

Polk County Public Schools

Achievement Academy



2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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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Achievement Academy

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">Special Education</p>	<p>Charter School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

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, position title, and job duties/responsibilities 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.

Demographic Information

Principal start date

Monday 7/1/2013, Cindi Parker Pearson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

14

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK

Primary Service Type (per MSID File)	Special Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
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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 .	

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Cognitive Achievement
 Using the Hawaii Early Learning Profile (HELP) teachers/therapists will conduct annual developmental assessments on each student. Developmental domains tested include Cognitive, Expressive Language, Fine and Gross Motor, Social and Self Care. Each targeted domain that is assessed will provide a developmental score as well as identify the needs of each 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 from the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC).

Measurable Outcome: Cognitive goal: Students (PreK ESE) enrolled will show, on average, a combined overall Cognitive gain of at least six months. The 2019-2020 combined overall Cognitive average gain of the 55 students "graduating" from our program in May 2020 was 7.77 months. It is important to note that state-wide school closures began March 16, 2020 and students did not return to brick and mortar learning environments this school year. Achievement Academy used bi-weekly paper-based instructional packets supplemented with technology and limited virtual instruction to try to continue learning progress. Returning students will be tested by October 2020 and those testing results will be included and combined with the above scores to give an overall average for all Achievement Academy students for the 2019-2020 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, and how to 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

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 Steps to Implement

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. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Expressive Language Achievement
 Using the Hawaii Early Learning Profile (HELP) teachers/therapists will conduct annual developmental assessments on each student. Developmental domains tested include Cognitive, Expressive Language, Fine and Gross Motor, Social and Self Care. Each targeted domain that is assessed will provide a developmental score as well as identify the needs of each 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 from the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC).

Measurable Outcome: Expressive Language goal: Students (PreK ESE) enrolled will show, on average, a combined overall Expressive Language gain of at least six months. The 2019-2020 combined overall Expressive Language average gain of the 55 students "graduating" from our program in May 2020 was 6.02 months. It is important to note that state-wide school closures began March 16, 2020 and students did not return to brick and mortar learning environments this school year. Achievement Academy used bi-weekly paper-based instructional packets supplemented with technology and limited virtual instruction to try to continue learning progress. Returning students will be tested by October 2020 and those testing results will be included and combined with the above scores to give an overall average for all Achievement Academy students for the 2019-2020 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, and how to 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

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 Steps to Implement

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. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:

Fine Motor Achievement
 Using the Hawaii Early Learning Profile (HELP) teachers/therapists will conduct annual developmental assessments on each student. Developmental domains tested include Cognitive, Expressive Language, Fine and Gross Motor, Social and Self Care. Each targeted domain that is assessed will provide a developmental score as well as identify the needs of each 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 from the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC).

Measurable Outcome:

Fine Motor goal: Students (PreK ESE) enrolled will show, on average, a combined overall Fine Motor gain of at least six months. The 2019-2020 combined overall Fine Motor average gain of the 55 students "graduating" from our program in May 2020 was 8.93 months. It is important to note that state-wide school closures began March 16, 2020 and students did not return to brick and mortar learning environments this school year. Achievement Academy used bi-weekly paper-based instructional packets supplemented with technology and limited virtual instruction to try to continue learning progress. Returning students will be tested by October 2020 and those testing results will be included and combined with the above scores to give an overall average for all Achievement Academy students for the 2019-2020 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, and how to 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

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 Steps to Implement

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. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Gross Motor Achievement
 Using the Hawaii Early Learning Profile (HELP) teachers/therapists will conduct annual developmental assessments on each student. Developmental domains tested include Cognitive, Expressive Language, Fine and Gross Motor, Social and Self Care. Each targeted domain that is assessed will provide a developmental score as well as identify the needs of each 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 from the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC).

Measurable Outcome: Gross Motor goal: Students (PreK ESE) enrolled will show, on average, a combined overall Gross Motor gain of at least six months. The 2019-2020 combined overall Gross Motor average gain of the 55 students "graduating" from our program in May 2020 was 8.43 months. It is important to note that state-wide school closures began March 16, 2020 and students did not return to brick and mortar learning environments this school year. Achievement Academy used bi-weekly paper-based instructional packets supplemented with technology and limited virtual instruction to try to continue learning progress. Returning students will be tested by October 2020 and those testing results will be included and combined with the above scores to give an overall average for all Achievement Academy students for the 2019-2020 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, and how to 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

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 Steps to Implement

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. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:

Social Achievement
 Using the Hawaii Early Learning Profile (HELP) teachers/therapists will conduct annual developmental assessments on each student. Developmental domains tested include Cognitive, Expressive Language, Fine and Gross Motor, Social and Self Care. Each targeted domain that is assessed will provide a developmental score as well as identify the needs of each 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 from the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC).

Measurable Outcome:

Social goal: Students (PreK ESE) enrolled will show, on average, a combined overall Social gain of at least six months. The 2019-2020 combined overall Social average gain of the 55 students "graduating" from our program in May 2020 was 7.45 months. It is important to note that state-wide school closures began March 16, 2020 and students did not return to brick and mortar learning environments this school year. Achievement Academy used bi-weekly paper-based instructional packets supplemented with technology and limited virtual instruction to try to continue learning progress. Returning students will be tested by October 2020 and those testing results will be included and combined with the above scores to give an overall average for all Achievement Academy students for the 2019-2020 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, and how to 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

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 Steps to Implement

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. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Self Care Achievement
 Using the Hawaii Early Learning Profile (HELP) teachers/therapists will conduct annual developmental assessments on each student. Developmental domains tested include Cognitive, Expressive Language, Fine and Gross Motor, Social and Self Care. Each targeted domain that is assessed will provide a developmental score as well as identify the needs of each 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 from the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC).

Measurable Outcome: Self care goal: Students (PreK ESE) enrolled will show, on average, a combined overall Self Care gain of at least six months. The 2019-2020 combined overall Self Care average gain of the 55 students "graduating" from our program in May 2020 was 7.79 months. It is important to note that state-wide school closures began March 16, 2020 and students did not return to brick and mortar learning environments this school year. Achievement Academy used bi-weekly paper-based instructional packets supplemented with technology and limited virtual instruction to try to continue learning progress. Returning students will be tested by October 2020 and those testing results will be included and combined with the above scores to give an overall average for all Achievement Academy students for the 2019-2020 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, and how to 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

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 Steps to Implement

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

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Achievement Academy is not a Title 1 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, creates and shares 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 ten volunteer/participation hours per student each school year.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
6	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
Total:			\$0.00