

Achievement Academy



2014-15 School Improvement Plan

Achievement Academy

716 BELLA VISTA ST E, Lakeland, FL 33805

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

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
%

Alternative/ESE Center
No

Charter School
Yes

Minority
%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	54
Appendix 2: Professional Development and Technical Assistance Outlines	59
Professional Development Opportunities	60
Technical Assistance Items	62
Appendix 3: Budget to Support Goals	63

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Vision: Helping students with special needs achieve remarkable goals

Philosophy:

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

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

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

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

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

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

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

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

An initial intake packet is completed on every newly enrolled student and is updated annually. Within the intake contains information concerning demographics, social history, medical needs, likes and dislikes of child, etc. As a charter school we require our parents to participate/volunteer a minimum of ten hours annually and because all of our students are PreK we see our parents and families often. Teachers meet with parents in required face-to-face quarterly meetings to discuss their student--either sharing assessments results, progress reporting or during Individual Educational Plan (IEP) meetings. Therapists and ESE Facilitators also participate in these meetings. Because all of our students are special needs, every student has either an IEP(over the age of 3) or a Family Support Plan (FSP) for those children under the age of 3. Valuable information is shared during these meetings between families and staff members. We also have on staff a Resource Parent. This position is designed to be a liaison between parents and families and the school. Our Resource

Parent position, though filled by different people, has always been a parent of former students. Monthly breakfasts, newsletters, family events are planned by the Resource Parent to encourage family participation and to offer support. We conduct case conference meetings twice per school year. Each classroom is scheduled to meet as a team to discuss every student in that classroom. The team consists of the teacher, para(s), speech therapist, physical therapist, occupational therapist, ESE facilitator/social worker, nurse and principal. The purpose is to make sure every team member is on the same page by sharing information, insight and suggestions. It also brings attention to any additional needed services that the child or family may be needing.

Describe how the school creates an environment where students feel safe and respected before, during and after school

As a school for PreK special needs children, constant monitoring is the norm. No child is ever left alone or out of eyesight of an adult. Most classrooms have 11 students with a teacher and at least one paraprofessional. Developmentally appropriate and positive discipline is used--planned ignoring, positive reinforcement and praise, modeling, and time-out from activities may be used. No child or family is ever demeaned or disrespected. Safety drills such as fire, tornado, unauthorized person on campus, etc. are performed regularly.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school makes every effort to avoid impacting instructional time which for our students is typically the morning. Children this young often have "behaviors" which may be developmentally appropriate for where they are in their development. It's important for staff to recognize this in their students and try to determine whether the behavior that is being displayed (saying "no", temper tantrum, refusing help, etc.) is truly a behavior or simply a developmentally appropriate and expected behavior. Developmentally appropriate and positive discipline such as planned ignoring, positive reinforcement and praise, modeling, and time-out from activities should be the first interventions used. Having high but appropriate behavioral expectations is critical for a successful PreK classroom. Though this works for a majority of the students at Achievement Academy, there are students that have more intense behavioral challenges. For some children, removing them from the source of the agitation (loud classroom, overstimulation, etc.) and going for a walk with a staff member may help--for others, the use of predetermined calming techniques such as a favorite toy or object, music or movement, must be used to calm a child. Some of our children have behavior specialists from other agencies that work with them both at home and at school. Achievement Academy staff are open to the suggestions/ techniques being used by the behavior specialists and will employ any of the successful interventions that the specialist has been able to use with the child.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

All of the students at Achievement Academy have been identified and are eligible for special education services. All students have an IEP or FSP, depending on the age of the child. Areas of goals on the IEP include Curriculum and Learning, Social Emotional Behavior, Independent Functioning, Communication and Health Care. In the social area, teachers will target weaknesses that have been identified, either through assessment, observation or family report. A wide variety of social skills may be targeted throughout the school. From learning to greet people appropriately to engaging in parallel/cooperative playing with peers to reducing tantrums and aggressive behaviors, the social-emotional needs of our students are varied and specific to the child. Students and their families can be referred for outside services. These services include behavior analysis interventions, counseling, and even medical interventions with specialists if parents are requesting help.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

N/A as Achievement Academy is an all Exceptional Student Education (ESE) PreK charter school serving only special needs children under the age of 6.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

As an all ESE PreK charter school, Achievement Academy's students have all been identified and qualify for Exceptional Student Education services. Depending on their age, students have an Individualized Educational Plan (IEP) or Family Support Plan (FSP). The IEP/FSP identifies individual goals for each student and the resources and related services needed to attain those goals. Data is taken in the classroom and during therapy on each child's goals and this is used to further individualize each child's goals. Quarterly progress meetings occur with parents that report the progress and present performance level of their child. Portfolios that reflect work samples or documentation of the goal work is shared with parents at progress meetings as well.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Achievement Academy is not a Title I school nor is it graded. As a PreK ESE charter school that serves very young children (age two to six years) who have developmental delays, it is critical that parents participate in their child's educational and therapeutic programming. Parents are required to volunteer/participate for a minimum of ten hours per school year. There is a Parent Representative on the Board of Directors that has full voting rights. On staff there is a Resource Parent. That position serves as the liaison between the school and the families. She has monthly parent breakfasts', various speakers on requested topics for parents, distributes a newsletter, and attends community events representing the school. She is also a member of the Management Team and has the responsibility of being the voice of our parents.

As a school of choice, Achievement Academy requires parent participation. Participation includes attending required face-to-face meetings concerning their child, parent breakfasts, school fund raisers, volunteering in classrooms or throughout the school, etc. Prior to enrollment, parents agree to attain or exceed 10 volunteer/participation hours per student each school year.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Achievement Academy has a 20-member Board of Directors that represents many different local partnerships. An Advisory Committee comprised of local community leaders helps the school by providing leadership and support. As a United Way agency, the school is frequently toured by community members who often then become "friends" of the school. School representatives speak frequently at meetings of a variety of organizations such as Rotary, Kiwanis, Elks, Junior Service League, etc. Grant opportunities are often possible through these organizations. The school is a member of the Chambers of Commerce at all three of our sites: Lakeland, Bartow and Winter Haven.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Parker-Pearson, Cindi	Principal
Burton, John	Other
Bartley, Jill	Other
Shipe, Susan	Teacher, ESE
Ames, Wendy	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Cindi Parker-Pearson is the Principal of the charter school. She is responsible for the day to day operation of the classrooms and supervision of teachers, paraprofessionals, therapists and support staff. Various reports and responsibilities flow through her office including the SIP, accountability report, accreditation requirements, district and state requirements, etc. Is responsible for hiring, training and retention of charter school staff. Develops and enforces policies and procedures of the charter school. Mediates any parent concerns.

John Burton is the Executive Director of Achievement Academy, Inc. In addition to the charter school,

Achievement Academy, Inc. is a nonprofit agency that maintains a United Way program called Birth to Three, that serves young children from birth to three years of age in their homes that are at risk for developmental delay. John is responsible for the Birth to Three program as well as the overall agency. Budgetary and financial responsibilities including developing and oversight of budget, fundraising and development, etc. are part of his responsibility. Actively seeks community involvement and partnerships. Board of Director's responsibilities.

Jill Bartley is an ESE Facilitator with our school and is responsible for student enrollment, IEP/FSP staffings, ESE compliance, parent concerns/parent support, and is the school district liaison.

Susan Shipe is the Lead Teacher and has responsibilities with teacher training and support.

Wendy Ames is the Lead Therapist and has responsibilities with therapist training and support.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Management meetings are typically held twice a year and at that time discussion is often held about current topics affecting the school. Upcoming issues are also identified and discussed. Board of Directors meetings are held monthly and various committees of the Board occur on an as-needed basis. Staff meetings are held monthly.

Supplemental Academic Instruction (SAI) money is used by the school to fund our Off-Track Backpack program which provides pre-literacy supplemental instruction materials to students during the school breaks. For ESE students identified as needing Extended School Years (ESY) services, we are able to refer them to the district's ESY program and that service is paid for with SAI money. Title II money is not given to our school directly but is kept by the school district for professional development. This arrangement allows our staff to access training that is provided by the district at no additional cost to us.

This is the second year our school has participated in the Community Eligibility Option breakfast/lunch program. Our school meets the necessary requirements for the program because at least 40 percent of our students are categorized as Identified Students. Identified Students are students directly certified for free meals on the basis of their participation in the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), Food Distribution Program on Indian Reservations (FDPIR) or who are certified based on their status as homeless, migrant, living in foster care, or participation in the Head Start program. This is an innovative program that makes it easier for high need schools to serve breakfast and lunches at no charge to all students by eliminating paperwork and the verification process.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Review of last year's school improvement plan is done by staff and then presented to the Board of Directors, including the Parent Representative, for review and approval.

Development of this school improvement plan

The school improvement plan is developed and implemented by staff. The Board of Directors, including the Parent Representative, reviews and approves the school improvement plan annually.

Preparation of the school's annual budget and plan

The school's annual budget is prepared and reviewed by the Administrative Services Manager, Executive Director and Principal. The Finance Committee of the Board of Directors then reviews and edits before sending it to the Board of Directors for final approval.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

As an ungraded school, Achievement Academy is not eligible for and does not receive any school improvement funds.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

As a charter school, Achievement Academy is not required to have a School Advisory Council (SAC) as it is governed by a Board of Directors that oversees the operation of the school including, but not limited to , approval of the annual budget and oversight of school decisions. A current parent is the elected representative of the parents and has full voting capacity as a member of the Board. Pursuant to Florida state statute, a charter school must appoint a parent representative to facilitate parental involvement Our representatives for the 2014-2015 year are our Resource Parent, Mary Holjes and our ESE Facilitator, Jill Bartley. Their contact information is available on our website at www.achievementacademy.com.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Parker-Pearson, Cindi	Principal
Shipe, Susan	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

Though this initiative applies to K-12 and Achievement Academy serves an all ESE PreK student population, pre-reading skills are important for our students and their families. Though our students are young, reading is a part of the school day. Developmentally appropriate books--from board books and tactile books to simple, read-aloud predictable books, pre-literacy activities are emphasized. Monthly staff meetings as well as teacher professional development work days allow the sharing of pre-literacy activities that are appropriate for our young student population.

Activities used at Achievement Academy to promote literacy:

iPads and Applications-Teachers, speech therapists and occupational therapists have iPads that are

used in both group and individual activities. A variety of applications are being utilized that focuses on literacy, language, concepts, etc. iPads to be purchased for new teachers and therapists.

Continue with the following programs:

Off Track Backpacks-Literacy focused materials and activities centering on enclosed book that are sent home twice per school year during breaks.

MightyBook.com-Online service that is funded by our Parent Group. Allows access by both classrooms and homes to a variety of interactive read-aloud books and songs

Parent Lending Library-Preschool books made available to take home to read to children provided by Junior League of Greater Lakeland through a partnership with United Way's Success by 6.

KidsTv123-YouTube series of videos that are used during group and circle time activities that promote phonics, letter recognition, etc. through music.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

N/A Achievement Academy is an all ESE PreK charter school.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

All teachers hired must possess or be eligible for, attain and maintain Florida certification in Exceptional Student Education (ESE) and PreK-Primary or Preschool Birth-Age 4. A minimum of 20 hours annually of appropriate professional development is required by the school of all instructional staff-teachers, paraprofessionals, therapists-as well as maintaining all certification and licensing requirements. We have a competitive salary and benefit package. The school pays for professional development as well as certification and licensing fees renewals and liability insurance. A salary incentive is offered to paraprofessionals who attain their CDA. With pre-approval of course work and a "C" or better in classes, the school reimburses fifty percent of the college tuition to employees pursuing further education in a field related to the needs of Achievement Academy.

We have used the school website, local media, web-based recruitment strategies, and national magazines to recruit. Executive Director and Principal share recruitment and hiring responsibilities.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our Lead Teacher, Susan Shipe, is Nationally Board Certified in Exceptional Student Education (ESE). She has daily/weekly communication with all new teachers. She also trains and reviews paperwork including assessment, Individualized Education Plans (IEP's), data collection and other documentation. Assistance is given with Enrich-which is the district's software program for IEP's. We have two ESE Facilitators who work very closely with classroom teachers to schedule, coordinate and participate in IEP staffings. The ESE Facilitators are available to help with the development of the IEP to not only insure full and complete compliance but to offer assistance as needed.

For the 2014-2015 school year, two new teachers came on board. Our lead teacher has met with them regularly and offered training, review and support. The Principal is available for training as well as support during daily interactions.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

State standards for Exceptional Student Education PreK students have not yet been developed. All students at Achievement Academy are assessed annually using the Hawaii Early Learning Profile (HELP). Using the information from this developmental assessment as well as teacher observation, therapist assessment, parent input, and collateral medical and other agency information, individualized goals are set for each students. Reporting on progress of goal attainment is done quarterly with parents. IEP meetings are held at least annually. At the IEP meetings, student progress is reviewed and present performance levels are discussed, goals are developed and related services required by student are identified.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Achievement Academy conducts annual developmental assessments on every student. In our program assessment and evaluation drives both classroom instruction and therapy. Assessment determines eligibility, developmental assessment helps to create student goals, and therapy evaluations creates plans of care and therapy goals.

Current assessment information is used during the IEP process to develop goals, identify special education services, needed learning strategies as well as modifications and accommodations for each individual student. We keep a database on student scores that allows us to track progress both individually and as an average score for the school.

Data is taken on every goal that has been developed for the student. This data allows teachers and therapists to track and monitor progress towards achievement of goals, adjust strategies and/or identify additional barriers to possible achievement. Every quarter the data is analyzed by teachers and therapists and is shared in progress reports with parents.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year:

N/A

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Transition for our students is very important. We serve children, ages 2 to 6, in PreK ESE classrooms who come to us from throughout Polk County. Prior to their 6th birthday, we schedule transition IEP meetings with all of the students who are leaving us. Parents and any others they may invite attend the transition meeting. Involved in that meeting is our staff that includes the ESE Facilitator, current teacher and possibly, therapists. The meeting is held at the receiving school and their staff that is involved in the meeting may include the receiving teacher, therapists and their ESE Facilitator or guidance counselor. The district's staffing specialist may attend as well. Our staff helps in developing the new IEP that will be reflective of the child's present performance level as well as targeted goals for the new school/program for the upcoming school year.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A Achievement Academy serves an all ESE PreK population.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A Achievement Academy serves an all ESE PreK population.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A Achievement Academy serves an all ESE PreK population.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A Achievement Academy serves an all ESE PreK population.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All Students (PreK ESE)- Cognitive: Students enrolled will show, on average, a combined overall Cognitive gain of at least 6 months each year.
- G2.** All Students (PreK ESE)- Expressive Language: Students enrolled will show, on average, a combined overall Expressive Language gain of at least 6 months each year.
- G3.** All Students (PreK ESE)- Gross Motor: Students enrolled will show, on average, a combined overall Gross Motor gain of at least 6 months each year.
- G4.** All Students (PreK ESE) Fine Motor: Students enrolled will show, on average, a combined overall Fine Motor gain of at least 6 months each year.
- G5.** All Students (PreK ESE)-Socialization: Students enrolled will show, on average, a combined overall Social gain of at least 6 months each year.
- G6.** All Students (PreK ESE)- Self Care: Students enrolled will show, on average, a combined overall Self Care gain of at least 6 months each year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All Students (PreK ESE)- Cognitive: Students enrolled will show, on average, a combined overall Cognitive gain of at least 6 months each year. 1a

G051080

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Hawaii Early Learning Profile (HELP) is used for assessment, curriculum and goal development.

Targeted Barriers to Achieving the Goal 3

- Disability/needs of each individual student are varied. Possible barriers include developmental delay, lower cognition, processing deficits, medical/health issues, the need for vision/auditory interventions, genetics, neurological injuries.

Plan to Monitor Progress Toward G1. 8

Developmental assessments completed.

Person Responsible

Cindi Parker-Pearson

Schedule

Annually, from 10/20/2014 to 11/7/2014

Evidence of Completion

Assessment information entered into database.

G2. All Students (PreK ESE)- Expressive Language: Students enrolled will show, on average, a combined overall Expressive Language gain of at least 6 months each year. 1a

G051081

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Hawaii Early Learning Profile (HELP) as well as other speech language evaluation tools are used for assessment and goal development.

Targeted Barriers to Achieving the Goal 3

- Disability/needs of each individual student are varied. Possible barriers include developmental delay, neurological problems, apraxia.

Plan to Monitor Progress Toward G2. 8

Developmental assessments completed. Speech language assessments completed.

Person Responsible

Cindi Parker-Pearson

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Assessment information entered into database.

G3. All Students (PreK ESE)- Gross Motor: Students enrolled will show, on average, a combined overall Gross Motor gain of at least 6 months each year. 1a

G051082

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Hawaii Early Learning Profile (HELP) is used for assessment, curriculum and goal development.

Targeted Barriers to Achieving the Goal 3

- Disability/needs of each individual student are varied. Possible barriers include developmental delay, neurological issues, balance/tone/coordination issues, muscle strength/weakness, motor planning, sensory processing, visual/motor deficits, inability to imitate motor movements, lower cognition

Plan to Monitor Progress Toward G3. 8

Development assessments completed. Physical therapy assessments completed.

Person Responsible

Cindi Parker-Pearson

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Assessment information entered into database

G4. All Students (PreK ESE) Fine Motor: Students enrolled will show, on average, a combined overall Fine Motor gain of at least 6 months each year. 1a

G051083

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Hawaii Early Learning Profile (HELP) as well as other occupational therapy evaluation tools are used for assessment and goal development.

Targeted Barriers to Achieving the Goal 3

- Disability/needs of each individual student are varied. Possible barriers include developmental delay, neurological issues, balance/tone/coordination issues, muscle strength/weakness, motor planning, sensory processing, visual/motor deficits, inability to imitate motor movements, lower cognition

Plan to Monitor Progress Toward G4. 8

Developmental assessments completed. Occupational therapy evaluations completed.

Person Responsible

Cindi Parker-Pearson

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Assessment information entered into database.

G5. All Students (PreK ESE)-Socialization: Students enrolled will show, on average, a combined overall Social gain of at least 6 months each year. 1a

G051084

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Hawaii Early Learning Profile (HELP) is used for assessment, curriculum, and goal development.

Targeted Barriers to Achieving the Goal 3

- Disability/needs of each individual student are varied. Possible barriers include developmental delay, lower cognition, processing deficits, medical/health issues, the need for vision/auditory interventions, genetics, neurological injuries.

Plan to Monitor Progress Toward G5. 8

Developmental assessments completed.

Person Responsible

Cindi Parker-Pearson

Schedule

Annually, from 10/20/2014 to 11/7/2014

Evidence of Completion

Assessment information entered into database.

G6. All Students (PreK ESE)- Self Care: Students enrolled will show, on average, a combined overall Self Care gain of at least 6 months each year. 1a

G051085

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Hawaii Early Learning Profile (HELP) is used for assessment, curriculum and goal development.

Targeted Barriers to Achieving the Goal 3

- Disability/needs of each individual student are varied. Possible barriers include developmental delay, lower cognition, processing deficits, medical/health issues, the need for vision/auditory interventions, genetics, neurological injuries.

Plan to Monitor Progress Toward G6. 8

Developmental assessments completed.

Person Responsible

Cindi Parker-Pearson

Schedule

Annually, from 10/20/2014 to 11/7/2014

Evidence of Completion

Assessment information entered into database.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. All Students (PreK ESE)- Cognitive: Students enrolled will show, on average, a combined overall Cognitive gain of at least 6 months each year. **1**

 G051080

G1.B1 Disability/needs of each individual student are varied. Possible barriers include developmental delay, lower cognition, processing deficits, medical/health issues, the need for vision/auditory interventions, genetics, neurological injuries. **2**

 B128361

G1.B1.S1 Assess student annually for strengths/weaknesses. Determine needs/barriers and develop goals and strategies to meet needs. **4**

 S140450

Strategy Rationale

Action Step 1 **5**

Developmental assessments will be conducted annually on each student . Using the HELP and other assessment tools as needed, teachers and/or therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student.

Person Responsible

Cindi Parker-Pearson

Schedule

Annually, from 8/18/2014 to 10/3/2014

Evidence of Completion

For Teachers-Completed assessments due by beginning of October. Scores are turned into Principal by mid- October of each year.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Developmental assessments completed by teachers by beginning of October. Reviewed as needed by Lead Teacher and Principal.

Person Responsible

Cindi Parker-Pearson

Schedule

Annually, from 8/18/2014 to 10/3/2014

Evidence of Completion

Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by mid-October.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Developmental assessments completed.

Person Responsible

Cindi Parker-Pearson


Schedule

Annually, from 10/20/2014 to 11/7/2014

Evidence of Completion

Assessment information entered into database.

G1.B1.S2 Develop lesson plans, daily schedule and activities that target goals. 4

 S140451

Strategy Rationale

Action Step 1 5

Lesson plans are developed that target the goals of the children in each classroom. Daily schedule is used to insure activities and goals are incorporated throughout the day. Activities are planned that target and support each student's goals.

Person Responsible

Cindi Parker-Pearson

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans are submitted to Principal weekly; reviewed by Principal. Walk-throughs insure activities are ongoing and appropriate.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Lesson plans, daily schedule and activities.

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans and activities reflect students' goals. Daily schedule supports the implementation of appropriate activities.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Lesson plan and activities reflect the goals of the students.

Person Responsible

Cindi Parker-Pearson


Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Upon review of the IEP, targeted goals are reflected in the activities of the classrooms.

G1.B1.S3 Collect data on goals. Review data and strategies/monitor progress. 4

 S140452

Strategy Rationale

Action Step 1 5

Data collection. Review data and strategies. Monitor progress.

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Evidence of data collection is presented in classroom files of each student. Data collection reflects review and change in strategies as needed as well as any accommodation and/or modifications.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Review of classroom files for data collection

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Review and discussion with each teacher

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Review of classroom files for data collection

Person Responsible

Cindi Parker-Pearson


Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Review and discussion with each teacher

G1.B1.S4 Report progress to parents at least quarterly; to IEP/FSP team annually. IEP/FSP meetings conducted at least annually. 4

 S140453

Strategy Rationale

Action Step 1 5

Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Documented meetings with parents.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Progress reports. IEP/FSP meetings.

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Progress reports. IEP/FSP meetings.

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.

G2. All Students (PreK ESE)- Expressive Language: Students enrolled will show, on average, a combined overall Expressive Language gain of at least 6 months each year. 1

G051081

G2.B1 Disability/needs of each individual student are varied. Possible barriers include developmental delay, neurological problems, apraxia. 2

B128362

G2.B1.S1 Assess student annually for strengths/weaknesses. Determine needs/ barriers and develop goals and strategies to meet needs. 4

S140454

Strategy Rationale

Action Step 1 5

Developmental assessments will be conducted annually on each student. Using the HELP and other assessment tools as needed, teachers and therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student.

Person Responsible

Schedule

On 6/4/2015

Evidence of Completion

For teachers-completed assessments due by beginning of October. Scores are submitted to Principal by October of each year. For therapists-evaluations are submitted to billing clerk as required; current evaluations are also needed for IEP/FSP meetings. ESE Facilitators review submitted therapy evaluations for current status.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Developmental assessments completed by teachers by beginning of October. Speech evaluations completed by speech therapists at least annually. Reviewed as needed by Lead Teacher, Lead Therapist and/or Principal.

Person Responsible

Cindi Parker-Pearson

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by mid-October.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Development assessments completed. Speech language assessments completed.

Person Responsible

Cindi Parker-Pearson

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Assessment information entered into database.

G2.B1.S2 Develop lesson plans, plans of care and activities that target goals. 4

S140455

Strategy Rationale

Action Step 1 5

Lesson plans (teachers) and plans of care (therapists) are developed that target the goals of each student.

Person Responsible

Cindi Parker-Pearson

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans submitted to Principal weekly; reviewed by Principal.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Lesson plans and activities. Plans of care.

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Planned activities reflect students' goals

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Lesson plans and activities. Plans of care.

Person Responsible

Cindi Parker-Pearson


Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Upon review of the IEP, targeted goals are reflected in the activities of the classrooms and therapy sessions.

G2.B1.S3 Collect data on goals. Review data and strategies/monitor progress. 4

 S140456

Strategy Rationale

Action Step 1 5

Data collection. Review data and strategies. Monitor progress.

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Evidence of data collection is presented in classroom/therapy files of each student. Data collection reflects review and change strategies.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Review of classroom files/therapy files

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Review and discussion with each teacher and/or therapist

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Review of classroom files/therapy files

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Review and discussion with each teacher/therapist

G2.B1.S4 Report progress to parents at least quarterly; to IEP/FSP team annually. IEP/FSP meetings conducted at least annually. 4

 S140457

Strategy Rationale

Action Step 1 5

Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Documented meetings with parents.

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Progress reports. IEP/FSP meetings.

Person Responsible

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Progress reports. IEP/FSP meetings

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.

G3. All Students (PreK ESE)- Gross Motor: Students enrolled will show, on average, a combined overall Gross Motor gain of at least 6 months each year. 1

G051082

G3.B1 Disability/needs of each individual student are varied. Possible barriers include developmental delay, neurological issues, balance/tone/coordination issues, muscle strength/weakness, motor planning, sensory processing, visual/motor deficits, inability to imitate motor movements, lower cognition 2

B128363

G3.B1.S1 Assess student annually for strengths/weaknesses. Determine needs/barriers and develop goals and strategies to meet needs. 4

S140458

Strategy Rationale

Action Step 1 5

Developmental assessments will be conducted annually on each student . Using the HELP and other assessment tools as needed, teachers and therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student.

Person Responsible

Cindi Parker-Pearson

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

For Teachers-Completed assessments due by beginning of October. Scores are turned into Principal by mid- October of each year. For Therapists-Evaluations are submitted to billing clerk as required; current evaluations are also needed for IEP/FSP meetings and the ESE Facilitators review evaluations for compliance with dates.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Developmental assessments completed by teachers by beginning of October. Physical therapy evaluations completed by physical therapists at least annually. Reviewed as needed by Lead Teacher, Lead Therapist and/or Principal.

Person Responsible

Cindi Parker-Pearson

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by mid-October.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Development assessments completed. Physical therapy assessments completed

Person Responsible

Cindi Parker-Pearson

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by mid-October.

G3.B1.S2 Develop lesson plans, plans of care and activities that target goals. 4

S140459

Strategy Rationale

Action Step 1 5

Lesson plans (teachers) and plans of care (therapists) are developed that target the goals of each student.

Person Responsible

Cindi Parker-Pearson

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans submitted to Principal weekly; reviewed by Principal.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Lesson plans and activities. Plans of care.

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Planned activities reflect students' goals

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Lesson plans/plans of care and activities

Person Responsible

Cindi Parker-Pearson


Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Upon review of the IEP, targeted goals are reflected in the activities of the classrooms and therapy sessions.

G3.B1.S3 Collect data on goals. Review data and strategies/monitor progress. 4

 S140460

Strategy Rationale

Action Step 1 5

Lesson plans (teachers) and plans of care (therapists) are developed that target the goals of each student.

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans submitted to Principal weekly; reviewed by Principal.

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Lesson plans and activities. Plans of care.

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Planned activities reflect students' goals

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Lesson plans/plans of care and activities

Person Responsible

Cindi Parker-Pearson


Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Upon review of the IEP, targeted goals are reflected in the activities of the classrooms and therapy sessions.

G3.B1.S4 Report progress to parents at least quarterly; to IEP/FSP team annually. IEP/FSP meetings conducted at least annually. 4

 S140461

Strategy Rationale

Action Step 1 5

Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Documented meetings with parents.

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Progress reports. IEP/FSP meetings.

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

Progress reports. IEP/FSP meetings.

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.

G4. All Students (PreK ESE) Fine Motor: Students enrolled will show, on average, a combined overall Fine Motor gain of at least 6 months each year. 1

G051083

G4.B1 Disability/needs of each individual student are varied. Possible barriers include developmental delay, neurological issues, balance/tone/coordination issues, muscle strength/weakness, motor planning, sensory processing, visual/motor deficits, inability to imitate motor movements, lower cognition 2

B128364

G4.B1.S1 Assess student annually for strengths/weaknesses. Determine needs/barriers and develop goals and strategies to meet needs. 4

S140462

Strategy Rationale

Action Step 1 5

Developmental assessments will be conducted annually on each student . Using the HELP and other assessment tools as needed, teachers and therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student.

Person Responsible

Cindi Parker-Pearson

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

For Teachers-Completed assessments due by beginning of October. Scores are turned into Principal by October of each year. For Therapists-Evaluations are submitted to billing clerk as required; current evaluations are also needed for IEP/FSP meetings and the ESE Facilitators review evaluations for compliance with dates

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Developmental assessments completed by teachers by beginning of October. Occupational therapy evaluations completed by occupational therapists at least annually. Reviewed as needed by Lead Teacher, Lead Therapist and/or Principal.

Person Responsible

Cindi Parker-Pearson

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by mid-October.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Developmental assessments completed. Occupational therapy assessments completed.

Person Responsible

Cindi Parker-Pearson

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Assessment information entered into database.

G4.B1.S2 Develop lesson plans, plans of care and activities that target goals. 4

S140463

Strategy Rationale

Action Step 1 5

Lesson plans (teachers) and plans of care (therapists) are developed that target the goals of each student.

Person Responsible

Cindi Parker-Pearson

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans submitted to Principal weekly; reviewed by Principal.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Lesson plans and activities. Plans of care.

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Planned activities reflect students' goals.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Lesson plans/plans of care and activities

Person Responsible

Cindi Parker-Pearson


Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Upon review of the IEP, targeted goals are reflected in the activities of the classrooms and therapy sessions.

G4.B1.S3 Collect data on goals. Review data and strategies/monitor progress. 4

 S140464

Strategy Rationale

Action Step 1 5

Data collection. Review data and strategies. Monitor progress.

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Evidence of data collection is presented in classroom/therapy files of each students. Data collection reflects review and change strategies.

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Review of classroom files/therapy files

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Review and discussion with each teacher and/or therapist

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Review of classroom files/therapy files

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Review and discussion with each teacher/therapist

G4.B1.S4 Report progress to parents at least quarterly; to IEP/FSP team annually. IEP/FSP meetings conducted at least annually. **4**

 S140465

Strategy Rationale

Action Step 1 **5**

Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Documented meetings with parents.

Plan to Monitor Fidelity of Implementation of G4.B1.S4 **6**

Progress reports; IEP/FSP meetings

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.

Plan to Monitor Effectiveness of Implementation of G4.B1.S4 **7**

Progress reports. IEP/FSP meetings.

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015


Evidence of Completion

Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.


G5. All Students (PreK ESE)-Socialization: Students enrolled will show, on average, a combined overall Social gain of at least 6 months each year. **1**

 G051084

G5.B1 Disability/needs of each individual student are varied. Possible barriers include developmental delay, lower cognition, processing deficits, medical/health issues, the need for vision/auditory interventions, genetics, neurological injuries. **2**

 B128365

G5.B1.S1 Assess student annually for strengths/weaknesses. Determine needs/barriers and develop goals and strategies to meet needs. **4**

 S140466

Strategy Rationale

Action Step 1 **5**

Developmental assessments will be conducted annually on each student . Using the HELP and other assessment tools as needed, teachers and therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student.

Person Responsible

Cindi Parker-Pearson

Schedule

Annually, from 8/18/2014 to 10/3/2014

Evidence of Completion

Completed developmental assessments due by beginning of October. Scores are turned into Principal by October of each year.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 **6**

Developmental assessments completed by teachers by beginning of October. Reviewed as needed by Lead Teacher and Principal.

Person Responsible

Cindi Parker-Pearson

Schedule

Annually, from 8/18/2014 to 10/3/2014

Evidence of Completion

Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by the mid-October.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Developmental assessments completed.

Person Responsible

Cindi Parker-Pearson


Schedule

Annually, from 10/20/2014 to 11/7/2014

Evidence of Completion

Assessment information entered into database

G5.B1.S2 Develop lesson plans, daily schedule and activities that target goals. 4

 S140467

Strategy Rationale

Action Step 1 5

Lesson plans are developed that target the goals of the children in each classroom. Daily schedule is used to insure activities and goals are incorporated throughout the day.

Person Responsible

Cindi Parker-Pearson

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans are submitted to Principal weekly; reviewed by Principal. Walkthroughs insure activities are ongoing and appropriate.

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Lesson plans and activities.

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Planned activities reflect students' goals

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Lesson plan/activities reflect the goals of the students.

Person Responsible

Cindi Parker-Pearson


Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Upon review of the IEP, targeted goals are reflected in the activities of the classrooms.

G5.B1.S3 Collect data on goals. Review data and strategies/monitor progress. 4

 S140468

Strategy Rationale

Action Step 1 5

Data collection. Review data and strategies. Monitor progress.

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Evidence of data collection is presented in classroom files of each student. Data collection reflects review and change strategies.

Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

Review of classroom files.

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Review and discussion with each teacher.

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7

Review of classroom files.

Person Responsible

Cindi Parker-Pearson


Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Review and discussion with each teacher.

G5.B1.S4 Report progress to parents at least quarterly; to IEP/FSP team annually. IEP/FSP meetings conducted at least annually. 4

 S140469

Strategy Rationale

Action Step 1 5

Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Documented meetings with parents.

Plan to Monitor Fidelity of Implementation of G5.B1.S4 6

Progress reports. IEP/FSP meetings.

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.

Plan to Monitor Effectiveness of Implementation of G5.B1.S4 7

Progress reports. IEP/FSP meetings.

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Progress reports submitted to Principal. IEP meetings conducted by ESE Facilitator.

G6. All Students (PreK ESE)- Self Care: Students enrolled will show, on average, a combined overall Self Care gain of at least 6 months each year. 1

G051085

G6.B1 Disability/needs of each individual student are varied. Possible barriers include developmental delay, lower cognition, processing deficits, medical/health issues, the need for vision/auditory interventions, genetics, neurological injuries. 2

B128366

G6.B1.S1 Assess student annually for strengths/weaknesses. Determine needs/barriers and develop goals and strategies to meet needs. 4

S140470

Strategy Rationale

Action Step 1 5

Developmental assessments will be conducted annually on each student . Using the HELP and other assessment tools as needed, teachers and therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student.

Person Responsible

Schedule

Annually, from 8/18/2014 to 10/3/2014

Evidence of Completion

For Teachers-Completed assessments due by beginning of October. Scores are turned into Principal by October of each year. For Therapists-Evaluations are submitted to billing clerk as required; current evaluations are also needed for IEP/FSP meetings and the ESE Facilitators review evaluations for dates.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Developmental assessments completed by teachers by beginning of October. Reviewed as needed by Lead Teacher and Principal.

Person Responsible

Cindi Parker-Pearson

Schedule

Annually, from 8/18/2014 to 10/3/2014

Evidence of Completion

Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by the mid-October.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Developmental assessments completed.

Person Responsible

Cindi Parker-Pearson

Schedule

Annually, from 10/20/2014 to 11/7/2014

Evidence of Completion

Assessment information entered into database.

G6.B1.S2 Develop lesson plans, daily schedule and activities that target goals. 4

S140471

Strategy Rationale

Action Step 1 5

Lesson plans are developed that target the goals of the children in each classroom. Daily schedule is used to insure activities and goals are incorporated throughout the day.

Person Responsible

Cindi Parker-Pearson

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans are submitted to Principal weekly; reviewed by Principal. Walkthroughs insure activities are ongoing and appropriate.

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Lesson plans and activities

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Planned activities reflect students' goals

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

Lesson plans are submitted to Principal weekly; reviewed by Principal. Walkthroughs insure activities are ongoing and appropriate.

Person Responsible

Cindi Parker-Pearson


Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Upon review of the IEP, targeted goals are reflected in the activities of the classrooms.

G6.B1.S3 Collect data on goals. Review data and strategies/monitor progress. 4

 S140472

Strategy Rationale

Action Step 1 5

Data collection. Review data and strategies. Monitor progress.

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Evidence of data collection is presented in classroom files of each student. Data collection reflects review and change strategies.

Plan to Monitor Fidelity of Implementation of G6.B1.S3 6

Review of classroom files

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Review and discussion with each teacher

Plan to Monitor Effectiveness of Implementation of G6.B1.S3 7

Review of classroom files

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Review and discussion with each teacher

G6.B1.S4 Report progress to parents at least quarterly; to IEP/FSP team annually. IEP/FSP meetings conducted at least annually. 4

 S140473

Strategy Rationale

Action Step 1 5

Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)

Person Responsible

Cindi Parker-Pearson

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Documented meetings with parents.

Plan to Monitor Fidelity of Implementation of G6.B1.S4 6

Progress reports. IEP/FSP meetings.

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.

Plan to Monitor Effectiveness of Implementation of G6.B1.S4 7

Progress reports. IEP/FSP meetings.

Person Responsible

Cindi Parker-Pearson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Developmental assessments will be conducted annually on each student . Using the HELP and other assessment tools as needed, teachers and/or therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student.	Parker-Pearson, Cindi	8/18/2014	For Teachers-Completed assessments due by beginning of October. Scores are turned into Principal by mid-October of each year.	10/3/2014 annually
G1.B1.S2.A1	Lesson plans are developed that target the goals of the children in each classroom. Daily schedule is used to insure activities and goals are incorporated throughout the day. Activities are planned that target and support each student's goals.	Parker-Pearson, Cindi	8/18/2014	Lesson plans are submitted to Principal weekly; reviewed by Principal. Walk-throughs insure activities are ongoing and appropriate.	6/4/2015 weekly
G1.B1.S3.A1	Data collection. Review data and strategies. Monitor progress.	Parker-Pearson, Cindi	8/18/2014	Evidence of data collection is presented in classroom files of each student. Data collection reflects review and change in strategies as needed as well as any accommodation and/or modifications.	6/4/2015 quarterly
G1.B1.S4.A1	Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)	Parker-Pearson, Cindi	8/18/2014	Documented meetings with parents.	6/4/2015 quarterly
G2.B1.S1.A1	Developmental assessments will be conducted annually on each student. Using the HELP and other assessment tools as needed, teachers and therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student.		8/18/2014	For teachers-completed assessments due by beginning of October. Scores are submitted to Principal by October of each year. For therapists-evaluations are submitted to billing clerk as required; current evaluations are also needed for IEP/FSP meetings. ESE Facilitators review submitted therapy evaluations for current status.	6/4/2015 one-time
G2.B1.S2.A1	Lesson plans (teachers) and plans of care (therapists) are developed that target the goals of each student.	Parker-Pearson, Cindi	8/18/2014	Lesson plans submitted to Principal weekly; reviewed by Principal.	6/4/2015 weekly

Polk - 8031 - Achievement Academy - 2014-15 SIP
Achievement Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S3.A1	Data collection. Review data and strategies. Monitor progress.	Parker-Pearson, Cindi	8/18/2014	Evidence of data collection is presented in classroom/therapy files of each student. Data collection reflects review and change strategies.	6/4/2015 quarterly
G2.B1.S4.A1	Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)	Parker-Pearson, Cindi	8/18/2014	Documented meetings with parents.	6/4/2015 quarterly
G3.B1.S1.A1	Developmental assessments will be conducted annually on each student . Using the HELP and other assessment tools as needed, teachers and therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student.	Parker-Pearson, Cindi	8/18/2014	For Teachers-Completed assessments due by beginning of October. Scores are turned into Principal by mid-October of each year. For Therapists-Evaluations are submitted to billing clerk as required; current evaluations are also needed for IEP/FSP meetings and the ESE Facilitators review evaluations for compliance with dates.	6/4/2015 annually
G3.B1.S2.A1	Lesson plans (teachers) and plans of care (therapists) are developed that target the goals of each student.	Parker-Pearson, Cindi	8/18/2014	Lesson plans submitted to Principal weekly; reviewed by Principal.	6/4/2015 weekly
G3.B1.S3.A1	Lesson plans (teachers) and plans of care (therapists) are developed that target the goals of each student.	Parker-Pearson, Cindi	8/18/2014	Lesson plans submitted to Principal weekly; reviewed by Principal.	6/4/2015 quarterly
G3.B1.S4.A1	Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)	Parker-Pearson, Cindi	8/18/2014	Documented meetings with parents.	6/4/2015 quarterly
G4.B1.S1.A1	Developmental assessments will be conducted annually on each student . Using the HELP and other assessment tools as needed, teachers and therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student.	Parker-Pearson, Cindi	8/18/2014	For Teachers-Completed assessments due by beginning of October. Scores are turned into Principal by October of each year. For Therapists-Evaluations are submitted to billing clerk as required; current evaluations are also needed for IEP/FSP meetings and the ESE Facilitators review evaluations for compliance with dates	6/4/2015 annually
G4.B1.S2.A1	Lesson plans (teachers) and plans of care (therapists) are developed that target the goals of each student.	Parker-Pearson, Cindi	8/18/2014	Lesson plans submitted to Principal weekly; reviewed by Principal.	6/4/2015 weekly
G4.B1.S3.A1	Data collection. Review data and strategies. Monitor progress.	Parker-Pearson, Cindi	8/18/2014	Evidence of data collection is presented in classroom/therapy files of each students. Data collection reflects review and change strategies.	6/4/2015 quarterly
G4.B1.S4.A1	Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)	Parker-Pearson, Cindi	8/18/2014	Documented meetings with parents.	6/4/2015 quarterly
G5.B1.S1.A1	Developmental assessments will be conducted annually on each student . Using the HELP and other assessment tools as needed, teachers and therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student.	Parker-Pearson, Cindi	8/18/2014	Completed developmental assessments due by beginning of October. Scores are turned into Principal by October of each year.	10/3/2014 annually
G5.B1.S2.A1	Lesson plans are developed that target the goals of the children in each classroom. Daily schedule is used to insure activities and goals are incorporated throughout the day.	Parker-Pearson, Cindi	8/18/2014	Lesson plans are submitted to Principal weekly; reviewed by Principal. Walkthroughs insure activities are ongoing and appropriate.	6/4/2015 weekly
G5.B1.S3.A1	Data collection. Review data and strategies. Monitor progress.	Parker-Pearson, Cindi	8/18/2014	Evidence of data collection is presented in classroom files of each student. Data collection reflects review and change strategies.	6/4/2015 quarterly

Polk - 8031 - Achievement Academy - 2014-15 SIP
Achievement Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S4.A1	Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)	Parker-Pearson, Cindi	8/18/2014	Documented meetings with parents.	6/4/2015 quarterly
G6.B1.S1.A1	Developmental assessments will be conducted annually on each student . Using the HELP and other assessment tools as needed, teachers and therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student.		8/18/2014	For Teachers-Completed assessments due by beginning of October. Scores are turned into Principal by October of each year. For Therapists-Evaluations are submitted to billing clerk as required; current evaluations are also needed for IEP/FSP meetings and the ESE Facilitators review evaluations for dates.	10/3/2014 annually
G6.B1.S2.A1	Lesson plans are developed that target the goals of the children in each classroom. Daily schedule is used to insure activities and goals are incorporated throughout the day.	Parker-Pearson, Cindi	8/18/2014	Lesson plans are submitted to Principal weekly; reviewed by Principal. Walkthroughs insure activities are ongoing and appropriate.	6/4/2015 weekly
G6.B1.S3.A1	Data collection. Review data and strategies. Monitor progress.	Parker-Pearson, Cindi	8/18/2014	Evidence of data collection is presented in classroom files of each student. Data collection reflects review and change strategies.	6/4/2015 quarterly
G6.B1.S4.A1	Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)	Parker-Pearson, Cindi	8/18/2014	Documented meetings with parents.	6/4/2015 annually
G1.MA1	Developmental assessments completed.	Parker-Pearson, Cindi	10/20/2014	Assessment information entered into database.	11/7/2014 annually
G1.B1.S1.MA1	Developmental assessments completed.	Parker-Pearson, Cindi	10/20/2014	Assessment information entered into database.	11/7/2014 annually
G1.B1.S1.MA1	Developmental assessments completed by teachers by beginning of October. Reviewed as needed by Lead Teacher and Principal.	Parker-Pearson, Cindi	8/18/2014	Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by mid-October.	10/3/2014 annually
G1.B1.S2.MA1	Lesson plan and activities reflect the goals of the students.	Parker-Pearson, Cindi	8/18/2014	Upon review of the IEP, targeted goals are reflected in the activities of the classrooms.	6/4/2015 quarterly
G1.B1.S2.MA1	Lesson plans, daily schedule and activities.	Parker-Pearson, Cindi	8/18/2014	Lesson plans and activities reflect students' goals. Daily schedule supports the implementation of appropriate activities.	6/4/2015 quarterly
G1.B1.S3.MA1	Review of classroom files for data collection	Parker-Pearson, Cindi	8/18/2014	Review and discussion with each teacher	6/4/2015 quarterly
G1.B1.S3.MA1	Review of classroom files for data collection	Parker-Pearson, Cindi	8/18/2014	Review and discussion with each teacher	6/4/2015 quarterly
G1.B1.S4.MA1	Progress reports. IEP/FSP meetings.	Parker-Pearson, Cindi	8/18/2014	Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.	6/4/2015 quarterly
G1.B1.S4.MA1	Progress reports. IEP/FSP meetings.	Parker-Pearson, Cindi	8/18/2014	Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.	6/4/2015 quarterly
G2.MA1	Developmental assessments completed. Speech language assessments completed.	Parker-Pearson, Cindi	8/18/2014	Assessment information entered into database.	6/4/2015 annually
G2.B1.S1.MA1	Development assessments completed. Speech language assessments completed.	Parker-Pearson, Cindi	8/18/2014	Assessment information entered into database.	6/4/2015 annually
G2.B1.S1.MA1	Developmental assessments completed by teachers by beginning of October. Speech evaluations completed by speech therapists at least annually.	Parker-Pearson, Cindi	8/18/2014	Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by mid-October.	6/4/2015 annually

Polk - 8031 - Achievement Academy - 2014-15 SIP
Achievement Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Reviewed as needed by Lead Teacher, Lead Therapist and/or Principal.				
G2.B1.S2.MA1	Lesson plans and activities. Plans of care.	Parker-Pearson, Cindi	8/18/2014	Upon review of the IEP, targeted goals are reflected in the activities of the classrooms and therapy sessions.	6/4/2015 quarterly
G2.B1.S2.MA1	Lesson plans and activities. Plans of care.	Parker-Pearson, Cindi	8/18/2014	Planned activities reflect students' goals	6/4/2015 quarterly
G2.B1.S3.MA1	Review of classroom files/therapy files	Parker-Pearson, Cindi	8/18/2014	Review and discussion with each teacher/therapist	6/4/2015 quarterly
G2.B1.S3.MA1	Review of classroom files/therapy files	Parker-Pearson, Cindi	8/18/2014	Review and discussion with each teacher and/or therapist	6/4/2015 quarterly
G2.B1.S4.MA1	Progress reports. IEP/FSP meetings	Parker-Pearson, Cindi	8/18/2014	Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.	6/4/2015 quarterly
G2.B1.S4.MA1	Progress reports. IEP/FSP meetings.		8/18/2014	Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.	6/4/2015 quarterly
G3.MA1	Development assessments completed. Physical therapy assessments completed.	Parker-Pearson, Cindi	8/18/2014	Assessment information entered into database	6/4/2015 annually
G3.B1.S1.MA1	Development assessments completed. Physical therapy assessments completed	Parker-Pearson, Cindi	8/18/2014	Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by mid-October.	6/4/2015 annually
G3.B1.S1.MA1	Developmental assessments completed by teachers by beginning of October. Physical therapy evaluations completed by physical therapists at least annually. Reviewed as needed by Lead Teacher, Lead Therapist and/or Principal.	Parker-Pearson, Cindi	8/18/2014	Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by mid-October.	6/4/2015 annually
G3.B1.S2.MA1	Lesson plans/plans of care and activities	Parker-Pearson, Cindi	8/18/2014	Upon review of the IEP, targeted goals are reflected in the activities of the classrooms and therapy sessions.	6/4/2015 quarterly
G3.B1.S2.MA1	Lesson plans and activities. Plans of care.	Parker-Pearson, Cindi	8/18/2014	Planned activities reflect students' goals	6/4/2015 quarterly
G3.B1.S3.MA1	Lesson plans/plans of care and activities	Parker-Pearson, Cindi	8/18/2014	Upon review of the IEP, targeted goals are reflected in the activities of the classrooms and therapy sessions.	6/4/2015 quarterly
G3.B1.S3.MA1	Lesson plans and activities. Plans of care.	Parker-Pearson, Cindi	8/18/2014	Planned activities reflect students' goals	6/4/2015 quarterly
G3.B1.S4.MA1	Progress reports. IEP/FSP meetings.	Parker-Pearson, Cindi	8/18/2014	Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.	6/4/2015 quarterly
G3.B1.S4.MA1	Progress reports. IEP/FSP meetings.	Parker-Pearson, Cindi	8/18/2014	Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.	6/4/2015 quarterly
G4.MA1	Developmental assessments completed. Occupational therapy evaluations completed.	Parker-Pearson, Cindi	8/18/2014	Assessment information entered into database.	6/4/2015 annually
G4.B1.S1.MA1	Developmental assessments completed. Occupational therapy assessments completed.	Parker-Pearson, Cindi	8/18/2014	Assessment information entered into database.	6/4/2015 annually
G4.B1.S1.MA1	Developmental assessments completed by teachers by beginning of October. Occupational therapy evaluations completed by occupational therapists at least annually. Reviewed as needed by Lead Teacher, Lead Therapist and/or Principal.	Parker-Pearson, Cindi	8/18/2014	Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by mid-October.	6/4/2015 annually

Polk - 8031 - Achievement Academy - 2014-15 SIP
Achievement Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S2.MA1	Lesson plans/plans of care and activities	Parker-Pearson, Cindi	8/18/2014	Upon review of the IEP, targeted goals are reflected in the activities of the classrooms and therapy sessions.	6/4/2015 annually
G4.B1.S2.MA1	Lesson plans and activities. Plans of care.	Parker-Pearson, Cindi	8/18/2014	Planned activities reflect students' goals.	6/4/2015 quarterly
G4.B1.S3.MA1	Review of classroom files/therapy files	Parker-Pearson, Cindi	8/18/2014	Review and discussion with each teacher/therapist	6/4/2015 quarterly
G4.B1.S3.MA1	Review of classroom files/therapy files	Parker-Pearson, Cindi	8/18/2014	Review and discussion with each teacher and/or therapist	6/4/2015 quarterly
G4.B1.S4.MA1	Progress reports. IEP/FSP meetings.	Parker-Pearson, Cindi	8/18/2014	Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.	6/4/2015 quarterly
G4.B1.S4.MA1	Progress reports; IEP/FSP meetings	Parker-Pearson, Cindi	8/18/2014	Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.	6/4/2015 quarterly
G5.MA1	Developmental assessments completed.	Parker-Pearson, Cindi	10/20/2014	Assessment information entered into database.	11/7/2014 annually
G5.B1.S1.MA1	Developmental assessments completed.	Parker-Pearson, Cindi	10/20/2014	Assessment information entered into database	11/7/2014 annually
G5.B1.S1.MA1	Developmental assessments completed by teachers by beginning of October. Reviewed as needed by Lead Teacher and Principal.	Parker-Pearson, Cindi	8/18/2014	Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by the mid-October.	10/3/2014 annually
G5.B1.S2.MA1	Lesson plan/activities reflect the goals of the students.	Parker-Pearson, Cindi	8/18/2014	Upon review of the IEP, targeted goals are reflected in the activities of the classrooms.	6/4/2015 quarterly
G5.B1.S2.MA1	Lesson plans and activities.	Parker-Pearson, Cindi	8/18/2014	Planned activities reflect students' goals	6/4/2015 quarterly
G5.B1.S3.MA1	Review of classroom files.	Parker-Pearson, Cindi	8/18/2014	Review and discussion with each teacher.	6/4/2015 quarterly
G5.B1.S3.MA1	Review of classroom files.	Parker-Pearson, Cindi	8/18/2014	Review and discussion with each teacher.	6/4/2015 quarterly
G5.B1.S4.MA1	Progress reports. IEP/FSP meetings.	Parker-Pearson, Cindi	8/18/2014	Progress reports submitted to Principal. IEP meetings conducted by ESE Facilitator.	6/4/2015 quarterly
G5.B1.S4.MA1	Progress reports. IEP/FSP meetings.	Parker-Pearson, Cindi	8/18/2014	Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.	6/4/2015 quarterly
G6.MA1	Developmental assessments completed.	Parker-Pearson, Cindi	10/20/2014	Assessment information entered into database.	11/7/2014 annually
G6.B1.S1.MA1	Developmental assessments completed.	Parker-Pearson, Cindi	10/20/2014	Assessment information entered into database.	11/7/2014 annually
G6.B1.S1.MA1	Developmental assessments completed by teachers by beginning of October. Reviewed as needed by Lead Teacher and Principal.	Parker-Pearson, Cindi	8/18/2014	Developmental scores submitted by teachers to Principal and completed packet of assessment documentation submitted by teachers to ESE Facilitator by the mid-October.	10/3/2014 annually
G6.B1.S2.MA1	Lesson plans are submitted to Principal weekly; reviewed by Principal. Walkthroughs insure activities are ongoing and appropriate.	Parker-Pearson, Cindi	8/18/2014	Upon review of the IEP, targeted goals are reflected in the activities of the classrooms.	6/4/2015 quarterly
G6.B1.S2.MA1	Lesson plans and activities	Parker-Pearson, Cindi	8/18/2014	Planned activities reflect students' goals	6/4/2015 quarterly
G6.B1.S3.MA1	Review of classroom files	Parker-Pearson, Cindi	8/18/2014	Review and discussion with each teacher	6/4/2015 quarterly
G6.B1.S3.MA1	Review of classroom files	Parker-Pearson, Cindi	8/18/2014	Review and discussion with each teacher	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S4.MA1	Progress reports. IEP/FSP meetings.	Parker-Pearson, Cindi	8/18/2014	Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.	6/4/2015 quarterly
G6.B1.S4.MA1	Progress reports. IEP/FSP meetings.	Parker-Pearson, Cindi	8/18/2014	Progress reports submitted to Principal. IEP/FSP meetings conducted by ESE Facilitator.	6/4/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All Students (PreK ESE)- Cognitive: Students enrolled will show, on average, a combined overall Cognitive gain of at least 6 months each year.

G1.B1 Disability/needs of each individual student are varied. Possible barriers include developmental delay, lower cognition, processing deficits, medical/health issues, the need for vision/auditory interventions, genetics, neurological injuries.

G1.B1.S1 Assess student annually for strengths/weaknesses. Determine needs/barriers and develop goals and strategies to meet needs.

PD Opportunity 1

Developmental assessments will be conducted annually on each student . Using the HELP and other assessment tools as needed, teachers and/or therapists will administer, interpret and use information gathered to determine the needs of the student and target goals and strategies needed to meet the needs of the student.

Facilitator

Principal, Lead Teacher, Lead Therapist

Participants

Teachers and Therapists.

Schedule

Annually, from 8/18/2014 to 10/3/2014

G1.B1.S3 Collect data on goals. Review data and strategies/monitor progress.

PD Opportunity 1

Data collection. Review data and strategies. Monitor progress.

Facilitator

Lead Teacher, Principal

Participants

Teachers

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

G1.B1.S4 Report progress to parents at least quarterly; to IEP/FSP team annually. IEP/FSP meetings conducted at least annually.

PD Opportunity 1

Progress reports; Individualized Education Plans (IEP's); Family Support Plans (FSP's)

Facilitator

Lead Teacher, Principal

Participants

Teachers

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0