

Polk County Public Schools

# Achievement Academy



2021-22 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK
<b>Primary Service Type</b> (per MSID File)	Special Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b>	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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](http://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

716 BELLA VISTA ST E, Lakeland, FL 33805

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

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	Yes	%

### School Grades History

Year

Grade

### School Board Approval

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

### SIP Authority

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

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

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

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

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

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

Vision: Helping students with special needs achieve remarkable goals

#### **Philosophy:**

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

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

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

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

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

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

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

### School Leadership Team

#### **Membership**

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

Name	Position 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 and district requirements, etc. Initial and ongoing accreditation requirements. Facilitate parent requests and inquiries. Day to day operations of Achievement Academy's three sites.
Bartley, Jill	Other	ESE Facilitator-Responsible for compliance with all ESE requirements for our students. Parent Liaison. Student application and enrollment responsibilities. Coordinates and schedules IE/FSP meetings of students. LEA representative of school.
Shipe, Susan	Teacher, ESE	Lead Teacher-Responsible for a classroom of twelve ESE PreK students. Trains and supports all classroom teachers. Reviews all IEP's for compliance and quality. Mentors and supports all staff.
Ames, Wendy	Other	Therapy Director- speech therapist to a caseload of 35+ PreK ESE 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.
Aiken, Kristin	Other	President/CEO-Oversight of Non-Profit agency-Achievement Academy, Inc. Responsible for Birth to Three program, United Way responsibilities. Financial and Budget requirement of overall agency. Works closely with the agency's Board of Directors and community members. Development and fundraising responsibilities.

## 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

**Total number of students enrolled at the school**

157

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Part III: Planning for Improvement

Areas of Focus:



**#1. Other specifically relating to Cognitive Achievement**

<b>Area of Focus Description and Rationale:</b>	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 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 of Early Childhood (DEC) of the Council of Exceptional Children (CEC).
<b>Measurable Outcome:</b>	Cognitive goal: Students (PreK ESE) enrolled will show, on average, a combined overall Cognitive gain of at least six months. The 2020-2021 combined overall Cognitive average gains of the 49 students "graduating" from our program in May 2021 was 7.96 months. Returning students will be tested by October 2021 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 2020-2021 school year.
<b>Monitoring:</b>	Review of developmental and therapy assessments. Review of data collection in students' classroom files. Required progress report meetings with parents.
<b>Person responsible for monitoring outcome:</b>	Cindi Parker-Pearson (cindi@achievementacademy.com)
<b>Evidence-based Strategy:</b>	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 Assessment Practices: 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
<b>Rationale for Evidence-based Strategy:</b>	Council for Exceptional Children: Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from <a href="http://dec-sped.org/recommendedpractices">http://dec-sped.org/recommendedpractices</a>

**Action Steps to Implement**

1. All students (new and returning) are pretested at the beginning of each school year using the Hawaii Early Learning Profile (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 shared with parents quarterly through progress reports.
5. Students exiting program are post-tested at the end of the school year.

**Person Responsible** Cindi Parker-Pearson (cindi@achievementacademy.com)

**#2. Other specifically relating to Expressive Language Achievement**

<b>Area of Focus Description and Rationale:</b>	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 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 of Early Childhood (DEC) of the Council of Exceptional Children (CEC).
<b>Measurable Outcome:</b>	Expressive Language goal: Students (PreK ESE) enrolled will show, on average, a combined overall Expressive Language gain of at least six months. The 2020-2021 combined overall Expressive Language average gains of the 49 students "graduating" from our program in May 2021 was 6.24 months. Returning students will be tested by October 2021 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 2020-2021 school year.
<b>Monitoring:</b>	Review of developmental and therapy assessments. Review of data collection in students' classroom files. Required progress report meetings with parents.
<b>Person responsible for monitoring outcome:</b>	Cindi Parker-Pearson (cindi@achievementacademy.com)
<b>Evidence-based Strategy:</b>	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 Assessment Practices: 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
<b>Rationale for Evidence-based Strategy:</b>	Council for Exceptional Children: Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from <a href="http://dec-sped.org/recommendedpractices">http://dec-sped.org/recommendedpractices</a>

**Action Steps to Implement**

1. All students (new and returning) are pretested at the beginning of each school year using the Hawaii Early Learning Profile (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 shared with parents quarterly through progress reports.
5. Students exiting program are post-tested at the end of the school year.

**Person Responsible** Cindi Parker-Pearson (cindi@achievementacademy.com)

**#3. Other specifically relating to Fine Motor Achievement**

<b>Area of Focus Description and Rationale:</b>	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 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 of Early Childhood (DEC) of the Council of Exceptional Children (CEC).
<b>Measurable Outcome:</b>	Fine Motor goal: Students (PreK ESE) enrolled will show, on average, a combined overall Fine Motor gain of at least six months. The 2020-2021 combined overall Fine Motor average gains of the 49 students "graduating" from our program in May 2021 was 7.43 months. Returning students will be tested by October 2021 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 2020-2021 school year.
<b>Monitoring:</b>	Review of developmental and therapy assessments. Review of data collection in students' classroom files. Required progress report meetings with parents.
<b>Person responsible for monitoring outcome:</b>	Cindi Parker-Pearson (cindi@achievementacademy.com)
<b>Evidence-based Strategy:</b>	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 Assessment Practices: 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
<b>Rationale for Evidence-based Strategy:</b>	Council for Exceptional Children: Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from <a href="http://dec-sped.org/recommendedpractices">http://dec-sped.org/recommendedpractices</a>

**Action Steps to Implement**

1. All students (new and returning) are pretested at the beginning of each school year using the Hawaii Early Learning Profile (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 shared with parents quarterly through progress reports.
5. Students exiting program are post-tested at the end of the school year.

**Person Responsible** Cindi Parker-Pearson (cindi@achievementacademy.com)

**#4. Other specifically relating to Gross Motor Achievement**

<b>Area of Focus Description and Rationale:</b>	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 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 of Early Childhood (DEC) of the Council of Exceptional Children (CEC).
<b>Measurable Outcome:</b>	Gross Motor goal: Students (PreK ESE) enrolled will show, on average, a combined overall Gross Motor gain of at least six months. The 2020-2021 combined overall Gross Motor average gains of the 49 students "graduating" from our program in May 2021 was 6.06 months. Returning students will be tested by October 2021 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 2020-2021 school year.
<b>Monitoring:</b>	Review of developmental and therapy assessments. Review of data collection in students' classroom files. Required progress report meetings with parents.
<b>Person responsible for monitoring outcome:</b>	Cindi Parker-Pearson (cindi@achievementacademy.com)
<b>Evidence-based Strategy:</b>	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 Assessment Practices: 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
<b>Rationale for Evidence-based Strategy:</b>	Council for Exceptional Children: Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from <a href="http://dec-sped.org/recommendedpractices">http://dec-sped.org/recommendedpractices</a>

**Action Steps to Implement**

1. All students (new and returning) are pretested at the beginning of each school year using the Hawaii Early Learning Profile (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 shared with parents quarterly through progress reports.
5. Students exiting program are post-tested at the end of the school year.

**Person Responsible** Cindi Parker-Pearson (cindi@achievementacademy.com)



**#5. Other specifically relating to Social Achievement**

<b>Area of Focus Description and Rationale:</b>	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 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 of Early Childhood (DEC) of the Council of Exceptional Children (CEC).
<b>Measurable Outcome:</b>	Social goal: Students (PreK ESE) enrolled will show, on average, a combined overall Social gain of at least six months. The 2020-2021 combined overall Social average gains of the 49 students "graduating" from our program in May 2021 was 7.56 months. Returning students will be tested by October 2021 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 2020-2021 school year.
<b>Monitoring:</b>	Review of developmental and therapy assessments. Review of data collection in students' classroom files. Required progress report meetings with parents.
<b>Person responsible for monitoring outcome:</b>	Cindi Parker-Pearson (cindi@achievementacademy.com)
<b>Evidence-based Strategy:</b>	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 Assessment Practices: 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
<b>Rationale for Evidence-based Strategy:</b>	Council for Exceptional Children: Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from <a href="http://dec-sped.org/recommendedpractices">http://dec-sped.org/recommendedpractices</a>

**Action Steps to Implement**

1. All students (new and returning) are pretested at the beginning of each school year using the Hawaii Early Learning Profile (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 shared with parents quarterly through progress reports.
5. Students exiting program are post-tested at the end of the school year.

**Person Responsible** Cindi Parker-Pearson (cindi@achievementacademy.com)

**#6. Other specifically relating to Self Care Achievement**

<b>Area of Focus Description and Rationale:</b>	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 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 of Early Childhood (DEC) of the Council of Exceptional Children (CEC).
<b>Measurable Outcome:</b>	Self Care: Students (PreK ESE) enrolled will show, on average, a combined overall Self Care gain of at least six months. The 2020-2021 combined overall Self Care average gains of the 49 students "graduating" from our program in May 2021 was 7.24 months. Returning students will be tested by October 2021 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 2020-2021 school year.
<b>Monitoring:</b>	Review of developmental and therapy assessments. Review of data collection in students' classroom files. Required progress report meetings with parents.
<b>Person responsible for monitoring outcome:</b>	Cindi Parker-Pearson (cindi@achievementacademy.com)
<b>Evidence-based Strategy:</b>	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 Assessment Practices: 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
<b>Rationale for Evidence-based Strategy:</b>	Council for Exceptional Children: Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from <a href="http://dec-sped.org/recommendedpractices">http://dec-sped.org/recommendedpractices</a>

**Action Steps to Implement**

1. All students (new and returning) are pretested at the beginning of each school year using the Hawaii Early Learning Profile (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 shared with parents quarterly through progress reports.
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

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**As an all ESE PreK (students age 5 and under) school, discipline is usually related to developmentally appropriate behaviors and/or social interactions. In serving a young, special needs student population care must be taken in determining the cause of the behavior and respond accordingly. Discipline is handled in a positive, developmentally appropriate manner which stresses teaching the appropriate behavior or response in a variety of situations to our students. Discipline data is not collected on PreK ESE students throughout the state.**

### 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.

Achievement Academy provides a supportive and safe environment for all stakeholders which is required for a positive school culture. Our focus is on the progress of our young students and the support of their families. Teachers and therapists work as a team in addressing the concerns for the child through a mutually respectful and trusting approach. Administration provides the framework of support and accountability needed to build and maintain a positive school culture.

As a PreK ESE charter school that serves very young children (age two through five) who have developmental delays or disabilities, it is critical that parents participate in their child's educational and therapeutic programming. Active participation of parents/families in their child's education has been proven to help in promoting a positive school culture and environment.

As a school of choice, Achievement Academy requires parent participation. Participation includes attending required meeting concerning their child's progress, parent breakfasts', school-sponsored activities, 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 year.

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. In a typical school year, she has monthly parent breakfast meetings, various speakers on requested topics for parents, creates and shares a newsletter, and attends community events representing the school but because of COVID-19 many things changed.

Currently monthly parent meetings occur via ZOOM, community events have been cancelled and, reluctantly, we canceled many of the family activities we typically offer throughout the school year. These include such events as our Fall Festival, Holiday Party and Rise and Shine play date at a local inclusive playground. Our goal is to resume all family activities as soon as we safely can while following the Center for Disease Control and Prevention guidelines.

### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

All stakeholders have a responsibility in promoting a positive culture and environment at Achievement Academy. Faculty, staff and administration play a critical role in providing and supporting respect and trust throughout the school.

The support of the Board of Directors enables the agency to provide the education and therapy required of our young special needs students in a manner that is appropriate and highly effective.

## **Part V: Budget**

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

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