

Miami-Dade County Public Schools

Early Beginnings Academy



2019-20 Schoolwide Improvement Plan

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Early Beginnings Academy

1411 NW 14TH AVE, Miami, FL 33125

www.earlybeginningsacademy.org

Demographics

Principal: Meaghan Gasch

Start Date for this Principal: 7/15/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	10%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	Yes	%

School Grades History

Year
Grade

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Purpose and Outline of the SIP

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Part I: School Information

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 5th grade with a developmental disability or delay. We are committed to teaching and guiding young children to reach their potential through the use of research-based strategies and developmentally appropriate practices.

The mission of Early Beginnings Academy is to offer every student a child-centered education using multi-sensory learning, meaningful relationships, play, functional skill acquisition, and artistic expression to nurture the whole child. This is supported in a culturally responsive and compassionate school family designed to inspire creativity, curiosity, advance self-advocacy, and prepare children to be contributing and successful members of our community.

Provide the school's vision statement.

Early Beginnings Academy fills a unique need in the community – allowing students with disabilities to begin their foundation of lifelong learning at the youngest possible age with typically developing daycare children to increase the possibility of transitioning to a general education setting based on psycho-educational testing and/or M-Team recommendations. Early Beginnings Academy will also provide continuity for Kindergarten through 5th grade students with significant cognitive delays to learn in a small structured environment on a modified curriculum until they enter 6th grade. Parents have the option of having their child with Early Beginnings Academy throughout their entire elementary school career.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Coleman, Makeesha	Principal	<p>Determine overall educational goals and outcome measures to include status of goals, FSAA testing, growth based on access points.</p> <p>Set up curriculum and monitor effectiveness ensuring fidelity to Access Point requirements.</p> <p>Develop and coordinate training for all staff.</p> <p>Ensure compliance with FLDOE, District, and State Compliance.</p> <p>Develop and coordinate training for all staff.</p> <p>Establish evaluation standards and performs periodic reviews.</p> <p>Recruit, hire and manage all staff in conjunction with the Associate Director, Executive Director, and Charter Board.</p> <p>Assist advice and collaborate with the Coordinator/Teacher and Administrative Assistant to insure student success.</p> <p>Supervise the compilation and maintenance of performance metrics and statistics that measure/assess trends and performance of the students.</p> <p>Assist with instruction and supervision of students.</p>
Alva, Maria	Administrative Support	<ol style="list-style-type: none"> 1) Coordinate and act as LEA at IEP meetings, with teachers, therapists, and the district for compliance 2) In collaboration with Principal and Social Worker, coordinate/supervise RT meetings 3) Provide training, supervision, and overview of IEP process, cumulative files 4) Ensure ESOL compliance for MDCPS (testing, IEP, lesson planning) 5) Attend required MDCPS trainings 6) Work collaboratively with EBA administrative assistant to ensure teacher certifications, and Out-of-Field agreements are in compliance 7) Provide supervision and training to teachers and ensure quality programs through effective teaching practices, data collection, assessment review, compliance with curriculum components, etc. 8) Assist Principal with the SIP creation and monitoring 9) Oversee FBA/SE-BIP process for all teachers, and support and monitor for accuracy on a quarterly basis 10) Review and disseminate MDCPS weekly briefings for compliance needs 11) Facilitate standardize testing as the Test Chair Person for the district 12) Export and review grade verification reports on a quarterly basis and follow-up with teachers 13) Assist in transition process, including arranging IEP meetings in collaboration with the LEA, district, and corresponding schools. 14) Meet with each teacher monthly to review children's progress 15) Conduct IEPG observations and follow-up meetings 16) Work collaboratively with Principal to maximize and monitor student support levels
Gasch, Meaghan	Administrative Support	<ol style="list-style-type: none"> 1) Coordinate therapy requests for district compliance 2) In collaboration with Principal and Social Worker, coordinate therapy for RT meetings 3) Disseminate IEP calendar to therapists 4) Ensure all IEP therapy logs are maintained for compliance

Name	Title	Job Duties and Responsibilities
		<p>5) In collaboration with contracted IEP therapists, create therapy schedules and monitor alongside Principal</p> <p>6) Work collaboratively with school registrar to ensure that therapy logs are appropriately filed for compliance</p> <p>7) Establish and maintain biweekly music therapy group lesson plans and goals for each classroom</p>
Padilla, Karla	Attendance/ Social Work	<p>Provide referrals to community resources</p> <p>Act as liaison to community resources, parents, and students</p> <p>Provide psycho-social history for students/families</p> <p>Act as liaison for addressing student/parent needs</p> <p>Update files on caseload on an as needed basis</p> <p>Complete intakes for new children as part of the admission procedure</p> <p>Coordinate and facilitate the screening process</p> <p>Assist in preparing necessary papers for public school placement coordinating with MDCPS Pre-Kindergarten Specialist and UCP to insure a smooth transition from one school to the other</p> <p>Schedule meetings as needed with parents or guardians. Refer families to parent support groups and/or professional counseling if needed</p> <p>Provide Preschool staff with in-service training in areas relating to social services, counseling, interpersonal relationships, and communication and group interactions</p>
Sanchez, Melbys	Administrative Support	<p>Track employee attendance and issue warnings/counselings with the assistance of the Principal</p> <p>Track and submit petty cash paperwork</p> <p>Ensure all required MDCPS meetings are scheduled, record meetings, and update required platforms</p> <p>In collaboration with principal, review Charter Tool Compliance requirements and update as necessary</p> <p>Ensure all Evaluations are completed on time</p> <p>Meet with Principal weekly</p> <p>Ensure purchases are tracked appropriately</p> <p>Coordinate MDCPS documents to families, district members, students, and staff</p> <p>Coordinate open houses, family/student event</p> <p>In collaboration with principal coordinate required trainings</p>

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	21	19	16	14	0	0	0	0	0	0	0	0	0	70
Attendance below 90 percent	3	2	0	1	0	0	0	0	0	0	0	0	0	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	0	0	1	0	0	0	0	0	0	0	0	0	3

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

118

Date this data was collected or last updated

Tuesday 9/3/2019

Prior Year - As Reported
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 with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

Prior Year - Updated
The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	0	3	0	0	0	0	0	0	0	0	0	0	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	3	0	0	0	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	62%	57%	0%	57%	55%
ELA Learning Gains	0%	62%	58%	0%	61%	57%
ELA Lowest 25th Percentile	0%	58%	53%	0%	58%	52%
Math Achievement	0%	69%	63%	0%	66%	61%
Math Learning Gains	0%	66%	62%	0%	65%	61%
Math Lowest 25th Percentile	0%	55%	51%	0%	57%	51%
Science Achievement	0%	55%	53%	0%	52%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	21 (0)	19 (0)	16 (0)	14 (0)	0 (0)	0 (0)	70 (0)
Attendance below 90 percent	3 ()	2 ()	0 ()	1 ()	0 ()	0 ()	6 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

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

Analysis**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

N/A. EBA did not provide testing for the FSSA during the 2018-19 SY.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

N/A. EBA did not provide testing for the FSSA during the 2018-19 SY.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

N/A. EBA did not provide testing for the FSSA during the 2018-19 SY.

Which data component showed the most improvement? What new actions did your school take in this area?

N/A. EBA did not provide testing for the FSSA during the 2018-19 SY.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

N/A. EBA did not provide testing for the FSSA during the 2018-19 SY.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Ensure testing calendar and compliance is followed with Fidelity
2. 100% of students are tested using appropriately identified FSAA
3. Ensure Access Points are addressed in lesson planning
4. Ensure student attendance is monitored with fidelity
5. Ensure families receive accurate and up-to-date information regarding assessments

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Test Preparedness
Rationale	EBA has no prior data for assessments. EBA will ensure testing compliance by providing accurate and up-to-date information regarding testing compliance, including training, administration, IEP updates/accommodations, and submission.
State the measurable outcome the school plans to achieve	The school plans to ensure 100% of students are tested with full compliance of FSAA requirements.
Person responsible for monitoring outcome	Makeesha Coleman (pr4070@dadeschools.net)
Evidence-based Strategy	Principal will monitor and utilize FSAA timeline, manual, testing schedule, compliance recommendations, and district monitoring tools to ensure test administration compliance and best-practices.
Rationale for Evidence-based Strategy	The state and the district have been using best practices to ensure compliance. EBA intends to follow best practices to ensure compliance measures are met with fidelity.
Action Step	
Description	<ol style="list-style-type: none"> 1. Create testing calendar to align with state and district timelines 2. Ensure staff/administration attend required test administration training 3. Order/receive required documents for testing 4. Communicate new testing to families 5. Administer testing and submit to district/state
Person Responsible	Maria Alva (940367@dadeschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Our school-wide plans will continue to include focusing on using technology to increase overall pre-literacy and literacy skills. With a strategic goal that provided instruction on modified curriculum 100% of students will demonstrate adequate progress towards pre-literacy and literacy goals as identified on their IEP.