

2013-2014 SCHOOL IMPROVEMENT PLAN

Early Beginnings Academy Civic Center

1411 NW 14TH AVE
Miami, FL 33125
305-835-9006

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center No	Charter School Yes	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Early Beginnings Academy Civic Center

Principal

Barbara Penkosky Principal /Roy Lustig Governing Board Chair

School Advisory Council chair

Yvonne Martinez

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Yvonne Martinez	Director
Ingrid Garcia	Director

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Pending September meeting for nominations

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The upcoming year the SAC will meet to review SIP, bylaws and to promote school improvement and accountability. Parents also assist with planning and implementation of school events to increase student learning gains and to promote parental involvement.

Projected use of school improvement funds, including the amount allocated to each project

EESAC funds will be used to provide resources and classroom materials to improve student learning. \$750 will be budgeted for Early Beginnings Academy.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

New members need to be voted in at September meeting. Rosters will be updated at that time.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators**# of administrators**

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:**Barbara Penkosky Principal /Roy Lustig Governing Board Chair**

Principal

Years as Administrator: 8

Years at Current School: 9

Credentials

BS in Music Therapy, MS in Early Childhood Special Education,
Pre-K ESE Endorsement, Certified ESE K-12 and Elementary
Education K-6.

Performance Record

2012-2013 Early Beginnings Academy (EBA) Principal
2011-2012 EBA Principal
2010-2011 EBA Principal
2009-2010 EBA Principal
2008-2009 EBA Hialeah School Director

Ingrid Garcia

Asst Principal

Years as Administrator: 9

Years at Current School: 8

Credentials

BS in Psychology, MS in Early Childhood Special Education,
Certified ESE K-12

Performance Record

2012-2013 Early Beginnings Academy (EBA) North Shore
Director
2011-2012 EBA North Shore Director
2010-2011 EBA North Shore Director
2009-2010 EBA North Shore Director
2008-2009 EBA North Shore Director

Yvonne Martinez

Asst Principal

Years as Administrator: 15

Years at Current School: 9

CredentialsBS in Social Work, MS in Early Childhood Special Education,
Certified ESE k-12, Pre-K ESE Endorsement**Performance Record**2012-2013 Early Beginnings Academy (EBA) Civic Director
2011-2012 EBA Civic Director
2010-2011 EBA Civic Director
2009-2010 EBA Civic Director
2008-2009 EBA Civic Director**Instructional Coaches****# of instructional coaches**

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials**Performance Record****Classroom Teachers****# of classroom teachers**

14

receiving effective rating or higher

11, 79%

Highly Qualified Teachers

79%

certified in-field

13, 93%

ESOL endorsed

8, 57%

reading endorsed

1, 7%

with advanced degrees

1, 7%

National Board Certified

0, 0%

first-year teachers

2, 14%

with 1-5 years of experience

9, 64%

with 6-14 years of experience

3, 21%

with 15 or more years of experience

0, 0%

Education Paraprofessionals**# of paraprofessionals**

29

Highly Qualified

0, 0%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Besides following the IPEGs process School Director (AP's) and Educational Coordinator conducts regularly scheduled meetings with teachers. New teachers would have meetings more frequently to provide feedback and classroom support. Also the partnering up new teachers with veteran staff. Also training opportunities both in house and in the community is also given and encouraged. Principal, Director's and HR staff also send marketing packets and present at local universities and community organizations.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

School director at N. Shore site 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. Mentor will observe mentee to provide feedback, coaching and planning. Review Professional Development Plan. Ingrid Garcia, North Shore Director will provide on-site observation and feedback to Arla Carcache and Maria Alva Educational Coordinator Civic Center will provide on-site observation and feedback to Tiffany Johnson.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

EBA's students do not participate in FCAT, FAA or any other state assessments because of the student's age and special needs. The students with disabilities have individualized goals and benchmarks that are reviewed when report cards are due and at annual IEP meetings. Information is obtained from the quarterly status reports which indicate whether or not students with disabilities are progressing or meeting their IEP goals.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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. Yvonne Martinez and Maria Alva will be responsible for reviewing IEP goals and strategies with Civic Center IEP Team and Ingrid Garcia will be responsible for the same at the North Shore site with their IEP Team.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Leadership Team and EESAC will work together to develop the SIP to set appropriate goals that are relevant to the student's growth. Ingrid Garcia, Yvonne Martinez, Maria Alva and Barbara Penkosky comprise this team.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The only data sources are the status reports on IEP goals and report cards which assist the team to analyze the effectiveness of the supports given in the core subjects. Gradebook attendance bulletins and conduct grades also assist with understanding if a plan is needed to address poor attendance and conduct via the FAB and BIP process. After each marking period the IEP Status Report on Goals are reviewed to see if any modifications of IEP goals and/or services are needed to meet the student's educational needs.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Systems of supports for students is coordinated by the Leadership Team and parents by first using the Assistive Technology Implementation Plan (ATIP) Process to review areas of concern, documenting strategies implemented and their effectiveness. If necessary an Interim IEP may be needed to adjust accommodations, strategies, goals and levels of support. If behaviors are of concern and the strategies have not improved, the FAB and BIP process will be implemented.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Strategy Purpose(s)

""

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Barbara Penkosky	Principal
Ingrid Garcia	Director
Yvonne Martinez	Director
Maria Alva	Coordinator of Education

How the school-based LLT functions

The team will identify school needs and provide professional development as needed throughout the year. Since we are a specialized center the focus of intervention relates to the student's individual needs as stated on their IEP.

Major initiatives of the LLT

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. Also the implementation of a new Curriculum and how it is supporting literacy will also be analyzed.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

NA

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 and IEP meeting with a Miami Dade County Public School Staffing Specialist. will be conducted to review the student's progress and make recommendations.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

NA

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	74	50%	49%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	0	0%	0%
Students who receive two or more behavior referrals	1	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Goals Summary

- G1.** During The 2013-2014 school year 49% or less of the students will be absent 20 or more days from school.
- G2.** Given instruction in mathematics 100% of the students with math goals will make progress or achieve mastery towards IEP goals.
- G3.** Given instruction in reading, 99% of the students with reading goals on their IEP's will make progress or achieve master towards IEP goals.
- G4.** During the 2013-2014 school year 85% of parents will participate at annual IEP meetings.
- G5.** Given instruction in writing, 95% of the students with writing goals will make progress or achieve mastery towards IEP goals.
- G6.** During the 2013-2014 school year 75% of parents will participate in school events.

Goals Detail

G1. During The 2013-2014 school year 49% or less of the students will be absent 20 or more days from school.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- School social worker, community health services, school nurse

Targeted Barriers to Achieving the Goal

- Some students with disabilities have complicated medical histories and are more susceptible to illnesses. Many students are followed by several doctors and specialists and have follow up or regularly scheduled appointments.

Plan to Monitor Progress Toward the Goal

Absentee reports, End of the year absentee report.

Person or Persons Responsible

Principal

Target Dates or Schedule:

Quarterly when reviewing the report and also final percentages at the end of the school year.

Evidence of Completion:

Principal will review the report to track the % of the students who had excessive absences (20 or more days) for the 2013-2014 school year. If the percentage of students is 49% or less, the goal is considered met.

G2. Given instruction in mathematics 100% of the students with math goals will make progress or achieve mastery towards IEP goals.

Targets Supported

- Math ()

Resources Available to Support the Goal

- Unique Learning System, developmentally appropriate hands on materials

Targeted Barriers to Achieving the Goal

- Students with disabilities have varying developmental and educational needs.

Plan to Monitor Progress Toward the Goal

Upon reviewing IEP Status on Goals Chart, math goals which receive a 1 (mastered) or 4 (discontinue or will not meet by end of IEP) will be reviewed and discussed for possible revision of goal or development of new goal.

Person or Persons Responsible

Multidisciplinary Team

Target Dates or Schedule:

End of grading period

Evidence of Completion:

Interim or Annual IEP.

G3. Given instruction in reading, 99% of the students with reading goals on their IEP's will make progress or achieve master towards IEP goals.

Targets Supported

- Reading ()

Resources Available to Support the Goal

- Building Early Language and Literacy (B.E.L.L.), Phonological and Early Literacy Inventory (PELI), Project Approach, Unique Learning,

Targeted Barriers to Achieving the Goal

- Students with disabilities (SWD) have varying developmental and educational needs.

Plan to Monitor Progress Toward the Goal

Upon reviewing IEP Status on Goals Chart, any reading goals which received a 1 (mastered) or 4 (Discontinue or will not master by IEP duration) will be reviewed and discussed for possible revision of goal or development of new goal.

Person or Persons Responsible

Multidisciplinary Team

Target Dates or Schedule:

End of each marking period and at Annual IEP meetings

Evidence of Completion:

Interim or Annual IEP

G4. During the 2013-2014 school year 85% of parents will participate at annual IEP meetings.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Notification of meetings, some flexibility in scheduling meetings. Flexibility in method of attending (attend via phone).

Targeted Barriers to Achieving the Goal

- Parent's work schedule, lack of transportation

Plan to Monitor Progress Toward the Goal

Will look at percentage of parents who attended Annual IEP meetings.

Person or Persons Responsible

Principal/School Directors

Target Dates or Schedule:

End of School Year

Evidence of Completion:

If 85% or more of parents attend, the goal will be met.

G5. Given instruction in writing, 95% of the students with writing goals will make progress or achieve mastery towards IEP goals.

Targets Supported

- Writing

Resources Available to Support the Goal

- Handwriting Without Tears program and materials, Unique Learning Curriculum, Next Generation Sunshine State Standards Access Points

Targeted Barriers to Achieving the Goal

- Students with disabilities have varying developmental and educational needs.

Plan to Monitor Progress Toward the Goal

Upon reviewing IEP Status on Goals Chart, writing goals which receive a 1(mastered) or 4(Discontinue or will not master by end of IEP) will be reviewed and discussed for possible revision of goal or development of new goal.

Person or Persons Responsible

Multidisciplinary Team

Target Dates or Schedule:

End of 9 weeks

Evidence of Completion:

Interim or annual IEP.

G6. During the 2013-2014 school year 75% of parents will participate in school events.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- School social worker, EESAC Funds, Workshops held on site

Targeted Barriers to Achieving the Goal

- Parent work schedule, lack of transportation

Plan to Monitor Progress Toward the Goal

To encourage the highest turnout possible for school events

Person or Persons Responsible

Principal, School Directors

Target Dates or Schedule:

End of the year team meeting

Evidence of Completion:

Review percentage of parents who attended school events. If 75% or higher participated, goal will be met.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. During The 2013-2014 school year 49% or less of the students will be absent 20 or more days from school.

G1.B1 Some students with disabilities have complicated medical histories and are more susceptible to illnesses. Many students are followed by several doctors and specialists and have follow up or regularly scheduled appointments.

G1.B1.S1 The school team will work closely together along with the parent to ensure that the student is accessing appropriate community resources to assist the child's well being which will therefore increase the likelihood of improved attendance.

Action Step 1

School will provide parent with information regarding community health resources to assist with the child's well being and overall health.

Person or Persons Responsible

School Social Worker

Target Dates or Schedule

During the school year as information is sent home.

Evidence of Completion

Document when resources are sent home or shared with the parents/guardians.

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

Based on the needs of the students will provide information to the parents that will assist with accessing resources in the community.

Person or Persons Responsible

School Social Worker

Target Dates or Schedule

At the end of the school year.

Evidence of Completion

Completion of communication log sent home.

Plan to Monitor Effectiveness of G1.B1.S1

The MDCPS report of absences.

Person or Persons Responsible

The Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

The Miami Dade County Public School Absentee Report will assist in monitoring the percentage of students who are excessively absent from school.

G2. Given instruction in mathematics 100% of the students with math goals will make progress or achieve mastery towards IEP goals.

G2.B1 Students with disabilities have varying developmental and educational needs.

G2.B1.S1 There will be additional opportunities for students with disabilities to meet their educational needs.

Action Step 1

The teacher will implement adaptations to the curriculum based on the student's individual needs and will be monitored through IEP goals. For students in Kindergarten through 2nd grade, the Next Generation Sunshine State Standard Access Points will be considered in the area of math. Classroom accommodations will be implemented to assist the student in the learning environment as recommended on the IEP. Progress will be monitored through the IEP Status Report on Goals. If goals need updating or revising and interim IEP will be written.

Person or Persons Responsible

SPED Teacher

Target Dates or Schedule

At the end of each marking period.

Evidence of Completion

IEP Status Report on Goals.

Facilitator:

Ingrid Garcia

Participants:

SPED Teacher, Administration

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

Chart progress or mastery towards IEP Math goals.

Person or Persons Responsible

Principal

Target Dates or Schedule

End of each marking period

Evidence of Completion

IEP Status on Goals Chart

Plan to Monitor Effectiveness of G2.B1.S1

Chart Progress or mastery towards IEP math goals

Person or Persons Responsible

Principal

Target Dates or Schedule

Each grading period

Evidence of Completion

IEP Status on Goals Chart

G3. Given instruction in reading, 99% of the students with reading goals on their IEP's will make progress or achieve master towards IEP goals.

G3.B1 Students with disabilities(SWD) have varying developmental and educational needs.

G3.B1.S1 There will be additional opportunities for students with disabilities to meet their educational needs.

Action Step 1

The teacher would implement adaptations to the curriculum based on the student's individual needs and would be monitored through goals that are written on their Individualized Education Plan. For student's Kindergarten through 2nd grade, the Next Generation Sunshine State Standards Access Points will be considered in the area of reading. Classroom accommodations to assist the student in the learning environment will be implemented as recommended on the IEP. Progress is monitored through the IEP Status Report on Goals. If goals need updating or revising an interim IEP will be written.

Person or Persons Responsible

SPED Teacher

Target Dates or Schedule

The end of each marking period.

Evidence of Completion

IEP Status Report on Goals

Facilitator:

Ingrid Garcia

Participants:

SPED Teacher, administration

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

Identify percentage of students who are progressing and/or mastering IEP goals for writing.

Person or Persons Responsible

Principal

Target Dates or Schedule

End of each marking period

Evidence of Completion

IEP Status on Goals Chart

Plan to Monitor Effectiveness of G3.B1.S1

Chart Progress or mastery of IEP writing goals

Person or Persons Responsible

Principal

Target Dates or Schedule

At the end of each marking period.

Evidence of Completion

IEP Status on Goals Chart.

G4. During the 2013-2014 school year 85% of parents will participate at annual IEP meetings.

G4.B1 Parent's work schedule, lack of transportation

G4.B1.S1 Parents will be provided at least 10 days notification of IEP meetings.

Action Step 1

School will send notifications of meeting earlier to establish whether or not a parent can or cannot attend. This will allow the possibility of rescheduling to occur or to offer the opportunity to participate via phone. School Social Worker or teacher will follow up with phone call to confirm parent participation for the meeting.

Person or Persons Responsible

Teacher, social worker

Target Dates or Schedule

When sending home notification

Evidence of Completion

Notification of meeting, SPED EMS Contacts

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

Will enter contacts in SPED EMS System to confirm notification and responses.

Person or Persons Responsible

Principal/School Directors

Target Dates or Schedule

Day before IEP meeting

Evidence of Completion

SPED EMS Contacts

Plan to Monitor Effectiveness of G4.B1.S1

Will track parent participation for annual IEP meetings

Person or Persons Responsible

Principal

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Annual IEP.

G5. Given instruction in writing, 95% of the students with writing goals will make progress or achieve mastery towards IEP goals.

G5.B1 Students with disabilities have varying developmental and educational needs.

G5.B1.S1 There will be additional opportunities for students with disabilities to meet their educational needs.

Action Step 1

The teacher would implement strategies and adaptations based on the student's individual needs and are be monitored through goals that are written on their Individualized Education Plan (IEP). For students Kindergarten through 2nd grade, the Next Generation Sunshine State Standards Access Points will be considered in the area of writing. Classroom accommodations to assist the student in the learning environment will be implemented as recommended on the IEP. Progress is monitored through the IEP Status Report on Goals. If goals need updating or revising an interim IEP will be written.

Person or Persons Responsible

SPED Teacher

Target Dates or Schedule

End of each marking period.

Evidence of Completion

IEP Status Report on Goals

Facilitator:

Ana Espinosa, OT Handwriting workshop August 2013

Participants:

SPED Teachers, administration, Ana Espinosa

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

Identify percentage of students who are progressing and/or mastering IEP goals for writing.

Person or Persons Responsible

Principal

Target Dates or Schedule

End of each marking period

Evidence of Completion

IEP status on goals chart

Plan to Monitor Effectiveness of G5.B1.S1

Chart progress or mastery towards IEP writing goals.

Person or Persons Responsible

Principal

Target Dates or Schedule

Each grading period

Evidence of Completion

IEP status on goals chart

G6. During the 2013-2014 school year 75% of parents will participate in school events.

G6.B1 Parent work schedule, lack of transportation

G6.B1.S1 Offer a variety of school events, held at different times of the day.

Action Step 1

School events will be offered when possible, during a variety of hours of the day.

Person or Persons Responsible

Principal and School Directors

Target Dates or Schedule

Planning the School Event Calendar, September and December.

Evidence of Completion

School Event Calendar

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

Completion of event calendar

Person or Persons Responsible

Principal and School Directors

Target Dates or Schedule

During administration team meeting in September and December

Evidence of Completion

School event calendar will be created in September and updated in January.

Plan to Monitor Effectiveness of G6.B1.S1

School Event Participation

Person or Persons Responsible

Principal and School Directors

Target Dates or Schedule

Bi weekly administration team meetings

Evidence of Completion

Review number of parents who participate at school events.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. Given instruction in mathematics 100% of the students with math goals will make progress or achieve mastery towards IEP goals.

G2.B1 Students with disabilities have varying developmental and educational needs.

G2.B1.S1 There will be additional opportunities for students with disabilities to meet their educational needs.

PD Opportunity 1

The teacher will implement adaptations to the curriculum based on the student's individual needs and will be monitored through IEP goals. For students in Kindergarten through 2nd grade, the Next Generation Sunshine State Standard Access Points will be considered in the area of math. Classroom accommodations will be implemented to assist the student in the learning environment as recommended on the IEP. Progress will be monitored through the IEP Status Report on Goals. If goals need updating or revising and interim IEP will be written.

Facilitator

Ingrid Garcia

Participants

SPED Teacher, Administration

Target Dates or Schedule

At the end of each marking period.

Evidence of Completion

IEP Status Report on Goals.

G3. Given instruction in reading, 99% of the students with reading goals on their IEP's will make progress or achieve master towards IEP goals.

G3.B1 Students with disabilities(SWD) have varying developmental and educational needs.

G3.B1.S1 There will be additional opportunities for students with disabilities to meet their educational needs.

PD Opportunity 1

The teacher would implement adaptations to the curriculum based on the student's individual needs and would be monitored through goals that are written on their Individualized Education Plan. For student's Kindergarten through 2nd grade, the Next Generation Sunshine State Standards Access Points will be considered in the area of reading. Classroom accommodations to assist the student in the learning environment will be implemented as recommended on the IEP. Progress is monitored through the IEP Status Report on Goals. If goals need updating or revising an interim IEP will be written.

Facilitator

Ingrid Garcia

Participants

SPED Teacher, administration

Target Dates or Schedule

The end of each marking period.

Evidence of Completion

IEP Status Report on Goals

G5. Given instruction in writing, 95% of the students with writing goals will make progress or achieve mastery towards IEP goals.

G5.B1 Students with disabilities have varying developmental and educational needs.

G5.B1.S1 There will be additional opportunities for students with disabilities to meet their educational needs.

PD Opportunity 1

The teacher would implement strategies and adaptations based on the student's individual needs and are be monitored through goals that are written on their Individualized Education Plan (IEP). For students Kindergarten through 2nd grade, the Next Generation Sunshine State Standards Access Points will be considered in the area of writing. Classroom accommodations to assist the student in the learning environment will be implemented as recommended on the IEP. Progress is monitored through the IEP Status Report on Goals. If goals need updating or revising an interim IEP will be written.

Facilitator

Ana Espinosa, OT Handwriting workshop August 2013

Participants

SPED Teachers, administration, Ana Espinosa

Target Dates or Schedule

End of each marking period.

Evidence of Completion

IEP Status Report on Goals

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Given instruction in mathematics 100% of the students with math goals will make progress or achieve mastery towards IEP goals.	\$6,000
G3.	Given instruction in reading, 99% of the students with reading goals on their IEP's will make progress or achieve master towards IEP goals.	\$7,000
G5.	Given instruction in writing, 95% of the students with writing goals will make progress or achieve mastery towards IEP goals.	\$4,000
Total		\$17,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Total
Operating funds, grants and/or donations	\$17,000	\$17,000
Total	\$17,000	\$17,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. Given instruction in mathematics 100% of the students with math goals will make progress or achieve mastery towards IEP goals.

G2.B1 Students with disabilities have varying developmental and educational needs.

G2.B1.S1 There will be additional opportunities for students with disabilities to meet their educational needs.

Action Step 1

The teacher will implement adaptations to the curriculum based on the student's individual needs and will be monitored through IEP goals. For students in Kindergarten through 2nd grade, the Next Generation Sunshine State Standard Access Points will be considered in the area of math. Classroom accommodations will be implemented to assist the student in the learning environment as recommended on the IEP. Progress will be monitored through the IEP Status Report on Goals. If goals need updating or revising and interim IEP will be written.

Resource Type

Evidence-Based Materials

Resource

Unique Learning System and online support materials, Various hands on manipulatives and materials

Funding Source

Operating funds, grants and/or donations

Amount Needed

\$6,000

G3. Given instruction in reading, 99% of the students with reading goals on their IEP's will make progress or achieve master towards IEP goals.

G3.B1 Students with disabilities(SWD) have varying developmental and educational needs.

G3.B1.S1 There will be additional opportunities for students with disabilities to meet their educational needs.

Action Step 1

The teacher would implement adaptations to the curriculum based on the student's individual needs and would be monitored through goals that are written on their Individualized Education Plan. For student's Kindergarten through 2nd grade, the Next Generation Sunshine State Standards Access Points will be considered in the area of reading. Classroom accommodations to assist the student in the learning environment will be implemented as recommended on the IEP. Progress is monitored through the IEP Status Report on Goals. If goals need updating or revising an interim IEP will be written.

Resource Type

Evidence-Based Materials

Resource

Building Early Language and Literacy (B.E.L.L.), Phonological and Early Literacy Inventory, various hands on literacy materials.

Funding Source

Operating funds, grants and/or donations

Amount Needed

\$7,000

G5. Given instruction in writing, 95% of the students with writing goals will make progress or achieve mastery towards IEP goals.

G5.B1 Students with disabilities have varying developmental and educational needs.

G5.B1.S1 There will be additional opportunities for students with disabilities to meet their educational needs.

Action Step 1

The teacher would implement strategies and adaptations based on the student's individual needs and are be monitored through goals that are written on their Individualized Education Plan (IEP). For students Kindergarten through 2nd grade, the Next Generation Sunshine State Standards Access Points will be considered in the area of writing. Classroom accommodations to assist the student in the learning environment will be implemented as recommended on the IEP. Progress is monitored through the IEP Status Report on Goals. If goals need updating or revising an interim IEP will be written.

Resource Type

Evidence-Based Materials

Resource

Handwriting With Tears program, Unique Learning Systems and online support materials, various hands on writing materials,

Funding Source

Operating funds, grants and/or donations

Amount Needed

\$4,000