Achievement Academy School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Achievement Academy

716 BELLA VISTA ST E, Lakeland, FL 33805

http://www.achievementacademy.com/

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation 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, staffing and training of charter school staff-teachers, therapists, paraprofessionals, support staff. Responsible for school compliance with all FLDOE requirements, any applicable state mandates, all local and district requirements, etc. Facilitate charter school 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 50+ PreK ESE students. Hires and evaluates therapists. Responsible for orientation and training of therapists-PT, OT and Speech Therapists as well as assistants. Supervises therapists at all three sites. Reviews and updates procedures as it relates to therapy provision and billing.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Information used in the School Improvement Plan (student scores, parent volunteer hours, attendance, etc.) is reviewed by the members. The school's policies and procedures are reviewed and updated if suggestions for improvement are approved by the team. Information for the SIP is shared with teachers and other stakeholders. Using their input and suggestions the SIP is developed and reviewed consistently.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Academic standards for PreK ESE students are not yet available. Student's are annually assessed and that information is available by Oct. 1. Scores are then reviewed. Our school-wide goal is for students to show, on average, a combined overall gain of at least six months annually in each of the following domains: Cognitive, Expressive Language, Gross Motor, Fine Motor, Social and Self Care. Classroom meetings are scheduled early in the year to review each student's needs and to insure that all necessary services are in place for each child.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	No
2022-23 Minority Rate	56%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		45	53		47	56			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		49	59		42	50			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		41	54		49	59			
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress		54	59						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL				

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

III. Planning for Improvement

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

Cognitive goal: Students (PreK ESE) enrolled will show, on average, a combined overall Cognitive gain of at least six months. The 2022-2023 combined overall Cognitive average gains of the 57 students "graduating" from our program in May 2023 was 9.53 months. Returning students will be tested by October 2023 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 2022-2023 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: Data is reviewed quarterly throughout school year.

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 2022-2023 combined overall Expressive Language average gains of the 57 students "graduating" from our program in May 2023 was 10.38 months. Returning students will be tested by October 2023 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 2022-2023 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: Data is reviewed quarterly throughout the school year.

#3. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

Fine Motor goal: Students (PreK ESE) enrolled will show, on average, a combined overall Fine Motor gain of at least six months. The 2022-2023 combined overall Fine Motor average gains of the 57 students "graduating" from our program in May 2023 was 8.95 months. Returning students will be tested by October 2023 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 earning 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)

By When: Data is reviewed quarterly throughout the school year.

#4. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 2022-2023 combined overall Gross Motor average gains of the 57 students "graduating" from our program in May 2023 was 6.02 months. Returning students will be tested by October 2023 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 2022-2023 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: Data is reviewed quarterly throughout the school year.

#5. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

Social goal: Students (PreK ESE) enrolled will show, on average, a combined overall Social gain of at least six months. The 2022-2023 combined overall Social average gains of the 57 students "graduating" from our program in May 2023 was 7.26 months. Returning students will be tested by October 2023 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 2022-2023 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: Data is reviewed quarterly throughout school year.

#6. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 2022-2023 combined overall Self Care average gains of the 57 students "graduating" from our program in May 2023 was 8.24 months. Returning students will be tested by October 2023 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 2022-2023 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.ning Profile (HELP).

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

By When: Data is reviewed quarterly throughout the school year.

#7. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In an effort to retain and recruit quality educators, promotion of respectful, nurturing relationships has been identified as a need. Pre-covid lockdown, staff often had the opportunity to gather and build relationships, using that time to get to know one another, share ideas, celebrate the good days and vent about the not-so-good. Post-covid finds staff more isolated and withdrawn. Zoom and Microsoft Teams have replaced many of the face-to face meetings affecting not only parent meetings but meetings between professionals.

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

Consistent, in-person group teacher meetings at each campus-Bartow, Lakeland and Winter Haven-with teachers and principal.

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

Monitoring of attendance at each meeting. Survey.

Person responsible for monitoring outcome:

Cindi Parker-Pearson (cindi@achievementacademy.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

A framework for the promotion of mental health and emotional well-being for teachers in the post-Covid lockdown era points to three potent pathways that can help with teacher retention and recruitment. These three pathways are:

Regulation is the capacity or opportunity to stay in or return to a state of feeling safe and calm when stressed. While solitary activities can promote self-regulation, the experience of being calmed and cared for through relationships—also known as co-regulation—is what enables humans to develop the brain structures and skills for self-regulation, self-care, and resilience in the face of stress.

Reflection is taking time to notice, name, and understand one's own emotions, sensations, thoughts, values, needs, and experiences. Especially after experiencing trauma, students and teachers need time for reflection to make sense of, process, and move through difficult experiences. Because sense-making with the help of a trusted relationship is a powerful way to manage stress and heal trauma, reflection should take place in relationships where one can receive validation and empathy, in addition to independent self-reflection.

Relationships are foundational to both well-being and resilience. Through ongoing experiences of feeling safe and seen inside relationships, students and teachers develop increasing capacity to regulate, reflect, engage in empathy, and solve problems.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Jack, J., Marcus, M., Munger, K., Teoh, M., & Revenell, A. (2021). (rep.). Prioritizing People: Purposeful investments to better support student and teacher mental health. San Diego, CA: Teach Plus.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Schedule afternoon meeting with teachers at each campus during designated months. Intent of meetings is to encourage collaboration, develop and strengthen relationships, provide mentorship and guidance, and give a platform to share issues and concerns in an appropriate and supportive environment.

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

By When: During October, January and April of 2023-2024 school year.