semiannually
G3.B1.S3.MA1 M407476	Review of classroom files/therapy files for data collection	Parker-Pearson, Cindi	8/10/2017	Review and discussion with each teacher and/or therapist	5/24/2018 semiannually
G3.B1.S3.A1 A376690	Data collection. Review data and strategies. Monitor progress.	Parker-Pearson, Cindi	8/10/2017	Evidence of data collection is present in classroom/therapy files of each student. Data collection reflects review and a change in strategies as needed as well as any accommodations and/or modifications.	5/24/2018 semiannually
G4.B1.S3.MA1 M407484	Review of classroom files/therapy files	Parker-Pearson, Cindi	8/10/2017	Review and discussion with each teacher/therapist	5/24/2018 semiannually
G4.B1.S3.A1 A376694	Data collection. Review data and strategies. Monitor progress.	Parker-Pearson, Cindi	8/10/2017	Evidence of data collection is presented in classroom/therapy files of each students. Data collection reflects review and change strategies.	5/24/2018 semiannually
G5.B1.S3.MA1 M407493	Review of classroom files.	Parker-Pearson, Cindi	8/10/2017	Review and discussion with each teacher.	5/24/2018 semiannually
G5.B1.S3.MA1 M407494	Review of classroom files.	Parker-Pearson, Cindi	8/10/2017	Review and discussion with each teacher.	5/24/2018 semiannually
G5.B1.S3.A1 A376698	Data collection. Review data and strategies. Monitor progress.	Parker-Pearson, Cindi	8/10/2017	Evidence of data collection is presented in classroom files of each student. Data collection reflects review and change strategies.	5/24/2018 semiannually
G6.B1.S3.A1 A376702	Data collection. Review data and strategies. Monitor progress.	Parker-Pearson, Cindi	8/10/2017	Evidence of data collection is presented in classroom files of each student. Data collection reflects review and change strategies.	5/24/2018 semiannually
G1.B1.S4.MA1 M407459	Progress reports. IEP/FSP meetings.	Parker-Pearson, Cindi	8/10/2017	Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.	5/24/2018 quarterly
G1.B1.S4.MA1 M407460	Progress reports. IEP/FSP meetings.	Parker-Pearson, Cindi	8/10/2017	Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.	5/24/2018 quarterly
G1.B1.S4.A1 A376683	Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)	Parker-Pearson, Cindi	8/10/2017	Documented meetings with parents.	5/24/2018 quarterly
G2.B1.S4.MA1 M407468	Progress reports. IEP/FSP meetings	Parker-Pearson, Cindi	8/10/2017	Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.	5/24/2018 quarterly
G2.B1.S4.MA1 M407469	Progress reports. IEP/FSP meetings.	Parker-Pearson, Cindi	8/10/2017	Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.	5/24/2018 quarterly
G2.B1.S4.A1 A376687	Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)	Parker-Pearson, Cindi	8/10/2017	Documented meetings with parents.	5/24/2018 quarterly
G3.B1.S4.MA1 M407477	Progress reports. IEP/FSP meetings.	Parker-Pearson, Cindi	8/10/2016	Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.	5/24/2018 quarterly

**Polk - 8031 - Achievement Academy - 2017-18 SIP**  
Achievement Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S4.MA1 M407478	Progress reports. IEP/FSP meetings.	Parker-Pearson, Cindi	8/10/2017	Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.	5/24/2018 quarterly
G3.B1.S4.A1 A376691	Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)	Parker-Pearson, Cindi	8/10/2017	Documented meetings with parents.	5/24/2018 quarterly
G4.B1.S4.MA1 M407486	Progress reports. IEP/FSP meetings.	Parker-Pearson, Cindi	8/10/2017	Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.	5/24/2018 quarterly
G4.B1.S4.MA1 M407487	Progress reports; IEP/FSP meetings	Parker-Pearson, Cindi	8/10/2017	Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.	5/24/2018 quarterly
G5.B1.S4.MA1 M407495	Progress reports. IEP/FSP meetings.	Parker-Pearson, Cindi	8/10/2017	Progress reports submitted to Principal. IEP meetings conducted by ESE Facilitator.	5/24/2018 quarterly
G5.B1.S4.MA1 M407496	Progress reports. IEP/FSP meetings.	Parker-Pearson, Cindi	8/10/2017	Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.	5/24/2018 quarterly
G5.B1.S4.A1 A376699	Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)	Parker-Pearson, Cindi	8/10/2017	Documented meetings with parents.	5/24/2018 quarterly
G6.B1.S4.MA1 M407504	Progress reports. IEP/FSP meetings.	Parker-Pearson, Cindi	8/10/2017	Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.	5/24/2018 quarterly
G6.B1.S4.MA1 M407505	Progress reports. IEP/FSP meetings.	Parker-Pearson, Cindi	8/10/2017	Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.	5/24/2018 quarterly
G6.B1.S4.A1 A376703	Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)	Parker-Pearson, Cindi	8/10/2017	Documented meetings with parents.	5/24/2018 quarterly
G4.MA1 M407488	Developmental assessments completed by teachers by beginning of October. Occupational therapy...	Parker-Pearson, Cindi	8/10/2017	Assessment information entered into database.	5/28/2018 annually
G4.B1.S3.MA1 M407485	Review of classroom files/therapy files	Parker-Pearson, Cindi	8/10/2017	Review and discussion with each teacher and/or therapist	5/28/2018 semiannually
G6.B1.S3.MA1 M407502	Review of classroom files	Parker-Pearson, Cindi	8/10/2017	Review and discussion with each teacher	5/28/2018 semiannually
G6.B1.S3.MA1 M407503	Review of classroom files	Parker-Pearson, Cindi	8/10/2017	Review and discussion with each teacher	5/28/2018 semiannually
G4.B1.S4.A1 A376695	Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)	Parker-Pearson, Cindi	8/10/2017	Documented meetings with parents.	5/28/2018 quarterly



## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** All Students (PreK ESE)- Cognitive: Students enrolled will show, on average, a combined overall Cognitive gain of at least 6 months each year.

**G1.B1** Disability/needs of each individual student are varied. Possible barriers include developmental delay, lower cognition, processing deficits, medical/health issues, the need for vision/auditory interventions, genetics, neurological injuries.

**G1.B1.S1** Assess student annually for strengths/weaknesses. Determine needs/barriers and develop goals and strategies to meet needs.

### **PD Opportunity 1**

Developmental assessments will be conducted annually on each student . Using the HELP and other assessment tools as needed, teachers and/or therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student. All teachers will complete web based training for HELP assessment-University of Kentucky-by April 2018.

#### **Facilitator**

Principal, Lead Teacher, Lead Therapist, web based training for HELP assessment-University of Kentucky-

#### **Participants**

Teachers and Therapists.

#### **Schedule**

Annually, from 8/10/2017 to 10/6/2017

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

1	G1.B1.S1.A1	Developmental assessments will be conducted annually on each student . Using the HELP and other assessment tools as needed, teachers and/or therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student. All teachers will complete web based training for HELP assessment-University of Kentucky-by April 2018.				\$560.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			8031 - Achievement Academy	General Fund	560.0	\$560.00
			<i>Notes: Web based HELP training to be provided by University of Kentucky online modules. \$40 per teacher=\$560</i>			
2	G1.B1.S2.A1	Lesson plans are developed that target the goals of the children in each classroom. Daily schedule is used to insure activities and goals are incorporated throughout the day. Activities are planned that target and support each student's goals.				\$0.00
3	G1.B1.S3.A1	Data collection. Review data and strategies. Monitor progress.				\$0.00
4	G1.B1.S4.A1	Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)				\$0.00
5	G2.B1.S1.A1	Developmental assessments will be conducted annually on each student. Using the HELP and other assessment tools as needed, teachers and therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student.				\$0.00
6	G2.B1.S2.A1	Lesson plans (teachers) and plans of care (therapists) are developed that target the goals of each student.				\$0.00
7	G2.B1.S3.A1	Data collection. Review data and strategies. Monitor progress.				\$0.00
8	G2.B1.S4.A1	Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)				\$0.00
9	G3.B1.S1.A1	Developmental assessments will be conducted annually on each student . Using the HELP and other assessment tools as needed, teachers and therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student.				\$0.00
10	G3.B1.S2.A1	Lesson plans (teachers) and plans of care (therapists) are developed that target the goals of each student.				\$0.00
11	G3.B1.S3.A1	Data collection. Review data and strategies. Monitor progress.				\$0.00
12	G3.B1.S4.A1	Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)				\$0.00

13	G4.B1.S1.A1	Developmental assessments will be conducted annually on each student . Using the HELP and other assessment tools as needed, teachers and therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student.	\$0.00
14	G4.B1.S2.A1	Lesson plans (teachers) and plans of care (therapists) are developed that target the goals of each student.	\$0.00
15	G4.B1.S3.A1	Data collection. Review data and strategies. Monitor progress.	\$0.00
16	G4.B1.S4.A1	Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)	\$0.00
17	G5.B1.S1.A1	Developmental assessments will be conducted annually on each student . Using the HELP and other assessment tools as needed, teachers and therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student.	\$0.00
18	G5.B1.S2.A1	Lesson plans are developed that target the goals of the children in each classroom. Daily schedule is used to insure activities and goals are incorporated throughout the day.	\$0.00
19	G5.B1.S3.A1	Data collection. Review data and strategies. Monitor progress.	\$0.00
20	G5.B1.S4.A1	Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)	\$0.00
21	G6.B1.S1.A1	Developmental assessments will be conducted annually on each student . Using the HELP and other assessment tools as needed, teachers and therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student.	\$0.00
22	G6.B1.S2.A1	Lesson plans are developed that target the goals of the children in each classroom. Daily schedule is used to insure activities and goals are incorporated throughout the day.	\$0.00
23	G6.B1.S3.A1	Data collection. Review data and strategies. Monitor progress.	\$0.00
24	G6.B1.S4.A1	Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)	\$0.00
<b>Total:</b>			<b>\$560.00</b>