

Polk County Public Schools

Achievement Academy



2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: 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

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK	No	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	Yes	56%

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.

To give children the opportunity to achieve their maximum potential through early intervention, education, therapies, and family support to those with special needs or who are at-risk for developmental delays.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
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.
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, PreK	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.

Demographic Information

Principal start date

Monday 7/1/2013, Cindi Parker Pearson

Number of teachers with a 2022 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 2022 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 2021-22 school year.

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	

Using current year data, complete the table below with the number of students identified as being "retained.":

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	

Date this data was collected or last updated

Sunday 8/21/2022

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	
Number of students with a substantial reading deficiency	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	

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	
Number of students with a substantial reading deficiency	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		47%	56%					51%	57%
ELA Learning Gains								51%	58%
ELA Lowest 25th Percentile								49%	53%
Math Achievement		42%	50%					57%	63%
Math Learning Gains								56%	62%
Math Lowest 25th Percentile								47%	51%
Science Achievement		49%	59%					47%	53%

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21

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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

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

Part III: Planning for Improvement

Data Analysis

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

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

No state assessment data available for ESE PreK students.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

No state assessment data available for ESE PreK students.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

No state assessment data available for ESE PreK students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

No state assessment data available for ESE PreK students.

What were the contributing factors to this improvement? What new actions did your school take in this area?

No state assessment data available for ESE PreK students.

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

No state assessment data available for ESE PreK students.

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.

No state assessment data available for ESE PreK students.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

No state assessment data available for ESE PreK students.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>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).</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Cognitive goal: Students (PreK ESE) enrolled will show, on average, a combined overall Cognitive gain of at least six months. The 2021-2022 combined overall Cognitive average gains of the 35 students "graduating" from our program in May 2022 was 8.82 months. Returning students will be tested by October 2022 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 2021-2022 school year.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Review of developmental and therapy assessments. Review of data collection in students' classroom files. Required progress report meetings with parents.</p>
Person responsible for monitoring outcome:	<p>Cindi Parker-Pearson (cindi@achievementacademy.com)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>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</p>

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Council for Exceptional Children: Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from <http://dec-sped.org/recommendedpractices>

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.

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. Instructional Practice specifically relating to Small Group Instruction**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

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).

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Expressive Language goal: Students (PreK ESE) enrolled will show, on average, a combined overall Expressive Language gain of at least six months. The 2021-2022 combined overall Expressive Language average gains of the 35 students "graduating" from our program in May 2022 was 6.21 months. Returning students will be tested by October 2022 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 2021-2022 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Review of developmental and therapy assessments.
Review of data collection in students' files.
Required progress report meetings with parents.

Person responsible for monitoring outcome:

Cindi Parker-Pearson (cindi@achievementacademy.com)

Evidence-based Strategy: Describe the evidence-based strategy being

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Council for Exceptional Children: Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from <http://dec-sped.org/recommendedpractices>

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.

1. All students (new and returning) are pretested at the beginning of each school year using the Hawaii Early Learning Profile (HELP) or appropriate therapy evaluation tool.
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. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>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).</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Fine Motor goal: Students (PreK ESE) enrolled will show, on average, a combined overall Fine Motor gain of at least six months. The 2021-2022 combined overall Fine Motor average gains of the 35 students "graduating" from our program in May 2022 was 7.55 months. Returning students will be tested by October 2022 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 2021-2022 school year.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Review of developmental and therapy assessments. Review of data collection in students' classroom files. Required progress report meetings with parents.</p>
Person responsible for monitoring outcome:	<p>Cindi Parker-Pearson (cindi@achievementacademy.com)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>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</p>

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Council for Exceptional Children: Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from <http://dec-sped.org/recommendedpractices>

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.

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. Instructional Practice specifically relating to Small Group Instruction**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

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).

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Gross Motor goal: Students (PreK ESE) enrolled will show, on average, a combined overall Gross Motor gain of at least six months. The 2021-2022 combined overall Gross Motor average gains of the 35 students "graduating" from our program in May 2022 was 7.58 months. Returning students will be tested by October 2022 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 2021-2022 school year.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Review of developmental and therapy assessments.
Review of data collection in students' files.
Required progress report meetings with parents.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy: Describe the evidence-based strategy being

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Council for Exceptional Children: Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from <http://dec-sped.org/recommendedpractices>

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.

1. All students (new and returning) are pretested at the beginning of each school year using the Hawaii Early Learning Profile (HELP) or appropriate therapy evaluation tool.
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. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>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).</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Social goal: Students (PreK ESE) enrolled will show, on average, a combined overall Social gain of at least six months. The 2021--2022 combined overall Social average gains of the 35 students "graduating" from our program in May 2022 was 7.67 months. Returning students will be tested by October 2022 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 2022-2022 school year.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Review of developmental and therapy assessments. Review of data collection in students' classroom files. Required progress report meetings with parents.</p>
Person responsible for monitoring outcome:	<p>Cindi Parker-Pearson (cindi@achievementacademy.com)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>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</p>

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Council for Exceptional Children: Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from <http://dec-sped.org/recommendedpractices>

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.

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. Instructional Practice specifically relating to Small Group Instruction**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

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).

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Self Care: Students (PreK ESE) enrolled will show, on average, a combined overall Self Care gain of at least six months. The 2021-2022 combined overall Self Care average gains of the 35 students "graduating" from our program in May 2022 was 9.09 months. Returning students will be tested by October 2022 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 2021-2022 school year.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Review of developmental and therapy assessments.
Review of data collection in students' classroom files.
Required progress report meetings with parents.

Person responsible for monitoring outcome:

Cindi Parker-Pearson (cindi@achievementacademy.com)

Evidence-based Strategy: Describe the evidence-based strategy being

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Council for Exceptional Children: Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from <http://dec-sped.org/recommendedpractices>

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.

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 using the Hawaii Early Learning Profile (HELP).

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 and welcomes parent participation. Participation includes attending required meetings concerning their child's progress, attending parent breakfasts', participating in school-sponsored activities and/or school fund raisers, and being active participants in their child's education. 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.

As we ease into the 2022-2023 school year with covid and school closures a recent impactful event we are looking forward to resuming the majority of our events in-person while maintaining a healthy and safe environment for all. Monthly parent meetings will occur in-person but will have a ZOOM option date, community events have resumed and we are excited to schedule 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.

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

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.