Achievement Academy

2019-20 Schoolwide Improvement Plan

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Achievement Academy

716 BELLA VISTA ST E, Lakeland, FL 33805

http://www.achievementacademy.com/

Demographics

Principal: Cindi Parker Pearson

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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716 BELLA VISTA ST E, Lakeland, FL 33805

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK	No	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Special Education	Yes	%

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	Job Duties and Responsibilities
Parker-Pearson, Cindi	Principal	Oversight of charter school program including hiring and training of staff-teachers, therapists, paraprofessionals, support staff,--responsible for school compliance with all FLDOE requirements, any applicable state mandates, all local requirements, etc. Facilitate parent requests and inquiries, Day to day operations of Achievement Academy's three sites.
Burton, John	Other	Executive Director--Oversight of Non-Profit agency-Achievement Academy, Inc. Responsible for Birth-Three program, United Way responsibilities. Financial and Budget requirements of overall agency. Works closely with the agency's Board of Directors. Facilities and campus needs.
Bartley, Jill	Other	ESE Facilitator- Responsible for compliance with all ESE requirements of our students. Parent Liaison. Student application and enrollment responsibilities.
Shipe, Susan	Teacher, ESE	Lead Teacher- Responsible for a classroom of 12 ESE PreK students. Trains and supports all classroom teachers. Mentors and supports all staff.
Ames, Wendy	Other	Therapy Director-Provides speech therapy to a caseload of 35+ PreK students. Assists with hiring of therapists. Responsible for orientation and training of therapists-PT, OT and Speech Therapists as well as assistants. Supervises therapists at all three sites.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	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	
Course failure in ELA or Math	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	

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

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

FTE units allocated to school (total number of teacher units)

157

Date this data was collected or last updated

Saturday 8/17/2019

Prior Year - 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	
One or more suspensions	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	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Prior Year - 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	
One or more suspensions	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	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	51%	57%	0%	51%	55%
ELA Learning Gains	0%	51%	58%	0%	53%	57%
ELA Lowest 25th Percentile	0%	49%	53%	0%	50%	52%
Math Achievement	0%	57%	63%	0%	58%	61%
Math Learning Gains	0%	56%	62%	0%	57%	61%
Math Lowest 25th Percentile	0%	47%	51%	0%	49%	51%
Science Achievement	0%	47%	53%	0%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)	Total
Number of students enrolled	0 (0)	
Attendance below 90 percent	0 (0)	
One or more suspensions	0 (0)	
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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

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

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

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

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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

N/A for ESE PreK

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

N/A for ESE PreK

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

N/A for ESE PreK

Which data component showed the most improvement? What new actions did your school take in this area?

N/A for ESE PreK

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

N/A for ESE PreK

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

1. Continued improvement in Cognitive developmental domain
2. Continued improvement in Expressive Language developmental domain
3. Continued improvement in Gross Motor developmental domain
4. Continued improvement in Fine Motor developmental domain
5. Continued improvement in Social developmental domain

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Cognitive Achievement
Rationale	Using the Hawaii Early 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. Each targeted domain that is assessed will provide a developmental score as well as identify the needs of the student which 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 goals 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. Based on the recommended practices for the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC).
State the measurable outcome the school plans to achieve	Cognitive goal: Students (PreK ESE) enrolled will show, on average, a combined overall Cognitive gain of at least six months.The 2018-2019 combined overall Cognitive gain average of the 50 students "graduating" from our program in June 2019 was 9.63 months. Returning students will be tested by October 2019 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 2018-2019 school year.
Person responsible for monitoring outcome	Cindi Parker-Pearson (cindi@achievementacademy.com)
Evidence-based Strategy	1. Assessment is the process of gathering information to make decisions. Assessment informs intervention and, as a result, is a critical component of services for young children who have or are at risk for developmental delays/disabilities and their families. DEC Recommended Assessment Practices: A1-A11 2. Instructional practices are intentional and systematic strategies to inform what to teach, when to teach, how to evaluate the effects of teaching, and how to support and evaluate the quality of instructional practices implemented by others.DEC Recommended practices to support instruction: INS1-INS12 3. Teaming and collaboration practices are those that promote and sustain collaborative adult partnerships to ensure that programs and services achieve desired child and family outcomes and goals. Families are an essential member of the team and the team includes practitioners from multiple disciplines as needed. DEC Recommended practices to support teaming and collaboration: TC1-TC5 Specific evidence-based practices can be found at: http://ectacenter.org/decrp/decrp.asp
Rationale for Evidence-based Strategy	Council for Exceptional Children: Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from http://www.dec-sped.org/recommendedpractices
Action Step	
Description	1. All students (new and returning) are pretested 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)

#2	
Title	Expressive Language Achievement
Rationale	Using the Hawaii Early 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. Each targeted domain that is assessed will provide a developmental score as well as identify the needs of the student which 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 goals 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. Based on the recommended practices for the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC).
State the measurable outcome the school plans to achieve	Expressive Language goal: Students (PreK ESE) enrolled will show, on average, a combined overall Expressive Language gain of at least six months.The 2018-2019 combined overall Expressive Language gain average of the 50 students "graduating" from our program in June 2019 was 7.85 months. Returning students will be tested by October 2019 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 2018-2019 school year.
Person responsible for monitoring outcome	Cindi Parker-Pearson (cindi@achievementacademy.com)
Evidence-based Strategy	1. Assessment is the process of gathering information to make decisions. Assessment informs intervention and, as a result, is a critical component of services for young children who have or are at risk for developmental delays/disabilities and their families. DEC Recommended Assessment Practices: A1-A11 2. Instructional practices are intentional and systematic strategies to inform what to teach, when to teach, how to evaluate the effects of teaching, and how to support and evaluate the quality of instructional practices implemented by others.DEC Recommended practices to support instruction: INS1-INS12 3. Teaming and collaboration practices are those that promote and sustain collaborative adult partnerships to ensure that programs and services achieve desired child and family outcomes and goals. Families are an essential member of the team and the team includes practitioners from multiple disciplines as needed. DEC Recommended practices to support teaming and collaboration: TC1-TC5 Specific evidence-based practices can be found at: http://ectacenter.org/decrp/decrp.asp
Rationale for Evidence-based Strategy	Council for Exceptional Children: Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from http://www.dec-sped.org/recommendedpractices
Action Step	
Description	1. All students (new and returning) are pretested 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)

#3	
Title	Gross Motor Achievement
Rationale	Using the Hawaii Early 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. Each targeted domain that is assessed will provide a developmental score as well as identify the needs of the student which 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 goals 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. Based on the recommended practices for the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC).
State the measurable outcome the school plans to achieve	Gross motor goal: Students (PreK ESE) enrolled will show, on average, a combined overall Gross Motor gain of at least six months.The 2018-2019 combined overall Gross Motor gain average of the 50 students "graduating" from our program in June 2019 was 8.60 months. Returning students will be tested by October 2019 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 2018-2019 school year.
Person responsible for monitoring outcome	Cindi Parker-Pearson (cindi@achievementacademy.com)
Evidence-based Strategy	1. Assessment is the process of gathering information to make decisions. Assessment informs intervention and, as a result, is a critical component of services for young children who have or are at risk for developmental delays/disabilities and their families. DEC Recommended Assessment Practices: A1-A11 2. Instructional practices are intentional and systematic strategies to inform what to teach, when to teach, how to evaluate the effects of teaching, and how to support and evaluate the quality of instructional practices implemented by others.DEC Recommended practices to support instruction: INS1-INS12 3. Teaming and collaboration practices are those that promote and sustain collaborative adult partnerships to ensure that programs and services achieve desired child and family outcomes and goals. Families are an essential member of the team and the team includes practitioners from multiple disciplines as needed. DEC Recommended practices to support teaming and collaboration: TC1-TC5 Specific evidence-based practices can be found at: http://ectacenter.org/decrp/decrp.asp
Rationale for Evidence-based Strategy	Council for Exceptional Children: Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from http://www.dec-sped.org/recommendedpractices
Action Step	
Description	1. All students (new and returning) are pretested 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)

#4	
Title	Fine Motor Achievement
Rationale	Using the Hawaii Early 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. Each targeted domain that is assessed will provide a developmental score as well as identify the needs of the student which 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 goals 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. Based on the recommended practices for the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC).
State the measurable outcome the school plans to achieve	Fine Motor goal: Students (PreK ESE) enrolled will show, on average, a combined overall Fine Motor gain of at least six months.The 2018-2019 combined overall Fine Motor gain average of the 50 students "graduating" from our program in June 2019 was 10.48 months. Returning students will be tested by October 2019 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 2018-2019 school year.
Person responsible for monitoring outcome	Cindi Parker-Pearson (cindi@achievementacademy.com)
Evidence-based Strategy	1. Assessment is the process of gathering information to make decisions. Assessment informs intervention and, as a result, is a critical component of services for young children who have or are at risk for developmental delays/disabilities and their families. DEC Recommended Assessment Practices: A1-A11 2. Instructional practices are intentional and systematic strategies to inform what to teach, when to teach, how to evaluate the effects of teaching, and how to support and evaluate the quality of instructional practices implemented by others.DEC Recommended practices to support instruction: INS1-INS12 3. Teaming and collaboration practices are those that promote and sustain collaborative adult partnerships to ensure that programs and services achieve desired child and family outcomes and goals. Families are an essential member of the team and the team includes practitioners from multiple disciplines as needed. DEC Recommended practices to support teaming and collaboration: TC1-TC5 Specific evidence-based practices can be found at: http://ectacenter.org/decrp/decrp.asp
Rationale for Evidence-based Strategy	Council for Exceptional Children: Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from http://www.dec-sped.org/recommendedpractices
Action Step	
Description	1. All students (new and returning) are pretested 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)

#5	
Title	Social Achievement
Rationale	Using the Hawaii Early 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. Each targeted domain that is assessed will provide a developmental score as well as identify the needs of the student which 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 goals 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. Based on the recommended practices for the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC).
State the measurable outcome the school plans to achieve	Social: Students (PreK ESE) enrolled will show, on average, a combined overall Social gain of at least six months.The 2018-2019 combined overall Social gain average of the 50 students "graduating" from our program in June 2019 was 9.06 months. Returning students will be tested by October 2019 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 2018-2019 school year.
Person responsible for monitoring outcome	Cindi Parker-Pearson (cindi@achievementacademy.com)
Evidence-based Strategy	1. Assessment is the process of gathering information to make decisions. Assessment informs intervention and, as a result, is a critical component of services for young children who have or are at risk for developmental delays/disabilities and their families. DEC Recommended Assessment Practices: A1-A11 2. Instructional practices are intentional and systematic strategies to inform what to teach, when to teach, how to evaluate the effects of teaching, and how to support and evaluate the quality of instructional practices implemented by others.DEC Recommended practices to support instruction: INS1-INS12 3. Teaming and collaboration practices are those that promote and sustain collaborative adult partnerships to ensure that programs and services achieve desired child and family outcomes and goals. Families are an essential member of the team and the team includes practitioners from multiple disciplines as needed. DEC Recommended practices to support teaming and collaboration: TC1-TC5 Specific evidence-based practices can be found at: http://ectacenter.org/decrp/decrp.asp
Rationale for Evidence-based Strategy	Council for Exceptional Children: Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from http://www.dec-sped.org/recommendedpractices
Action Step	
Description	1. All students (new and returning) are pretested 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)

#6	
Title	Self Care Achievement
Rationale	Using the Hawaii Early 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. Each targeted domain that is assessed will provide a developmental score as well as identify the needs of the student which 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 goals 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. Based on the recommended practices for the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC).
State the measurable outcome the school plans to achieve	Self Care goal: Students (PreK ESE) enrolled will show, on average, a combined overall Self Care gain of at least six months.The 2018-2019 combined overall Self Care gain average of the 50 students "graduating" from our program in June 2019 was 9.33 months. Returning students will be tested by October 2019 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 2018-2019 school year.
Person responsible for monitoring outcome	Cindi Parker-Pearson (cindi@achievementacademy.com)
Evidence-based Strategy	1. Assessment is the process of gathering information to make decisions. Assessment informs intervention and, as a result, is a critical component of services for young children who have or are at risk for developmental delays/disabilities and their families. DEC Recommended Assessment Practices: A1-A11 2. Instructional practices are intentional and systematic strategies to inform what to teach, when to teach, how to evaluate the effects of teaching, and how to support and evaluate the quality of instructional practices implemented by others.DEC Recommended practices to support instruction: INS1-INS12 3. Teaming and collaboration practices are those that promote and sustain collaborative adult partnerships to ensure that programs and services achieve desired child and family outcomes and goals. Families are an essential member of the team and the team includes practitioners from multiple disciplines as needed. DEC Recommended practices to support teaming and collaboration: TC1-TC5 Specific evidence-based practices can be found at: http://ectacenter.org/decrp/decrp.asp
Rationale for Evidence-based Strategy	Council for Exceptional Children: Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from http://www.dec-sped.org/recommendedpractices
Action Step	
Description	1. All students (new and returning) are pretested 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)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

The six Areas of Focus indicated above encompass the school wide improvement priorities.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 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 a member of the Leadership Team and has the responsibility of being the voice of our parents and attends Board of Director's monthly meetings.

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 seventh 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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Cognitive Achievement	$0.00
2	III.A.	Areas of Focus: Expressive Language Achievement	$0.00
3	III.A.	Areas of Focus: Gross Motor Achievement	$0.00
4	III.A.	Areas of Focus: Fine Motor Achievement	$0.00
5	III.A.	Areas of Focus: Social Achievement	$0.00
6	III.A.	Areas of Focus: Self Care Achievement	$0.00
		Total:	$0.00