Achieve Academy At Mcmillian

2021-22 Ungraded Schoolwide Improvement Plan

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Achieve Academy At Mcmillian

3000 OWEN BELL LANE, Pensacola, FL 32507

www.escambiaschools.org

Demographics

Principal: Christopher Wooten

Start Date for this Principal: 8/17/2016

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Unsatisfactory 2020-21: No Rating 2018-19: Unsatisfactory 2017-18: Unsatisfactory 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

• Prevention and Intervention: 0%-50%

• Nonsecure Programs: 0%-59%

• Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Achieve Academy is deeply committed to the academic and social success of its students. Through partnerships with school districts across the country, we focus on re-engaging, graduating and preparing our students for success in K-12 and beyond.

Provide the school's vision statement.

Achieve Academy's vision is to provide students wit a learning environment that integrates research-based instructional strategies and a normative school culture model that challenges students to achieve success, both academically and socially by encompassing high expectations and accountability standards for all stakeholders.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Students attending Achieve Academy are students who have been removed from the traditional public school setting due to either a "one time serious offense" behavior infraction, repeated behavior infractions or have transitioned from a DJJ facility and are in need of a step down program to reintegrate into the traditional setting. Achieve Academy has a high minority male population and serves students in grades K-12. The population, at Achieve Academy, includes general education students as well as students with disabilities. Students who are referred to Achieve Academy are sometimes overage and credit deficient for their grade level. Students referred to Achieve Academy are sent for various time periods that can range from one semester to two years.

Supports Achieve Academy has in place to meet the needs of students include: academic remediation and credit recovery, small group learning, participation in progress monitoring testing, Rti, implement and provide accommodations outlined within an IEP, software iReady for elementary, and more. Behaviorally and socially provide implementation of Positive Behavior Intervention Plans, social skills taught daily, mentorships,
The social services department works to make sure students who need food have food through out backpack program. Resources such as a clothes closet and access to mental health counseling, small group counseling and individual counseling are provided. Achieve Academy focuses on positive re-enforcement and building rapport with students. Weekly behavior tracking data is utilized to determine students in need of extra enrichment in the area of behavior.

For the 21-2022 school year, Warrington Middle has partnered with Achieve Academy to provide a resource teacher to work with students in the areas of Civics and Science. This resource teacher will pull students associated with Warrington Middle and provide small group instruction in the areas of Civil and Science.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Maxwell, Andrew	Principal	Oversee the daily operations of the school.The Principal is a member of the Leadership Team and works collaboratively with other resource team members to ensure a high-quality program. The principal ensures compliance with all contract standards which specifically describe student academic growth as outlined in the service agreement with the District by developing and monitoring campus improvement planning activities.
Travis, Leslie	Assistant Principal	The Assistant Principal is the academic leader of the campus and responsible for supporting teachers and ensuring they have the tools needed to provide rigorous engaging lessons to students. The role of academic curriculum leader ensures that teachers follow the standards, pacing guides and academic testing calendar. It is our job to motivate and to support teachers and the learning of students. The Assistant Principal is also the compliance officer for state mandated testing and ESE students, that includes ensuring that accommodations in the IEP are met. The academic curriculum leader (AP) must set clear goals for the academic program, allocate resources to instruction, managing the curriculum, monitor lesson plans and evaluate teachers. The Assistant Principal supervises all Teachers and instructional staff. The principal ensures compliance with all standards in order to achieve student academic growth as outlined in our service agreement with the School District. The Assistant Principal is also in charge of monitoring Campus Improvement Plans, School Improvement Plans and Title One Budget. The Assistant Principal serves on the Leadership Team and works collaboratively with other resource team members to ensure a high- quality educational program.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Sesi Schools - Achieve Academy formerly known as Camelot Academy.

Demographic Information

Principal start date
Wednesday 8/17/2016, Christopher Wooten

Number of teachers with professional teaching certificates?
4

Number of teachers with temporary teaching certificates?
9

Total number of teacher positions allocated to the school.
13

Total number of students enrolled at the school.
144

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
2

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	3	4	6	7	11	8	22	29	22	17	13	2	144
Attendance below 90 percent	0	1	1	6	5	9	7	15	21	19	9	9	1	103
One or more suspensions	0	2	4	6	3	6	8	22	27	19	14	8	0	119
Course failure in ELA	0	0	0	0	0	1	3	5	5	5	7	2	0	28
Course failure in Math	0	0	0	0	0	1	4	4	5	4	3	2	0	23
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	4	7	6	18	15	17	12	7	0	86
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	8	6	20	23	13	3	0	0	73
Number of students with a substantial reading deficiency	0	0	0	0	11	8	6	16	23	18	11	7	2	102

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	6	3	6	6	16	23	18	11	6	1	98

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	3	3	6	5	3	4	0	24
Students retained two or more times	0	0	0	0	0	0	2	4	6	4	4	6	0	26

Date this data was collected or last updated
Sunday 8/29/2021

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					64%	61%		72%	60%
ELA Learning Gains					51%	59%		49%	57%
ELA Lowest 25th Percentile					41%	54%		50%	52%
Math Achievement					65%	62%		55%	61%
Math Learning Gains					47%	59%		50%	58%
Math Lowest 25th Percentile						52%		55%	52%
Science Achievement					71%	56%		56%	57%
Social Studies Achievement					69%	78%		83%	77%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	56%	-56%	58%	-58%
Cohort Comparison						
04	2021					
	2019	6%	52%	-46%	58%	-52%
Cohort Comparison		0%				
05	2021					
	2019	0%	51%	-51%	56%	-56%
Cohort Comparison		-6%				
06	2021					
	2019	10%	42%	-32%	54%	-44%
Cohort Comparison		0%				
07	2021					
	2019	0%	43%	-43%	52%	-52%
Cohort Comparison		-10%				
08	2021					
	2019	20%	50%	-30%	56%	-36%
Cohort Comparison		0%				
09	2021					
	2019	0%	48%	-48%	55%	-55%
Cohort Comparison		-20%				
10	2021					
	2019	0%	48%	-48%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	55%	-55%	62%	-62%
Cohort Comparison						
04	2021					
	2019	0%	58%	-58%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	0%	55%	-55%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	4%	36%	-32%	55%	-51%
Cohort Comparison		0%				
07	2021					
	2019	17%	50%	-33%	54%	-37%
Cohort Comparison		-4%				
08	2021					
	2019	3%	21%	-18%	46%	-43%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	55%	-55%	53%	-53%
Cohort Comparison						
08	2021					
	2019	10%	42%	-32%	48%	-38%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	58%	-58%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	3%	54%	-51%	71%	-68%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	62%	-62%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	5%	52%	-47%	61%	-56%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	47%	-47%	57%	-57%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	6	25		6	21		9			10	
BLK	2	23	40	2	19	30		4		15	
FRL	7	28		6	27		9	4			
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	5	19		4	35					8	
BLK	10	14	18	7	24	47				22	
FRL	12	18	18	9	26	47				22	
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	20
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	179
Total Components for the Federal Index	9
Percent Tested	86%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	15
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	14
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

During the 2020-2021 school year progress monitoring was in place for elementary students through the use of iReady and Star360.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Math has shown the most growth. For the 2020-2021 school year, Achieve Academy focused all Bellringers for grades K-12 on math. Either math terms or math problems were incorporated into every class, including reading.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Reading and Math are areas that have a need for improvement. Of the two, Reading is where our students are showing they have the most need. FSA data as well as progress monitoring, STAR360 shows reading should be our focus area.

What trends emerge across grade levels, subgroups and core content areas?

Across all grade levels and subgroups reading proficiency dropped.

What strategies need to be implemented in order to accelerate learning?

Progress monitoring in the focus area of Reading. Achieve Academy will use iReady and supplement learning in the area of Reading with iReady and iReady workbooks. Students in middle and high school will participate in mock FSA testing.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers are participating in BEST standards training and are using the reading probs developed by the Reading Department. Teachers will review data and progress monitoring data with students and parents.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	School data indicates this ESSA subgroup needs more supports. The majority of our school population is made up of black/African-American students. Our student population is comprised of students who are over-age, not on grade-level, reading scores are low and are sometimes involved in the DJJ system.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase Reading proficiency by 10% across the campus.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will determine vocabulary words during common planning and plan for the 9-weeks. Students will be periodically tested on words and their meaning using both formative and summative assessments. Teachers will review testing data with students and maintain a differentiation log for students who will need additional supports to learn and understand vocabulary terms.
Person responsible for monitoring outcome:	Leslie Travis (ltravis@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will focus on providing explicit vocabulary instruction. Bellringers for all classes across campus will comprise of introducing new vocabulary words to students and incorporating the vocabulary words throughout the lesson. Vocabulary will be related to subject area and students will have the ability to practice vocabulary through writing, speaking, reading and in group discussions.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	According to WWC, What Works Clearninghouse providing students with explicit vocabulary instruction helps to strengthen independent skills of constructing the meaning of text.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitor and review vocabulary terms across subjects.
Review lesson plans, classroom room observations and walkthroughs - weekly to ensure fidelity.
Schedule time for teachers to review data from vocabulary assessments with students.
Provide PD in the areas of explicit vocabulary using resources from Teach like a Champion.

Person Responsible	Leslie Travis (ltravis@ecsdfl.us)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41%

threshold according to the Federal
Index.

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Science was identified as an area of FOCUS because of state testing and the number of students failing their Science courses. Science manipulative's, Science Formative Assessment books, Florida Performance Coach, Scholastic Science subscription has been purchased with Title One money as additional resources for the Science classroom. Science classroom focus for this school year will be more hands on. Middle school Science classes will also have a resource teacher who will do pull out with students twice weekly for small group instruction as it relates to grade level science standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students will increase Science proficiency on district and state assessments by 5% for all ESSA subgroups including SWD, African-American/Black, Economically disadvantaged, ELL, Multiracial and Hispanic students.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The data metrics that will be utilized to monitor the Science goal will be district created probes, unit tests, and quarterly progress monitoring. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review school wide data twice a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.
Person responsible for monitoring outcome:	Leslie Travis (ltravis@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Provide direct and explicit comprehension strategy instruction with Science text. Students are given multiple opportunities to encounter and use academic vocabulary in natural contexts through listening, reading, speaking, and writing.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works ClearingHouse, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows positive impact on student achievement.According to 10 Key Vocabulary Strategies For All Students from The University of Texas at Austin/The Meadows Center for Preventing Educational Risk, giving multiple opportunities to encounter and use academic vocabulary shows a positive impact on student achievement.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The leadership team will conduct classroom walks on a weekly basis during the block to monitor the implementation of the professional development and planning outcomes. The leadership team will provide feedback to teachers and determine coaching support based on the data metrics and classwalks. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

Person Responsible	Leslie Travis (ltravis@ecsdfl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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.

Achieve Academy is deeply committed to the academic and social success of its students. Through partnerships with school districts across the country, we focus on re engaging, graduating, and preparing students for success in K-12 and beyond.
We pledge to provide student-centered education, within a structured atmosphere, that promotes the social and emotional growth of each student in alignment with individual academic, achievement-based on the following models:
Clinical Behavioral Management – framed around early intervention and positive reinforcement with a holistic approach to ensuring trauma informed care of all students.
Common Instructional Framework (CIF) – driven by evidence-based instructional strategies and curriculum with a commitment to continuous program and individual student achievement.
Program Initiatives:
to provide a safe and nurturing environment where students are given quality instruction with individual supports
based on creating, maintaining, and growing a positive peer culture
to enable students to express themselves openly and appropriately while utilizing positive coping skills to improve their emotional and educational experience
to ensure that parents/guardians are actively involved in the educational process
to provide students with an atmosphere conducive to the development and improvement of self-control, self-esteem, and emotional well-being
to have each student increase academic achievement and attendance.

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

Achieve Academy stakeholders are included in our School Improvement Plan, Campus Improvement Plan and are part of our Title I parent and community involvement plan.

Achieve Academy partners with local agencies to expand the reach of services we can provide to our students including: Thoroughly Immersed, LLC to provide food during food giveaways throughout the year, First United Methodist Church of Perdido Key to provide backpacks for student to take home over the weekends filled with food, Gulf Coast Kids House provides in school instruction in the areas of child abuse in order to satisfy legislation, the social services department runs a clothes closet for students/families in need, district stakeholders provide information and resources to support our students as well.