

Miami-Dade County Public Schools

Early Beginnings Academy



2020-21 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: 8/8/2015

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	10%
2019-20 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
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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Early Beginnings Academy

1411 NW 14TH AVE, Miami, FL 33125

www.earlybeginningsacademy.org

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 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

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

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 environment 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, position title, and job duties/responsibilities 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	Assistant Principal	<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
		5) In collaboration with contracted IEP therapists, create therapy schedules and monitor alongside Principal 6) Work collaboratively with school registrar to ensure that therapy logs are appropriately filed for compliance 7) Establish and maintain biweekly music therapy group lesson plans and goals for each classroom
Padilla, Karla	Attendance/ Social Work	Provide referrals to community resources Act as liaison to community resources, parents, and students Provide psycho-social history for students/families Act as liaison for addressing student/parent needs Update files on caseload on an as needed basis Complete intakes for new children as part of the admission procedure Coordinate and facilitate the screening process 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 Schedule meetings as needed with parents or guardians. Refer families to parent support groups and/or professional counseling if needed Provide Preschool staff with in-service training in areas relating to social services, counseling, interpersonal relationships, and communication and group interactions
Myrthil, Dania	Administrative Support	1. Acts as a liaison between director and staff, vendors, families, and outside agencies. 2. Assist with community outreach and public relations. 3. Work collaboratively to plan events, coordinate travel, and maintain memberships for EBA and HR 4. Develop flyers and agendas for meetings, take minutes, and submit to required entities. 5. Assist in the development, implementation, monitoring, and evaluation of all staff training, ensuring OJT is managed in an effective and timely manner, trainings and certificates are updated prior to expiration 6. Ensure required meetings compliance measures are completed -Schedule Quarterly EESAC meetings, take minutes, ensure assurances are signed -Schedule Quarterly Charter Board meetings -Ensure SIP is completed and reviewed at EESAC

Demographic Information

Principal start date

Saturday 8/8/2015, Meaghan Gasch

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	10%
2019-20 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
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 .	

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	15	17	17	15	0	0	0	0	0	0	0	0	85
Attendance below 90 percent	5	3	4	3	0	0	0	0	0	0	0	0	0	15
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	0	0	0	0	0	0	0	0	0	0	0	

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	

Date this data was collected or last updated

Tuesday 9/8/2020

Prior Year - As Reported

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	
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	

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	
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	

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	
	(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.

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.

The 2019-20 SY would have been the our first year participating in the FSAA testing. Due to COVID school closures and remote learning, none of our students participated in the final assessments for FSAA. We have no performance data generated as an ESE center school.

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

The 2019-20 SY would have been the our first year participating in the FSAA testing. Due to COVID school closures and remote learning, none of our students participated in the final assessments for FSAA. We have no performance data generated as an ESE center school.

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.

The 2019-20 SY would have been the our first year participating in the FSAA testing. Due to COVID school closures and remote learning, none of our students participated in the final assessments for FSAA. We have no performance data generated as an ESE center school.

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

The 2019-20 SY would have been the our first year participating in the FSAA testing. Due to COVID school closures and remote learning, none of our students participated in the final assessments for FSAA. We have no performance data generated as an ESE center school.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance is a significant factor in student progress and growth. An estimated 28% of our current student population have significant medical complications or are considered medically fragile. While we understand the health of our students is a priority and existing conditions may impact their overall attendance, we must remain aware of potential concerns and continue to communicate attendance expectations to our families. Additionally, 100% of our students participate in the free and reduced lunch program through NLSP with CEP. We recognize that socioeconomic hardship can be tremendously detrimental for student attendance throughout the school year and will continue to work with families to provide support and resources as needed.

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

1. Ensure testing calendar is followed and 100% of students enrolled are tested using appropriately identified FSAA.
2. Ensure 100% of students gain functional communication skills
3. Ensure Access Points are addressed in lesson planning
4. Ensure student attendance is monitored with fidelity
5. Increase parent communication including/ensuring accurate IEP and assessment information

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Test Preparedness

Area of Focus Description and 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.

Measurable Outcome: 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: The 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 Steps to Implement

1. Create testing calendar to align with state and district timelines

Person Responsible Maria Alva (940367@dadeschools.net)

2. Ensure staff/administration attend required test administration training

Person Responsible Maria Alva (940367@dadeschools.net)

3. Order/receive required documents for testing

Person Responsible Maria Alva (940367@dadeschools.net)

4. Communicate new testing to families

Person Responsible Maria Alva (940367@dadeschools.net)

5. Administer testing and submit to district/state

Person Responsible Maria Alva (940367@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

Acquiring a functional communication system (FCS) is a serious area of concern for our ESE students. Approximately 97% of our students receive language therapy services due to deficits related to both receptive and expressive communication. Additionally, approximately 45% of our Kindergarten through 5th-grade students do not currently have a consistent system of communication using words, pictures, or sign language to communicate wants, needs, or engage in meaningful dialogue. It is important that each student at EBA learn and demonstrate proficiency using a functional communication system in order to increase independence, advocate for their needs, and build social relationships.

Measurable Outcome:

The assessments used with our students include the Batelle Developmental Inventory (BDI) which is typically used for students from Prek to 1st grade, and the Brigance Assessment which is typically used for students in 1st through 5th grade. Assessments are chosen based on developmental level and needs of the students. All students enrolled in our program are assessed twice annually and possess standard scores below age or grade level in either receptive or expressive communication domain areas. Our goal is to identify meaningful improvements in the communication skills of students as observed in the standard scores obtained during the second collection of assessment data. Meaningful improvement for our students is defined as an improvement in score from the pretest to the posttest using the BDI or Brigance developmental assessments.

Person responsible for monitoring outcome:

Makeesha Coleman (pr4070@dadeschools.net)

Evidence-based Strategy:

Ensure that each classroom is including implementation of picture communication systems, tablets with communication applications, sign language, output devices, and functional phrases for each student as necessary and as advised by our speech-language pathologist.

Rationale for Evidence-based Strategy:

PEC systems have been shown in research to be an effective visual communication system, specifically for students diagnosed with Autism Spectrum Disorder. Many specific tablet applications have been designed based on the research associated with visual communication systems to create effective and efficient methods of selecting picture or visual representations of words through a digital platform. American Sign Language is also a highly effective and research-based form of communication for students with disabilities. Research within the field of speech-language pathology has identified short functional phrases and simple signs as effective communication tools for students who struggle with expressive language skills.

Action Steps to Implement

1. Ensure the assessment calendar is followed with fidelity.

Person Responsible

Maria Alva (940367@dadeschools.net)

2. Ensure all classrooms have functional communication systems present for each student.

Person Responsible

Meaghan Gasch (meaghangasch@uco-ucpsfl.org)

3. Ensure language/communication data from assessments is tracked and monitored.

Person Responsible

Maria Alva (940367@dadeschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

EBA will continue to follow best practices related to parent contact and communication in order to better our student attendance and parent engagement. We have increased our parent contact methods and frequency in order to better support families during the pandemic and school closures. Our team will continue to provide parents with increased communication to ensure they have the resources, information, and access necessary to meet their needs. EBA is also training staff in more effective planning strategies to ensure that access points are appropriately included in all daily lesson plans.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

During the 2019-2020 school year, EBA partnered with TCIT (Teacher Child Interaction Training) in collaboration with the University of Miami Mailman Center for Child Development to provide staff members with intensive early childhood education coaching. Currently, two staff members are in the process of becoming TCIT coaches to support other EBA educators in TCIT strategy implementation. Due to the many unexpected challenges that came with COVID-19 and school closures, EBA has dedicated time, resources, and training to ensure that families have increased and consistent communication with staff. We have employed multiple communication methods and platforms to better serve our families including the addition of Zoom video conferencing and Microsoft Teams. We are hosting weekly Town Hall meetings for families to provide up to date information regarding safety procedures, policy changes, technological support, and remote learning platform training. These weekly Town Hall meetings allow parents to provide school administration with invaluable insights related to student learning, family needs, and any concerns. Our staff have also implemented weekly strategy sessions with families to provide more individualized support for addressing student academic, behavioral, or social/emotional challenges, as well as strategies for mastering IEP goals.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Other: Test Preparedness	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
Total:			\$0.00