Early Beginnings Academy

2015-16 School Improvement Plan

Early Beginnings Academy

1411 NW 14TH AVE, Miami, FL 33125

[no web address on file]

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	No	0%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	Yes	90%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Dade 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.

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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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The purpose of Early Beginnings Academy is to provide an optimum learning environment that will have the greatest academic and social/emotional impact on early learning for students from pre-kindergarten to 8 years of age with a developmental disability or delay.

Provide the school's vision statement

Early Beginnings Academy is committed to teaching and guiding young children to reach their potential through the use of research based strategies, learning standards and developmentally appropriate practices. We achieve this with ongoing training and dedicated teaching staff who believe in the capacity of the children in their care and work together with families as one school family.

School Environment

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

Early Beginnings Academy (EBA) provides a school environment that acknowledges the individuality of our young students with disabilities and their families. We encourage parents to get involved in their student's education by providing opportunities to meet and collaborate with teachers, therapists, nurses and social workers. We have had parents come in to staff meetings to share about their cultures and traditions to better understand how to meet the needs of their children. Our school setting is small and inviting which provides warm familiy-like atmosphere and allows for open exchange of communication between the school and the family. Additionally, teachers are required to communicate with parents via phone, email, or conference at least once a month. Family communication is monitored by EBA administration.

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

Before a student attends EBA as a school of choice, the parents are encouraged to come and tour the facility with our social worker. They meet the staff, observe the environment and learn about our program. We provide a structured school day which supports the student's developmental and academic needs as outlined on their Individualized Education Plan (IEP). The social worker gathers information to learn more about the student's specialized needs. Our support staff are highly trained and our teachers are ESE certified. We provide a complete school day by providing before/after care and transportation with staff who know the student providing a secure environment and continuity of care. We follow health and safety guidelines as outlined by Miami Dade County Public Schools, OSHA and the Department of Children and Families.

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

EBA maintains a safe and secure environment with regards to school discipline policies. EBA follows the Sponsor's Code of Conduct when considering school discipline policies. To date EBA has not had a need to suspend, dismiss or recommend expulsion of a student as it is recognized that young

students with disabilities may often exhibit challenging behaviors which need/require supports and interventions. EBA utilizes Assistive Technology Implementation Plans for pre-k students with behavioral concerns. For students K and up, we utilize the Functional Analysis of Behavior (FAB) and the Behavioral Intervention Plan (BIP) to identify, analyze and develop a plan to decrease or replace behaviors which impede the student's ability to learn. EBA utilizes Conscious Discipline, a social/emotional program which requires staff to examine their own behavior and reactions to the behaviors of students to promote a safe and caring environment so students are ready to learn. We work together with families to communicate where there is a behavioral concern and develop strategies to address it as a team.

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

As mentioned above, Conscious Discipline approach provides guiding principles for teachers and staff to promote social emotional connections support the school family environment and a framework for how to deal with the challenging behaviors of young children. The staff works together as a team to collaborate when their is a concern and will involve the parent in developing a plan of action. If teachers or administrators identify a specific need for the student or family they may be referred to the social worker. Our social worker works closely with the familiy if other supports or resources are needed in the community such as parent workshops, outside therapies, support groups and financial assistance. She is available for parent conferences both formally and informally.

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

Early Beginnings Academy is a specialized center for students with disabilities from pre-k to second grade. The Early Warning Indicators which mostly pertain to them is the attendance below 90 percent. In comparison with traditional school attendance EBA shows a higher percentage of students with attendance below 90% as many of our students have medical issues, procedures or may have higher incidence of illnesses.

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

Early Beginnings Academy provides highly structured classrooms in a small class setting. Teachers communicate with parents when there is a concern regarding poor attendance. The school social worker may also speak with the parent to determine the issue and provide direction or support as needed. If it is a medical issue school nursing staff may also get involved to provide feedback and information to assist the situation.

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

EBA works closely with parents as they are part of the team which develops the students' Individualized Education Plan (IEP) which minimally occurs annually. The process allows for parents to state their concerns and help develop the goals that their child will have for the following year. The status of progress of these goals are addressed at the end of each marking period and are sent home along with the student's report cards. Through the EESAC and our Parent Association at our North Shore site, parents are encouraged to get involved and participate in thier student's learning. At the EESAC meetings the School Improvement Plan is reviewed and suggestions are given to encourage student growth and achievement on a quarterly basis.

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

EBA participates in meeting with the Young Children with Special Needs and Disabilities Council annually to support the development of relationships with businesses and organizations serving students with special needs. This is to support the need in the community to cultivate professional development opportunities, therapy companies to support educational needs, and additional financial resources. We also provide opportunities to students at the University of Miami, Miami Dade College, and Florida International University to participate in teacher training/in-service hours to meet their course requirements. Since EBA has a significant amount of students on the Autism Spectrum, we have sought support from the University of Miami Center for Autism and Related Disabilities (CARD) by providing trainings to our staff and families on specific topics which are relevant to our students. Parent to Parent of Miami has also come to our school to provide training to staff and families regarding the IEP process, IDEA and family planning. The Children's Trust provides an afterschool program and summer program through United Cerebral Palsy (UCP), we encourage our families and students to participate in the afterschool and summer program and the additional resources that the TCT has to offer. These are just some examples of the many community agencies we collaborate with.

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:

Name	Title
Coleman, Makeesha	Principal
Hernandez, Laura	Assistant Principal
Jablonski, Melissa	Assistant Principal
Alva, Maria	Other

Duties

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

The team meets monthly to focus on maximizing opportunities for student's to reach their potential, meet IEP goals and for the teachers to plan effective instruction to ensure academic and social growth. Ms. Coleman oversees both school sites and provides direction to both Directors with regards to compliance, school calendar, educational program, school discipline matters and parental concerns. Ms. Hernandez and Ms. Alva will be responsible for providing instructional support and strategies to the teachers, review of their performance and lesson plans with Civic Center IEP Team and Melissa Jablonski will be responsible for the same at the North Shore site with their IEP Team. The team comes together bi-weekly to assure that all is being done to provide successful experiences for the students to show progress.

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

At EBA the IEP identifies the levels of supports and needs of our students. Classrooms consists of 1 ESE certified teacher and two - three assistants for 10-15 students depending on the classroom placement. The students with more significant physical and or cognitive impairments who require a high level of supports are in the smaller classrooms of 10 - 12 students. EBA contracts Occupational, Physical and Speech/Language therapy which is provided to the student as outlined on their IEP's. Vision therapy is provided to eligible students as outlined on the IEP. Group Music Therapy is provided to all students which supports academic, social and developmental progress. Nurses are available at our Civic Center site and provide consultation and training to our North Shore site as needed. Assistive technology is also provided as outlined on the IEP. Unique Learning is the curriculum which is used for our K-2nd graders. This curriculum was developed specifically for students with significant cognitive impairments and is aligned to access points of the Next Generation Sunshine State Standards. Lesson plans are provided at three different levels: participatory, supported and independent. This allows for the students with significant cognitive impairments to participate in the general curriculum.

In regards to how EBA coordinates and supplements federal, state and local funds, there is a team of staff from United Cerebral Palsy of Miami that work together including the Director of Development, Development Community Relations Coordinator, Executive Director, VP/COO and President/CEO. Specifically the process is handled by the United Cerebral Palsy of Miami Inc. (UCPM) as part of the Educational Service Provider Agreement in conjunction with the Charter School Board of Directors and staff. UCPM Management group meets bimonthly with the Development Director to review the status of grants and fund raising activities and the Development staff provide bi-monthly updated list of grants submitted to support charter school activities, All donations and grants are tracked as either restricted or unrestricted funds and documented via an individual Transmittal Form identifying donor purpose, accounting unit, department and all restricted funds not used by the end of fiscal year are

reported in the balance sheet as restricted net assets. A wish list of needs are submitted annually to the Development department based on needs identified via budget process, staff meetings, board meetings, parent meetings, departmental, supervisory and Team meetings. All supplemental funding is documented and reported via monthly financial statements and the annual audit. The Executive Director, VP/COO and School Principal met with Charter and SPED office staff during 2013 and 2014 that resulted in IDEA funding for the charter school for 2013-2014 and which has continued into the 2015-2016 school year. An identified member of the team attends annual MDCPS Grant Training and routinely review all notices for applicable grants that would assist in improving the school.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Makeesha Coleman	Principal
Maria Alva	Teacher
Lisachy Santana	Education Support Employee
Jasel Szniger	Education Support Employee
Silvia Calderon	Parent
Daniella Salcedo	Parent
Meiling Lennie	Business/Community
Dora Gervasi	Teacher
Linda Rogers	Parent
Pat Wharton	Parent
Geraldine Sotil	Parent
Hasina Brison	Parent
Alejandra Reyes	Parent
Erika Martinez	Parent
Melissa Jablonksi	Teacher

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

In 2014-2015 the EESAC met quarterly to review and approve the school improvement plan. Discussions regarding the academic and social development of the students were held and suggestions were given with the SIP being adjusted accordingly. Parent Involvement goals were also established and adjusted as the year progressed. At the final meeting for 2014-2015 school year the SIP was approved and the new principal was introduced.

Development of this school improvement plan

SAC reviews, provides input and updates the school improvement plan as needed throughout the school year. Minimally, it is reviewed at every SAC meeting which is four times a year. The first EESAC meeting for the 2015-2016 school was held on September 30, 2015. At that time each section of the SIP draft was reviewed, discussed, and approved. Participants were provided copies of the SIP draft for review.

Preparation of the school's annual budget and plan

The EESAC gives suggestions as to what is needed to increase the progress of the students and to increase parental involvement. Administration considers these suggestions when developing the budget. EBA should receive approximately $735.00 for this school year's budget since we have approximately 147 students enrolled at this time. Plans to use this money will be discussed at the meeting with the intention allocating funds to the resources which will have greatest impact on academic development and behavioral management. Suggested resources will include but not be limited to: Handwriting Without Tears, higher-tech communication devices (ipads, etc.), low-tech communication devices (boardmaker), etc.

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

EESAC funds were used to provide resources and classroom materials to improve student learning. Funds were used to obtain materials for the handwriting curriculum and replacement classroom supplies.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Coleman, Makeesha	Principal
Hernandez, Laura	Assistant Principal
Jablonski, Melissa	Assistant Principal
Alva, Maria	Other

Duties

Describe how the LLT promotes literacy within the school

The team will evaluate the school's needs with regards to interventions, materials and strategies to help improve the student's with disabilities in the area of literacy and early literacy as appropriate and as indicated on the student's IEP. Trainings on the Unique Learning Curriculum which develops ready made lessons and literacy components via books/stories at three different levels of support were given at the summer training week. Additionally, teachers received training on B.E.L.L. curriculum with a focus on emergent literacy. Follow up training regarding this curriculum and how it is supporting literacy will also be planned during the school year.

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

Early Beginnings Academy holds regularly scheduled teacher meetings to discuss planning and instruction. The Director at North Shore and the Director and Coordinator of Education at the Civic site

meet with each teacher monthly to review student progress and make a plan of action when there is a specific concern.

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

EBA provides opportunities for students at University of Miami, Miami Dade College and Florida International University for teachers in training in the Early Childhood Special Education field to acquire observation hours in meeting the requirements to obtain their diplomas in this specialized field. This is to support the need in the community for highly qualified teachers and possibly assist EBA with providing employment opportunities in the future.

EBA also utilizes the IPEGs process as Directors and Educational Coordinator conduct regularly scheduled meetings with teachers. New teachers would have meetings more frequently to provide feedback and classroom support. Also the partnering up of new teachers with veteran staff as mentors is a strategy. Training opportunities both in house and in the community is also given and encouraged and addresses the need of the teacher's Professional Development Plans. Administration and Human Resources also send marketing packets and present at local universities and community organizations. Teachers that participate in an administration approved professional developments, and internal rubrics assessing core areas such as 1) quality IEP development 2) adherence to deadlines 3) collaboration and 4) attendance are eligible for increases.

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

The Director at the N. Shore site and the Director and Educational Coordinator at Civic mentor new teachers by meeting monthly to discuss teaching strategies and adaptations with ESE population, use of assistive technology, assessment and general classroom support. Mentors will observe new teachers to provide feedback, coaching and planning.

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

Since EBA's students are students with disabilities and are on a modified curriculum, they utilize a curriculum which aligns the access points to the Next Generation Sunshine State Standards. As of this time, the access points are not aligned to the Florida Standards. Fortunately the district recommends the Unique Learning System Curriculum which allows these students of significant cognitive impairments to participate in the general curriculum.

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

EBA uses data from the student's IEP's to identify how to differentiate instruction. Assessments (standardized, criterion referenced, inventories) are reflected on the IEP's both in scores or the narrative of the Ability Statements. As already mentioned EBA's students are students with special needs and have significant cognitive impairments. All of the students require adaptations and modifications to the curriculum as defined on their IEP's. Classroom accommodations and supports

via assistive technology may be needed. Some examples may be very small group instruction, hand over hand assistance, visuals, voice output devices, adaptive equipment. Services such as nursing, therapies and itinerant teachers are given based on their needs as stated on the IEP. The Status Reports on Goals are reviewed at each marking period to see if any revision to the plan is needed. Minimally the IEP is reviewed annually however revisions are made as needed.

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: After School Program

Minutes added to school year: 54,000

Students and families are encouraged to participate in the afterschool program and provided byThe Children's Trust with UCP, both the domains of literacy and physical development are the areas of focus. Students are placed in small groups which receive minimally a half hour of instruction in both literacy and physical fitness.

Strategy Rationale

Students will work in small groups with a teacher and one support staff on literacy and physical fitness skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Hernandez, Laura, 936816@dadeschools.net

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

Data is collected through pre and post testing utilizing either the Battele Developmental Inventory and an additional testing to be determined by The Children's Trust. UCP will learn about the new required testing at a training being conducted in October 2015.

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

EBA multidisciplinary team works with Miami Dade County Public Schools staffing specialists, school psychologists, parents and other support personnel with making the best recommendations for placement in the elementary school programs which would best meet the needs of the student. This is done at transition IEP meetings at the end of the school year before the student would be entering Kindergarten. Anytime thereafter if the MTEAM is considering a change of placement an IEP meeting with a Miami Dade County Public School Staffing Specialist will be conducted to review the student's progress and make recommendations. 2nd graders who will be leaving our school for 3rd grade will also have a meeting where the TEAM discusses the best possible placement based on the student's needs. The receiving school is invited to participate in these IEP meetings to help prepare the student and parent for the transition.

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

NA

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

NA

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

NA

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   Given instruction in core academic areas reading and writing students will show progress or mastery toward specific IEP goals

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. Given instruction in core academic areas reading and writing students will show progress or mastery toward specific IEP goals 1a

🔍 G070894

Targets Supported 1b

Indicator	Annual Target
	100.0

Resources Available to Support the Goal 2

- Modified curriculum aligned to NGSSS via access points, certified and licensed staff, assistive technology, small class setting.

Targeted Barriers to Achieving the Goal 3

- Students with disabilities have varying developmental, health and educational needs requiring specialized services and supports.

Plan to Monitor Progress Toward G1. 8

Students who are not making progress or mastery towards IEP goals will be identified and revisions of the IEP goals will be reviewed and an interim IEP will be held.

Person Responsible

Makeesha Coleman

Schedule

Quarterly, from 9/23/2015 to 6/9/2016

Evidence of Completion

The IEP is evidence that the goals were revised as necessary.

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. Given instruction in core academic areas reading and writing students will show progress or mastery toward specific IEP goals 1

🔑 G070894

G1.B1 Students with disabilities have varying developmental, health and educational needs requiring specialized services and supports. 2

🔑 B184816

G1.B1.S1 Teachers will utilize The Unique Learning System Curriculum which allows adaptations and modifications to an already modified curriculum in the areas of reading and writing. 4

🔑 S196246

Strategy Rationale

ESE students have individual needs requiring specialized interventions and adaptations. Unique Learning Provides that flexibility while aligning lessons to the Next Generation Sunshine State Standards via access points.

Action Step 1 5

The ESE students will participate in lessons in a modified curriculum which is aligned to the Next Generation Sunshine State Standard Access Points which will support progress or mastery of their IEP goals. Teachers will participate in professional development and professional growth opportunities that promote effective facilitation of literacy instruction and the utilization of technology for literacy instruction.

Person Responsible

Maria Alva

Schedule

Quarterly, from 9/23/2015 to 6/9/2016

Evidence of Completion

IEP Status Report on Goals

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

Identify if the student is making progress or mastering the IEP goals for reading and writing.

Person Responsible

Makeesha Coleman

Schedule

Quarterly, from 9/23/2015 to 6/9/2016

Evidence of Completion

When reviewing the Status Report on Goals at the end of each marking period it will be noted if the student is showing progress or mastery by the rating indicated on the report. A rating 3 or below will indicate progress however a rating of 4 will indicate that the student will not master the goal and that review of the goal will be needed.

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

Chart progress or mastery of IEP goals in the core areas of reading and writing.

Person Responsible

Makeesha Coleman

Schedule

Quarterly, from 9/23/2015 to 6/9/2016

Evidence of Completion

IEP status on goals chart.

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	The ESE students will participate in lessons in a modified curriculum which is aligned to the Next Generation Sunshine State Standard Access Points which will support progress or mastery of their IEP goals. Teachers will participate in professional development and professional growth opportunities that promote effective facilitation of literacy instruction and the utilization of technology for literacy instruction.	Alva, Maria	9/23/2015	IEP Status Report on Goals	6/9/2016 quarterly
G1.MA1	Students who are not making progress or mastery towards IEP goals will be identified and revisions of the IEP goals	Coleman, Makeesha	9/23/2015	The IEP is evidence that the goals were revised as necessary.	6/9/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	will be reviewed and an interim IEP will be held.				
G1.B1.S1.MA1	Chart progress or mastery of IEP goals in the core areas of reading and writing.	Coleman, Makeesha	9/23/2015	IEP status on goals chart.	6/9/2016 quarterly
G1.B1.S1.MA1	Identify if the student is making progress or mastering the IEP goals for reading and writing.	Coleman, Makeesha	9/23/2015	When reviewing the Status Report on Goals at the end of each marking period it will be noted if the student is showing progress or mastery by the rating indicated on the report. A rating 3 or below will indicate progress however a rating of 4 will indicate that the student will not master the goal and that review of the goal will be needed.	6/9/2016 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. Given instruction in core academic areas reading and writing students will show progress or mastery toward specific IEP goals

G1.B1 Students with disabilities have varying developmental, health and educational needs requiring specialized services and supports.

G1.B1.S1 Teachers will utilize The Unique Learning System Curriculum which allows adaptations and modifications to an already modified curriculum in the areas of reading and writing.

PD Opportunity 1

The ESE students will participate in lessons in a modified curriculum which is aligned to the Next Generation Sunshine State Standard Access Points which will support progress or mastery of their IEP goals. Teachers will participate in professional development and professional growth opportunities that promote effective facilitation of literacy instruction and the utilization of technology for literacy instruction.

Facilitator

Laura Hernandez

Participants

ESE teachers and paraprofessionals

Schedule

Quarterly, from 9/23/2015 to 6/9/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	The ESE students will participate in lessons in a modified curriculum which is aligned to the Next Generation Sunshine State Standard Access Points which will support progress or mastery of their IEP goals. Teachers will participate in professional development and professional growth opportunities that promote effective facilitation of literacy instruction and the utilization of technology for literacy instruction.			$735.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			4070 - Early Beginnings Academy	School Improvement Funds		$735.00
					Total:	$735.00