

Polk County Public Schools

Achievement Academy



2018-19 Schoolwide Improvement Plan

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Achievement Academy

716 BELLA VISTA ST E, Lakeland, FL 33805

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK	No	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	Yes	50%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

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

Duties

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.

Early Warning Systems

Year 2017-18

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Saturday 7/14/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

N/A for PreK ESE

Which data component showed the greatest decline from prior year?

N/A for PreK ESE

Which data component had the biggest gap when compared to the state average?

N/A for PreK ESE

Which data component showed the most improvement? Is this a trend?

N/A for PreK ESE

Describe the actions or changes that led to the improvement in this area.

N/A for PreK ESE

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	50%	56%	0%	48%	52%
ELA Learning Gains	0%	51%	55%	0%	49%	52%
ELA Lowest 25th Percentile	0%	45%	48%	0%	42%	46%
Math Achievement	0%	58%	62%	0%	54%	58%
Math Learning Gains	0%	56%	59%	0%	52%	58%
Math Lowest 25th Percentile	0%	44%	47%	0%	41%	46%
Science Achievement	0%	53%	55%	0%	46%	51%

EWS Indicators as Input Earlier in the Survey		
Indicator	Grade Level (prior year reported)	Total
Attendance below 90 percent	0 (0)	
One or more suspensions	0 (0)	

EWS Indicators as Input Earlier in the Survey		
Indicator	Grade Level (prior year reported)	Total
Course failure in ELA or Math	0 (0)	
Level 1 on statewide assessment	0 (0)	

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Cognitive Achievement
Rationale	Using the Hawaii Early Learning Profile (HELP), teachers/therapists will conduct annual developmental assessments on each student. The following developmental domains are tested: Cognitive, Fine Motor, Gross Motor, Self Care and Social. Information obtained from the assessment will not only provide developmental scores but will help in identifying the needs of the student which in turn will assist in developing individualized goals and strategies for each student. Data pertaining to the student's goals is collected through direct, specialized instruction. Staff review of data can result in change of strategies needed to accomplish goal as well as any accommodations and/or modifications needed by student. Results of the data collection is shared with parents during quarterly progress report meetings.

Intended Outcome	Cognitive goal: Students (PreK ESE) enrolled will show, on average, a combined overall Cognitive gain of at least six months each year. The 2017-2018 combined overall Cognitive gain average for the 48 students "graduating" from our program in June 2018 was 9.48 months. Returning students will be tested by October 2018 and those testing results will be included and combined with the above score to give an overall average for all Achievement Academy students for the 2017-2018 school year.
Point Person	Cindi Parker-Pearson (cindi@achievementacademy.com)

Action Step	
Description	<ol style="list-style-type: none"> 1) All students (new and returning) are pre-tested at the beginning of each school year using the HELP. 2) Direct, specialized instruction is provided to each student. 3) Data is collected 1-2 times per week on each student's goals. 4) Results of data is reported to parents quarterly. 5) Students exiting program are post-tested at the end of the school year.
Person Responsible	Cindi Parker-Pearson (cindi@achievementacademy.com)

Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1) Scores obtained from pre-testing are turned in to principal. 2) Principal enters scores into the database for each student by mid-October of each year. 3) Principal/Lead teacher reviews classroom files for data collection. 4) Student progress reports are turned in quarterly to Principal for review. 5) Scores obtained from post-testing of children exiting the program are turned in to the principal for entry into database. 6) Comparison of pre and post testing scores show, on average, the combined overall gains for each tested developmental domain.
Person Responsible	Cindi Parker-Pearson (cindi@achievementacademy.com)

Activity #2	
Title	Fine Motor Achievement
Rationale	Using the Hawaii Early Learning Profile (HELP), teachers/therapists will conduct annual developmental assessments on each student. The following developmental domains are tested: Cognitive, Fine Motor, Gross Motor, Self Care and Social. Information obtained from the assessment will not only provide developmental scores but will help in identifying the needs of the student which in turn will assist in developing individualized goals and strategies for each student. Data pertaining to the student's goals is collected through direct, specialized instruction. Staff review of data can result in change of strategies needed to accomplish goal as well as any accommodations and/or modifications needed by student. Results of the data collection is shared with parents during quarterly progress report meetings.

Intended Outcome	<p>Fine Motor goal: Students (PreK ESE) enrolled will show, on average, a combined overall Fine Motor gain of at least six months each year.</p> <p>The 2017-2018 combined overall Fine Motor gain average for the 48 students "graduating" from our program in June 2018 was 10.28 months. Returning students will be tested by October 2018 and those testing results will be included and combined with the above score to give an overall average for all Achievement Academy students for the 2017-2018 school year.</p>
Point Person	Cindi Parker-Pearson (cindi@achievementacademy.com)

Action Step	
Description	<ol style="list-style-type: none"> 1) All students (new and returning) are pre-tested at the beginning of each school year using the HELP. 2) Direct, specialized instruction is provided to each student. 3) Data is collected 1-2 times per week on each student's goals. 4) Results of data is reported to parents quarterly. 5) Students exiting program are post-tested at the end of the school year.
Person Responsible	Cindi Parker-Pearson (cindi@achievementacademy.com)

Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1) Scores obtained from pre-testing are turned in to principal. 2) Principal enters scores into the database for each student by mid-October of each year. 3) Principal/Lead teacher reviews classroom files for data collection. 4) Student progress reports are turned in quarterly to Principal for review. 5) Scores obtained from post-testing of children exiting the program are turned in to the principal for entry into database. 6) Comparison of pre and post testing scores show, on average, the combined overall gains for each tested developmental domain.
Person Responsible	Cindi Parker-Pearson (cindi@achievementacademy.com)

Activity #3	
Title	Gross Motor Achievement
Rationale	Using the Hawaii Early Learning Profile (HELP), teachers/therapists will conduct annual developmental assessments on each student. The following developmental domains are tested: Cognitive, Fine Motor, Gross Motor, Self Care and Social. Information obtained from the assessment will not only provide developmental scores but will help in identifying the needs of the student which in turn will assist in developing individualized goals and strategies for each student. Data pertaining to the student's goals is collected through direct, specialized instruction. Staff review of data can result in change of strategies needed to accomplish goal as well as any accommodations and/or modifications needed by student. Results of the data collection is shared with parents during quarterly progress report meetings.
Intended Outcome	Gross Motor goal: Students (PreK ESE) enrolled will show, on average, a combined overall Gross Motor gain of at least six months each year. The 2017-2018 combined overall Gross Motor gain average for the 48 students "graduating" from our program in June 2018 was 8.07 months. Returning students will be tested by October 2018 and those testing results will be included and combined with the above score to give an overall average for all Achievement Academy students for the 2017-2018 school year.
Point Person	Cindi Parker-Pearson (cindi@achievementacademy.com)
Action Step	
Description	<ol style="list-style-type: none"> 1) All students (new and returning) are pre-tested at the beginning of each school year using the HELP. 2) Direct, specialized instruction is provided to each student. 3) Data is collected 1-2 times per week on each student's goals. 4) Results of data is reported to parents quarterly. 5) Students exiting program are post-tested at the end of the school year.
Person Responsible	Cindi Parker-Pearson (cindi@achievementacademy.com)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1) Scores obtained from pre-testing are turned in to principal. 2) Principal enters scores into the database for each student by mid-October of each year. 3) Principal/Lead teacher reviews classroom files for data collection. 4) Student progress reports are turned in quarterly to Principal for review. 5) Scores obtained from post-testing of children exiting the program are turned in to the principal for entry into database. 6) Comparison of pre and post testing scores show, on average, the combined overall gains for each tested developmental domain.
Person Responsible	Cindi Parker-Pearson (cindi@achievementacademy.com)

Activity #4	
Title	Social Achievement
Rationale	Using the Hawaii Early Learning Profile (HELP), teachers/therapists will conduct annual developmental assessments on each student. The following developmental domains are tested: Cognitive, Fine Motor, Gross Motor, Self Care and Social. Information obtained from the assessment will not only provide developmental scores but will help in identifying the needs of the student which in turn will assist in developing individualized goals and strategies for each student. Data pertaining to the student's goals is collected through direct, specialized instruction. Staff review of data can result in change of strategies needed to accomplish goal as well as any accommodations and/or modifications needed by student. Results of the data collection is shared with parents during quarterly progress report meetings.
Intended Outcome	Social goal: Students (PreK ESE) enrolled will show, on average, a combined overall Social gain of at least six months each year. The 2017-2018 combined overall Social gain average for the 48 students "graduating" from our program in June 2018 was 9.37 months. Returning students will be tested by October 2018 and those testing results will be included and combined with the above score to give an overall average for all Achievement Academy students for the 2017-2018 school year.
Point Person	Cindi Parker-Pearson (cindi@achievementacademy.com)
Action Step	
Description	1) All students (new and returning) are pre-tested at the beginning of each school year using the HELP. 2) Direct, specialized instruction is provided to each student. 3) Data is collected 1-2 times per week on each student's goals. 4) Results of data is reported to parents quarterly. 5) Students exiting program are post-tested at the end of the school year.
Person Responsible	Cindi Parker-Pearson (cindi@achievementacademy.com)
Plan to Monitor Effectiveness	
Description	1) Scores obtained from pre-testing are turned in to principal. 2) Principal enters scores into the database for each student by mid-October of each year. 3) Principal/Lead teacher reviews classroom files for data collection. 4) Student progress reports are turned in quarterly to Principal for review. 5) Scores obtained from post-testing of children exiting the program are turned in to the principal for entry into database. 6) Comparison of pre and post testing scores show, on average, the combined overall gains for each tested developmental domain.
Person Responsible	Cindi Parker-Pearson (cindi@achievementacademy.com)

Activity #5	
Title	Self Care Achievement
Rationale	Using the Hawaii Early Learning Profile (HELP), teachers/therapists will conduct annual developmental assessments on each student. The following developmental domains are tested: Cognitive, Fine Motor, Gross Motor, Self Care and Social. Information obtained from the assessment will not only provide developmental scores but will help in identifying the needs of the student which in turn will assist in developing individualized goals and strategies for each student. Data pertaining to the student's goals is collected through direct, specialized instruction. Staff review of data can result in change of strategies needed to accomplish goal as well as any accommodations and/or modifications needed by student. Results of the data collection is shared with parents during quarterly progress report meetings.

Intended Outcome	Self Care goal: Students (PreK ESE) enrolled will show, on average, a combined overall Self Care gain of at least six months each year. The 2017-2018 combined overall Self Care gain average for the 48 students "graduating" from our program in June 2018 was 9.11 months. Returning students will be tested by October 2018 and those testing results will be included and combined with the above score to give an overall average for all Achievement Academy students for the 2017-2018 school year.
Point Person	Cindi Parker-Pearson (cindi@achievementacademy.com)

Action Step	
Description	<ol style="list-style-type: none"> 1) All students (new and returning) are pre-tested at the beginning of each school year using the HELP. 2) Direct, specialized instruction is provided to each student. 3) Data is collected 1-2 times per week on each student's goals. 4) Results of data is reported to parents quarterly. 5) Students exiting program are post-tested at the end of the school year.
Person Responsible	Cindi Parker-Pearson (cindi@achievementacademy.com)

Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1) Scores obtained from pre-testing are turned in to principal. 2) Principal enters scores into the database for each student by mid-October of each year. 3) Principal/Lead teacher reviews classroom files for data collection. 4) Student progress reports are turned in quarterly to Principal for review. 5) Scores obtained from post-testing of children exiting the program are turned in to the principal for entry into database. 6) Comparison of pre and post testing scores show, on average, the combined overall gains for each tested developmental domain.
Person Responsible	Cindi Parker-Pearson (cindi@achievementacademy.com)

Activity #6	
Title	Expressive Language Achievement
Rationale	Using the Hawaii Early Learning Profile (HELP), teachers/therapists will conduct annual developmental assessments on each student. The following developmental domains are tested: Cognitive, Fine Motor, Gross Motor, Self Care and Social. Information obtained from the assessment will not only provide developmental scores but will help in identifying the needs of the student which in turn will assist in developing individualized goals and strategies for each student. Data pertaining to the student's goals is collected through direct, specialized instruction. Staff review of data can result in change of strategies needed to accomplish goal as well as any accommodations and/or modifications needed by student. Results of the data collection is shared with parents during quarterly progress report meetings.
Intended Outcome	Expressive Language goal: Students (PreK ESE) enrolled will show, on average, a combined overall Expressive Language gain of at least six months each year. The 2017-2018 combined overall Expressive Language gain average for the 48 students "graduating" from our program in June 2018 was 8.89 months. Returning students will be tested by October 2018 and those testing results will be included and combined with the above score to give an overall average for all Achievement Academy students for the 2017-2018 school year.
Point Person	Cindi Parker-Pearson (cindi@achievementacademy.com)
Action Step	
Description	1) All students (new and returning) are pre-tested at the beginning of each school year using the HELP. 2) Direct, specialized instruction is provided to each student. 3) Data is collected 1-2 times per week on each student's goals. 4) Results of data is reported to parents quarterly. 5) Students exiting program are post-tested at the end of the school year.
Person Responsible	Cindi Parker-Pearson (cindi@achievementacademy.com)
Plan to Monitor Effectiveness	
Description	1) Scores obtained from pre-testing are turned in to principal. 2) Principal enters scores into the database for each student by mid-October of each year. 3) Principal/Lead teacher reviews classroom files for data collection. 4) Student progress reports are turned in quarterly to Principal for review. 5) Scores obtained from post-testing of children exiting the program are turned in to the principal for entry into database. 6) Comparison of pre and post testing scores show, on average, the combined overall gains for each tested developmental domain.
Person Responsible	Cindi Parker-Pearson (cindi@achievementacademy.com)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

PFEP Link

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

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 Individualized Educational Plan (IEP) or Family Support Plan (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.

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.

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. 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.

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 sixth 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 need. 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.

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.

Part V: Budget

Total:	\$0.00
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