



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Achievement Academy

716 BELLA VISTA ST E

Lakeland, FL 33805

863-683-6504

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> <i>[Data Not Available]</i>
<b>Alternative/ESE Center</b> No	<b>Charter School</b> Yes	<b>Minority Rate</b> <i>[Data Not Available]</i>

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## School Grades History

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## SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Achievement Academy

##### Principal

Cynthia Parker-Pearson

##### School Advisory Council chair

Michael Peebles, President, Board of Directors

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Paula Sullivan	Executive Director
Cynthia Parker-Pearson	Principal

#### District-Level Information

##### District

Polk

##### Superintendent

Dr. Kathryn Leroy

##### Date of school board approval of SIP

10/15/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

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 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 are our Resource Parent, Ansley Henderson and our ESE Facilitator, Jill Bartley and their contact information is available on our website at [www.achievementacademy.com](http://www.achievementacademy.com).

#### Involvement of the SAC in the development of the SIP

The school improvement plan is developed and implemented by staff. The Board of Directors reviews and approves the school improvement plan annually.

#### Activities of the SAC for the upcoming school year

Our Board of Directors meets monthly except for June, July and December. Reports concerning school and parent activities are shared by the Executive Director, Principal and Resource Parent.

**Projected use of school improvement funds, including the amount allocated to each project**

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

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Cynthia Parker-Pearson**

Principal

Years as Administrator: 18

Years at Current School: 26

**Credentials**

Bachelor's in Education  
 Master's in Ed. Leadership  
 Certifications in Ed. Leadership, ESE and PreK-Primary

**Performance Record**

**Paula Sullivan**

Principal

Years as Administrator: 27

Years at Current School: 29

**Credentials**

Executive Director  
 Master's of Social Work

**Performance Record**

**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>N/A</b>		
<b>Part-time / District-based</b>	<b>Years as Coach:</b>	<b>Years at Current School:</b>
<b>Areas</b>	[none selected]	
<b>Credentials</b>	Achievement Academy serves an all ESE PreK student population. Instructional coaches are not utilized for this age population.	

**Performance Record**

**Classroom Teachers**

<b># of classroom teachers</b>	14
<b># receiving effective rating or higher</b>	14, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	14, 100%
<b># ESOL endorsed</b>	12, 86%
<b># reading endorsed</b>	0, 0%
<b># with advanced degrees</b>	5, 36%
<b># National Board Certified</b>	1, 7%
<b># first-year teachers</b>	0, 0%
<b># with 1-5 years of experience</b>	3, 21%
<b># with 6-14 years of experience</b>	5, 36%
<b># with 15 or more years of experience</b>	6, 43%

**Education Paraprofessionals**

<b># of paraprofessionals</b>	21
<b># Highly Qualified</b>	21, 100%



## Other Instructional Personnel

### # of instructional personnel not captured in the sections above

11

### # receiving effective rating or higher

11, 100%

## Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

All teachers hired must possess or be eligible for, attain and maintain Florida certification in Exceptional Student Education (ESE) and PreK-Primary or Preschool Birth-Age 4. 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. We have a competitive salary and benefit package. The school pays for professional development as well as certification and licensing fees 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.

## Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Our Lead Teacher, Susan Shipe, is Nationally Board Certified in Exceptional Student Education (ESE). 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. With the opening of five new classrooms in a new building on our Lakeland site, mentoring became more of a challenge. Susan still mentors all new teachers but we moved an experienced teacher, Stacey Robinson, into the new building to give access throughout the school day to new teachers for any questions or situations that might arise. A new classroom was moved into the classroom that Stacey vacated in the main building and this targeted students more medically fragile and physically involved and is paired with an existing similar classroom taught by Grace Doran.

Also in preparation for the expansion, we were able to move experienced, returning paraprofessionals into new classrooms and hired new paraprofessionals for existing classrooms, in an attempt to spread the experience of existing staff and maintain the current school culture.

A walk-through of each new classroom by the Principal occurs daily.

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

All students at Achievement Academy have been identified and are eligible for Exceptional Student Education services prior to enrollment and have either a Family Support Plan (FSP) for students under age three or an Individualized Education Plan (IEP) for students over age three. Because children coming into our school have already been identified and have qualified for Exceptional Student Education the Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI) process is not truly applicable to our students. Though as ESE educators, the MTSS/RtI framework drives much of our instruction and education of our special needs students and providing accommodations and modifications comes naturally in our classrooms. Part of our specialized instruction is the individual student assessment that identifies strengths and weaknesses of each child, allowing individualized goals to be developed. Students receive direct, specialized instruction as well as any related services such as speech, occupational or physical therapy as determined by the IEP/FSP team. Vision and audiological services are also provided if needed. The IEP/FSP teams meet to discuss needs, develop goals and strategies and to commit services and resources to achieve those goals for each individual student.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The Individual Education Plan (IEP) or Family Support Plan (FSP) team may consist of the parents, teachers, therapists, ESE facilitator, school administration, district staffing specialist and /or Early Steps service coordinator. IEP/FSP teams meet at least annually, more often if needed. Student evaluation/assessment information from all disciplines is shared, present performance level of student is reviewed, goals for upcoming year are developed and strategies and related services are identified and discussed. Data is collected on all goals and progress reports reflecting present performance of student and is shared with parents quarterly. School case conferences with appropriate staff are conducted twice yearly in each classroom allowing all staff working with each individual student to share information and offer input and strategies for best practice with each child.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Monitoring of student performance in the classroom and in therapy is ongoing through data collection and results are shared among team members and with parents on a regular basis. Audits are completed and shared with appropriate team members.

Other school teams including the Management Team, Strategic Planning Committee and committees for our ongoing accreditation with the Southern Association of Schools and Colleges-Council on Accreditation and School Improvement (SACS CASI) assist in the ongoing monitoring of the school and its SIP. Most of the teams share team members and progress monitoring of every aspect of the school is covered by at least one of the teams.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

As an all ESE PreK school our students are not yet expected or required to participate in statewide testing in reading, math, science or writing. However, we do assess our students annually using the Hawaii Early Learning Profile (HELP) and from that we are able to determine age-equivalency developmental scores that we are able to track and compare growth for each student. This data is maintained in an Excel program that allows us to document individual scores, compute overall averages as well as trend data. All students are also assessed using the Battelle Developmental Inventory II (BDI-II) upon entry and exit from ESE PreK programs as required by the state. This information is given to the district who then submits it to the state as part of their district submission of scores for accountability

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

All of our staff are trained on IEP development, implementation, data collection and documentation. All teachers and therapists have responsibilities related to the IEP and student achievement.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Cynthia Parker-Pearson	Principal
All Teachers	

**How the school-based LLT functions**

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.

**Major initiatives of the LLT**

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. iPads to be purchased for new teachers and therapists.

Continue with the following programs:

Off Track Backpacks-Literacy focused materials and activities centering on enclosed book that are sent home twice per school year during breaks.

MightyBook.com-Online service that is funded by our Parent Group. Allows access by both classrooms and homes to a variety of interactive read-aloud books and songs

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.

**Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Transition for our students is very important. We serve children, ages 2 through 6, in PreK ESE classrooms who come to us from throughout Polk County. Prior to their 6th birthday, we schedule transition IEP meetings with all of the students who are leaving us. Parents and any others they may invite 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. 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.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Achievement Academy parents will attain or exceed an overall average of 10 volunteer/participation hours per student each school year.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Achievement Academy parents will attain or exceed an overall average of 10 volunteer/ participation hours per student each school year.	13.3	100%	100%

## 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.

## Goals Detail

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

### Targets Supported

- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

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

### Targeted Barriers to Achieving the Goal

- 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.

### Plan to Monitor Progress Toward the Goal

Developmental assessments completed.

**Person or Persons Responsible**

Teachers, Principal, ESE Facilitator

**Target Dates or Schedule:**

By mid-October

**Evidence of Completion:**

Assessment information entered into database.

**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.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

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

**Targeted Barriers to Achieving the Goal**

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

### Plan to Monitor Progress Toward the Goal

Developmental assessments completed. Speech language assessments completed.

**Person or Persons Responsible**

Teachers, Therapists, Principal, ESE Facilitator

**Target Dates or Schedule:**

By mid-October and/or when due for therapy schedule

**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.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

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

**Targeted Barriers to Achieving the Goal**

- 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

**Plan to Monitor Progress Toward the Goal**

Development assessments completed. Physical therapy assessments completed.

**Person or Persons Responsible**

Teachers, Therapists, Principal, ESE Facilitator

**Target Dates or Schedule:**

By mid-October

**Evidence of Completion:**

Assessment information entered into database

**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.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

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

**Targeted Barriers to Achieving the Goal**

- 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

### Plan to Monitor Progress Toward the Goal

Developmental assessments completed. Occupational therapy evaluations completed.

**Person or Persons Responsible**

Teachers, Occupational Therapist, Principal, ESE Facilitator

**Target Dates or Schedule:**

By mid-October and/or when therapy evaluations are due.

**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.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

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

**Targeted Barriers to Achieving the Goal**

- 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.

### Plan to Monitor Progress Toward the Goal

Developmental assessments completed.

**Person or Persons Responsible**

Teachers, Principal, ESE Facilitator

**Target Dates or Schedule:**

By mid-October

**Evidence of Completion:**

Assessment information entered into database.



**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.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

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

**Targeted Barriers to Achieving the Goal**

- 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.

**Plan to Monitor Progress Toward the Goal**

Developmental assessments completed.

**Person or Persons Responsible**

Teachers, Principal, ESE Facilitator

**Target Dates or Schedule:**

By mid-October

**Evidence of Completion:**

Assessment information entered into database.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**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.

### Action Step 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.

#### Person or Persons Responsible

Teachers, Therapists

#### Target Dates or Schedule

At least annually. For classroom teachers, children are assessed at the beginning of each school year. If needed, teacher can assess students at any time.

#### Evidence of Completion

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

#### Facilitator:

Principal, Lead Teacher, Lead Therapist

#### Participants:

Teachers and Therapists.

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

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

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Beginning of October

#### **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 G1.B1.S1**

Developmental assessments completed.

#### **Person or Persons Responsible**

Teachers, Lead Teacher, Principal, ESE Facilitator

#### **Target Dates or Schedule**

By mid-October

#### **Evidence of Completion**

Assessment information entered into database.

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

**Action Step 1**

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 or Persons Responsible**

Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

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

**Facilitator:**

Lead Teacher, Principal

**Participants:**

Teachers

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

Lesson plans, daily schedule and activities.

**Person or Persons Responsible**

Teacher, Lead Teacher, Principal

**Target Dates or Schedule**

Periodic review

**Evidence of Completion**

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

## Plan to Monitor Effectiveness of G1.B1.S2

Lesson plan and activities reflect the goals of the students.

### Person or Persons Responsible

Teachers, Lead Teacher, Principal

### Target Dates or Schedule

Periodic review

### 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.

### Action Step 1

Data collection. Review data and strategies. Monitor progress.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Daily/weekly

### 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.

### Facilitator:

Lead Teacher, Principal

### Participants:

Teachers

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

Review of classroom files for data collection

#### **Person or Persons Responsible**

Lead Teacher, Principal

#### **Target Dates or Schedule**

Periodic review

#### **Evidence of Completion**

Review and discussion with each teacher

### **Plan to Monitor Effectiveness of G1.B1.S3**

Review of classroom files for data collection

#### **Person or Persons Responsible**

Lead Teacher, Principal

#### **Target Dates or Schedule**

Periodic review

#### **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.

**Action Step 1**

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

**Person or Persons Responsible**

Teachers, Therapists, ESE Facilitator

**Target Dates or Schedule**

October, December, March and May meetings with parents to discuss child's progress. Annual IEP or FSP meetings.

**Evidence of Completion**

Documented meetings with parents.

**Facilitator:**

Lead Teacher, Principal

**Participants:**

Teachers

**Plan to Monitor Fidelity of Implementation of G1.B1.S4**

Progress reports. IEP/FSP meetings.

**Person or Persons Responsible**

Teachers, Therapists and ESE Facilitator

**Target Dates or Schedule**

Progress reports-4 times per school year. IEP/FSP meetings-at least annually.

**Evidence of Completion**

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

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

Progress reports. IEP/FSP meetings.

### Person or Persons Responsible

Teachers, Therapists, ESE Facilitator

### Target Dates or Schedule

Progress reports-4 times per school year. IEP/FSP meetings-at least annually.

### 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.

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

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

### Action Step 1

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 or Persons Responsible

Teachers, Therapists, Principal, ESE Facilitators

### Target Dates or Schedule

At least annually. For classroom teachers, children are assessed at the beginning of each school year. For therapists, children are assessed according to the date of the last evaluation, at least annually.

### 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**

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 or Persons Responsible**

Teachers, Therapists, Lead Teacher, Lead Therapist, Principal

#### **Target Dates or Schedule**

By mid-October and/or when due for therapy schedule.

#### **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 G2.B1.S1**

Development assessments completed. Speech language assessments completed.

#### **Person or Persons Responsible**

Teachers, Therapists, Principal, ESE Facilitator

#### **Target Dates or Schedule**

By mid-October and/or when due for therapy schedule

#### **Evidence of Completion**

Assessment information entered into database.

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

#### **Action Step 1**

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

#### **Person or Persons Responsible**

Teachers, Therapists

#### **Target Dates or Schedule**

Daily for classrooms; regularly scheduled therapy sessions for therapists.

#### **Evidence of Completion**

Lesson plans submitted to Principal weekly; reviewed by Principal. Productivity charts/attendance submitted to Principal monthly from therapists.

### Plan to Monitor Fidelity of Implementation of G2.B1.S2

Lesson plans and activities. Plans of care.

#### Person or Persons Responsible

Teacher, Lead Teacher, Lead Therapist, Principal

#### Target Dates or Schedule

Periodic review

#### Evidence of Completion

Planned activities reflect students' goals

### Plan to Monitor Effectiveness of G2.B1.S2

Lesson plans and activities. Plans of care.

#### Person or Persons Responsible

Teacher, Lead Teacher, Lead Therapist, Principal

#### Target Dates or Schedule

Periodic review

#### 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.

#### Action Step 1

Data collection. Review data and strategies. Monitor progress.

#### Person or Persons Responsible

Teachers, Therapists

#### Target Dates or Schedule

Daily/weekly/monthly

#### 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

Review of classroom files/therapy files

**Person or Persons Responsible**

Lead Teacher, Lead Therapist, Principal

**Target Dates or Schedule**

Periodic review

**Evidence of Completion**

Review and discussion with each teacher and/or therapist

### Plan to Monitor Effectiveness of G2.B1.S3

Review of classroom files/therapy files

**Person or Persons Responsible**

Lead Teacher, Lead Therapist, Principal

**Target Dates or Schedule**

Periodic review

**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.

**Action Step 1**

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

**Person or Persons Responsible**

Teachers, Therapists, ESE Facilitator

**Target Dates or Schedule**

October, December, March and May meetings with parents to discuss child's progress. Annual IEP/FSP meetings.

**Evidence of Completion**

Documented meetings with parents.

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

Progress reports. IEP/FSP meetings.

#### **Person or Persons Responsible**

Teachers, Therapists and ESE Facilitator

#### **Target Dates or Schedule**

Progress reports-4 times per school year. IEP/FSP meetings-at least annually

#### **Evidence of Completion**

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

### **Plan to Monitor Effectiveness of G2.B1.S4**

Progress reports. IEP/FSP meetings

#### **Person or Persons Responsible**

Teachers, Therapists and ESE Facilitator

#### **Target Dates or Schedule**

Progress reports-4 times per school year. IEP/FSP meetings-at least annually.

#### **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.

**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

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

### **Action Step 1**

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 or Persons Responsible**

Teachers, Therapists.

#### **Target Dates or Schedule**

At least annually. For classroom teachers, children are assessed at the beginning of each school year. For therapists, children are assessed according to the date of the last evaluation, at least annually.

#### **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**

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 or Persons Responsible**

Teachers, Therapists, Lead Teacher, Lead Therapist, Principal

#### **Target Dates or Schedule**

By mid-October and/or when due for therapy schedule.

#### **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 G3.B1.S1

Development assessments completed. Physical therapy assessments completed

#### Person or Persons Responsible

Teachers, Therapists, Lead Teacher, Lead Therapist, Principal

#### Target Dates or Schedule

By mid-October and/or when due for therapy schedule.

#### 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.

#### Action Step 1

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

#### Person or Persons Responsible

Teachers, Therapists

#### Target Dates or Schedule

Daily for classrooms; regularly scheduled therapy sessions for therapists.

#### Evidence of Completion

Lesson plans submitted to Principal weekly; reviewed by Principal. Productivity charts/attendance submitted to Principal monthly from therapists.

### Plan to Monitor Fidelity of Implementation of G3.B1.S2

Lesson plans and activities. Plans of care.

#### Person or Persons Responsible

Teacher, Lead Teacher, Lead Therapist, Principal

#### Target Dates or Schedule

Periodic review

#### Evidence of Completion

Planned activities reflect students' goals

## Plan to Monitor Effectiveness of G3.B1.S2

Lesson plans/plans of care and activities

### Person or Persons Responsible

Teacher, Lead Teacher, Lead Therapist, Principal

### Target Dates or Schedule

Periodic review

### 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.

### Action Step 1

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

### Person or Persons Responsible

Teachers, Therapists

### Target Dates or Schedule

Daily for classrooms; regularly scheduled therapy sessions for therapists

### Evidence of Completion

Lesson plans submitted to Principal weekly; reviewed by Principal. Productivity charts/attendance submitted to Principal monthly from therapists.

## Plan to Monitor Fidelity of Implementation of G3.B1.S3

Lesson plans and activities. Plans of care.

### Person or Persons Responsible

Teacher, Lead Teacher, Lead Therapist, Principal

### Target Dates or Schedule

Periodic review

### Evidence of Completion

Planned activities reflect students' goals

### Plan to Monitor Effectiveness of G3.B1.S3

Lesson plans/plans of care and activities

#### Person or Persons Responsible

Teacher, Lead Teacher, Lead Therapist, Principal

#### Target Dates or Schedule

Periodic review

#### Evidence of Completion

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

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

#### Action Step 1

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

#### Person or Persons Responsible

Teachers, Therapists, ESE Facilitator

#### Target Dates or Schedule

October, December, March and May meetings with parents to discuss child's progress. Annual IEP/FSP meetings.

#### Evidence of Completion

Documented meetings with parents.

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

Progress reports. IEP/FSP meetings.

#### Person or Persons Responsible

Teachers, Therapists and ESE Facilitator

#### Target Dates or Schedule

Progress reports-4 times per school year. IEP/FSP meetings-at least annually

#### Evidence of Completion

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



## Plan to Monitor Effectiveness of G3.B1.S4

Progress reports. IEP/FSP meetings.

### Person or Persons Responsible

Teachers, Therapists, ESE Facilitator, Principal

### Target Dates or Schedule

Progress reports-4 times per school year. IEP/FSP meetings-at least annually.

### 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.

**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

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

### Action Step 1

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 or Persons Responsible

Teachers, Therapists.

### Target Dates or Schedule

At least annually. For classroom teachers, children are assessed at the beginning of each school year. For therapists, children are assessed according to the date of the last evaluation, at least annually.

### 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**

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 or Persons Responsible**

Teachers, Therapists, Lead Teacher, Lead Therapist, Principal

#### **Target Dates or Schedule**

By mid-October and/or when due for therapy schedule

#### **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 G4.B1.S1**

Developmental assessments completed. Occupational therapy assessments completed.

#### **Person or Persons Responsible**

Teachers, Therapists, Principal, ESE Facilitator

#### **Target Dates or Schedule**

By mid-October and/or when due for therapy schedule

#### **Evidence of Completion**

Assessment information entered into database.

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

#### **Action Step 1**

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

#### **Person or Persons Responsible**

Teachers, Therapists

#### **Target Dates or Schedule**

Daily for classrooms; regularly scheduled therapy sessions for therapists.

#### **Evidence of Completion**

Lesson plans submitted to Principal weekly; reviewed by Principal. Productivity charts/attendance submitted to Principal monthly from therapists.

### Plan to Monitor Fidelity of Implementation of G4.B1.S2

Lesson plans and activities. Plans of care.

#### Person or Persons Responsible

Teachers, Therapists, Lead Teacher, Lead Therapist, Principal

#### Target Dates or Schedule

Periodic review

#### Evidence of Completion

Planned activities reflect students' goals.

### Plan to Monitor Effectiveness of G4.B1.S2

Lesson plans/plans of care and activities

#### Person or Persons Responsible

Teachers, Therapists, Lead Teacher, Lead Therapist, Principal

#### Target Dates or Schedule

Periodic review

#### 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.

#### Action Step 1

Data collection. Review data and strategies. Monitor progress.

#### Person or Persons Responsible

Teachers, Therapists

#### Target Dates or Schedule

Daily/weekly

#### 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

Review of classroom files/therapy files

**Person or Persons Responsible**

Lead Teacher, Lead Therapist, Principal

**Target Dates or Schedule**

Periodic review

**Evidence of Completion**

Review and discussion with each teacher and/or therapist

### Plan to Monitor Effectiveness of G4.B1.S3

Review of classroom files/therapy files

**Person or Persons Responsible**

Lead Teacher, Lead Therapist, Principal

**Target Dates or Schedule**

Periodic review

**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.

**Action Step 1**

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

**Person or Persons Responsible**

Teachers, Therapists, ESE Facilitator

**Target Dates or Schedule**

October, December, March and May meetings with parents to discuss child's progress. Annual IEP/FSP meetings.

**Evidence of Completion**

Documented meetings with parents.

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

Progress reports; IEP/FSP meetings

#### **Person or Persons Responsible**

Teachers, Therapists and ESE Facilitator

#### **Target Dates or Schedule**

Progress reports-4 times per school year. IEP/FSP meetings-at least annually

#### **Evidence of Completion**

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

### **Plan to Monitor Effectiveness of G4.B1.S4**

Progress reports. IEP/FSP meetings.

#### **Person or Persons Responsible**

Teachers, Therapists and ESE Facilitator

#### **Target Dates or Schedule**

Progress reports-4 times per school year. IEP/FSP meetings-at least annually

#### **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.

**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.

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

### **Action Step 1**

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 or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

At least annually. For classroom teachers, children are assessed at the beginning of each school year.

#### **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**

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

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Beginning of October

#### **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 G5.B1.S1

Developmental assessments completed.

#### **Person or Persons Responsible**

Teachers, Principal, ESE Facilitator

#### **Target Dates or Schedule**

By mid-October

#### **Evidence of Completion**

Assessment information entered into database

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

#### **Action Step 1**

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 or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Daily

#### **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

Lesson plans and activities.

#### **Person or Persons Responsible**

Teacher, Lead Teacher, Principal

#### **Target Dates or Schedule**

Periodic review

#### **Evidence of Completion**

Planned activities reflect students' goals

## Plan to Monitor Effectiveness of G5.B1.S2

Lesson plan/activities reflect the goals of the students.

### Person or Persons Responsible

Teachers, Lead Teacher, Principal

### Target Dates or Schedule

Periodic review

### 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.

### Action Step 1

Data collection. Review data and strategies. Monitor progress.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Daily/weekly

### 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

Review of classroom files.

### Person or Persons Responsible

Lead Teacher, Principal

### Target Dates or Schedule

Periodic review

### Evidence of Completion

Review and discussion with each teacher.



### Plan to Monitor Effectiveness of G5.B1.S3

Review of classroom files.

#### **Person or Persons Responsible**

Lead Teacher, Principal

#### **Target Dates or Schedule**

Periodic review

#### **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.

#### **Action Step 1**

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

#### **Person or Persons Responsible**

Teachers, Therapists, ESE Facilitator

#### **Target Dates or Schedule**

October, December, March and May meetings with parents to discuss child's progress. Annual IEP/FSP meetings.

#### **Evidence of Completion**

Documented meetings with parents.

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

Progress reports. IEP/FSP meetings.

#### **Person or Persons Responsible**

Teachers, Therapists, and ESE Facilitator

#### **Target Dates or Schedule**

Progress reports-4 times per school year. IEP/FSP meetings-at least annually

#### **Evidence of Completion**

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

## Plan to Monitor Effectiveness of G5.B1.S4

Progress reports. IEP/FSP meetings.

### Person or Persons Responsible

Teachers, Therapists, and ESE Facilitator

### Target Dates or Schedule

Progress reports-4 times per school year. IEP-FSP meetings-at least annually.

### 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.

**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.

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

### Action Step 1

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 or Persons Responsible

Teachers, Therapists

### Target Dates or Schedule

At least annually. For classroom teachers, children are assessed at the beginning of each school year. For therapists, children are assessed according to the date of the last evaluation, at least annually.

### 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

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

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Beginning of October

#### 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 G6.B1.S1

Developmental assessments completed.

#### Person or Persons Responsible

Teachers, Principal, ESE Facilitator

#### Target Dates or Schedule

By mid-October

#### Evidence of Completion

Assessmen information entered into database.

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

#### Action Step 1

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 or Persons Responsible

Teachers

#### Target Dates or Schedule

Daily

#### 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

Lesson plans and activities

### Person or Persons Responsible

Teachers, Lead Teacher, Principal

### Target Dates or Schedule

Periodic review

### Evidence of Completion

Planned activities reflect students' goals

## Plan to Monitor Effectiveness of G6.B1.S2

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

### Person or Persons Responsible

Teachers, Lead Teacher, Principal

### Target Dates or Schedule

Periodic review

### 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.

### Action Step 1

Data collection. Review data and strategies. Monitor progress.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Daily/weekly

### 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

Review of classroom files

**Person or Persons Responsible**

Lead Teacher, Principal

**Target Dates or Schedule**

Periodic review

**Evidence of Completion**

Review and discussion with each teacher

### Plan to Monitor Effectiveness of G6.B1.S3

Review of classroom files

**Person or Persons Responsible**

Lead Teacher, Principal

**Target Dates or Schedule**

Periodic review

**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.

**Action Step 1**

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

**Person or Persons Responsible**

Teachers, Therapists, ESE Facilitator

**Target Dates or Schedule**

October, December, March and May meetings with parents to discuss child's progress. Annual IEP/FSP meetings.

**Evidence of Completion**

Documented meetings with parents.

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

Progress reports. IEP/FSP meetings.

#### **Person or Persons Responsible**

Teachers, Therapists and ESE Facilitator

#### **Target Dates or Schedule**

Progress reports-4 times per school year. IEP/FSP meetings-at least annually.

#### **Evidence of Completion**

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

### **Plan to Monitor Effectiveness of G6.B1.S4**

Progress reports. IEP/FSP meetings.

#### **Person or Persons Responsible**

Teachers, Therapists, ESE Facilitator

#### **Target Dates or Schedule**

Progress reports-4 times per school year. IEP/FSP meetings-at least annually.

#### **Evidence of Completion**

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

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Achievement Academy is not a Title I school and does not qualify for much of the funding that is listed above.

Supplemental Academic Instruction (SAI) money is used by the school to fund our Off-Track Backpack program which provides pre-literacy supplemental instruction materials to students during the school breaks. 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 is paid for 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 year our school was selected for 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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*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.

#### Facilitator

Principal, Lead Teacher, Lead Therapist

#### Participants

Teachers and Therapists.

#### Target Dates or Schedule

At least annually. For classroom teachers, children are assessed at the beginning of each school year. If needed, teacher can assess students at any time.

#### Evidence of Completion

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



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

**PD Opportunity 1**

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.

**Facilitator**

Lead Teacher, Principal

**Participants**

Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

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

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

**PD Opportunity 1**

Data collection. Review data and strategies. Monitor progress.

**Facilitator**

Lead Teacher, Principal

**Participants**

Teachers

**Target Dates or Schedule**

Daily/weekly

**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.

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

**PD Opportunity 1**

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

**Facilitator**

Lead Teacher, Principal

**Participants**

Teachers

**Target Dates or Schedule**

October, December, March and May meetings with parents to discuss child's progress. Annual IEP or FSP meetings.

**Evidence of Completion**

Documented meetings with parents.