Early Beginnings Academy

2021-22 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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	10%
2020-21 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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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)	**2020-21 Title I School**	**2020-21 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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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 holistic education focused on multi-sensory learning, meaningful relationships, guided growth, and artistic expression in a safe and compassionate environment. Our mission is driven by family partnerships and culturally responsive practices designed to inspire creativity, curiosity, and celebrate individual differences.

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	Position Title	Job Duties and Responsibilities
Alva, Maria	Administrative Support	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
Coleman, Makeesha	Principal	1. Determine overall educational goals and outcome measures toinclude status of goals, FSAA testing, growth based on access points. 2. Set up curriculum and monitor effectiveness ensuring fidelity to Access Point requirements. 3. Develop and coordinate training for all staff. 4. Ensure compliance with FLDOE, District, and State Compliance. 5. Develop and coordinate training for all staff. 6. Establish evaluation standards and performs periodic reviews. 7. Recruit, hire, and manage all staff in conjunction with the Associate Director, Executive Director, and Charter Board. 9. Assist advice and collaborate with the Coordinator/Teacher and 10. Administrative Assistant to ensure student success. 11. Supervise the compilation and maintenance of performance 12. metrics and statistics that measure/assess trends and 13. performance of the students. 14. Assist with instruction and supervision of students.

Name	Position Title	Job Duties and Responsibilities
Gasch, Meaghan	Principal	1) Coordinate therapy requests for district compliance 2) Coordinate therapy requests and documentation 3) Create and disseminate IEP calendar to EBA staff and therapists 4) Ensure all IEP therapy logs are maintained for compliance 5) Create and monitor therapy schedules 6) Work collaboratively with QA principal to ensure charter compliance documents are completed and submitted 7) Supervise all EBA staff members 8) Provide training related to classroom structure, lesson planning, and IEP development 9) Monitor classroom activities and ensure all policies are followed 10) Communicate with family members regarding school enrollment, child progress, and school policies.

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.*

0

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.*

0

Total number of teacher positions allocated to the school

7

Total number of students enrolled at the school

112

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	18	15	15	13	10	15	0	0	0	0	0	0	0	86
Attendance below 90 percent	0	1	3	1	1	2	0	0	0	0	0	0	0	8
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	18	15	15	13	10	15	0	0	0	0	0	0	0	86

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	1	3	1	1	2	0	0	0	0	0	0	0	8

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 8/31/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					62%	57%		62%	56%
ELA Learning Gains					62%	58%		62%	55%
ELA Lowest 25th Percentile					58%	53%		59%	48%
Math Achievement					69%	63%		69%	62%
Math Learning Gains					66%	62%		64%	59%
Math Lowest 25th Percentile					55%	51%		55%	47%
Science Achievement					55%	53%		58%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Students completed the FSAA during the 2020-2021 school year. This was our first year completing the FSAA with our 3rd and 4th grade students.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	15			15							
HSP	17			17							
FRL	15			15							
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	15
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	30
Total Components for the Federal Index	2
Percent Tested	77%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	15
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	17
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	15
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The 2020-21 SY was our first year participating in the FSAA testing. EBA students in 3rd and 4th grade participated in the FSAA during the Spring of 2021. As this was our first year to conduct the FSAA, no data can be compared to previous school years.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The 2020-21 SY was our first year participating in the FSAA testing. EBA students in 3rd and 4th grade participated in the FSAA during the Spring of 2021. As this was our first year to conduct the FSAA, no data can be compared to previous school years.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The 2020-21 SY was our first year participating in the FSAA testing. EBA students in 3rd and 4th grade participated in the FSAA during the Spring of 2021. As this was our first year to conduct the FSAA, no data can be compared to previous school years.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The 2020-21 SY was our first year participating in the FSAA testing. EBA students in 3rd and 4th grade participated in the FSAA during the Spring of 2021. As this was our first year to conduct the FSAA, no data can be compared to previous school years.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The 2020-21 SY was our first year participating in the FSAA testing. EBA students in 3rd and 4th grade participated in the FSAA during the Spring of 2021. As this was our first year to conduct the FSAA, no data can be compared to previous school years.

What strategies will need to be implemented in order to accelerate learning?

The 2020-21 SY was our first year participating in the FSAA testing. EBA students in 3rd and 4th grade participated in the FSAA during the Spring of 2021. As this was our first year to conduct the FSAA, no data can be compared to previous school years.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The 2020-21 SY was our first year participating in the FSAA testing. EBA students in 3rd and 4th grade participated in the FSAA during the Spring of 2021. As this was our first year to conduct the FSAA, no data can be compared to previous school years.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The 2020-21 SY was our first year participating in the FSAA testing. EBA students in 3rd and 4th grade participated in the FSAA during the Spring of 2021. As this was our first year to conduct the FSAA, no data can be compared to previous school years.

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Test Preparedness	
Area of Focus Description and Rationale:	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 with FSAA requirements.
Monitoring:	The principal and testing chair will monitor and utilize the FSAA timeline, manual, testing schedule, compliance recommendations, and district monitoring tools to ensure test administration compliance and best practices.
Person responsible for monitoring outcome:	Meaghan Gasch (meaghangasch@uco-ucpsfl.org)
Evidence-based Strategy:	The principal and testing chair 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

Create testing calendar to align with state and district timelines

Person Responsible	Maria Alva (940367@dadeschools.net)

Ensure staff/administration attend required test administration training

Person Responsible	Maria Alva (940367@dadeschools.net)

Order/receive required documents for testing

Person Responsible	Maria Alva (940367@dadeschools.net)

Communicate new testing to families

Person Responsible	Maria Alva (940367@dadeschools.net)

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.
Monitoring:	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.
Person responsible for monitoring outcome:	[no one identified]
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 pictures 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

Ensure the assessment calendar is followed with fidelity.

Person Responsible	Meaghan Gasch (meaghangasch@uco-ucpsfl.org)

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

Person Responsible	Meaghan Gasch (meaghangasch@uco-ucpsfl.org)

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

Person Responsible	Meaghan Gasch (meaghangasch@uco-ucpsfl.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Due to the significant cognitive disabilities present in students attending Early Beginnings Academy, many students have behavioral challenges directly related to their diagnosis or exceptionally. In addition, many students require services through a behavior intervention plan. Given the support required, we do not suspend students or engage in traditional disciplinary practices used in general education practices. Our school provides behavioral supports and systems as necessary for each individual child.

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.

During the 2020-2021 school year, EBA partnered with TCIT (Teacher Child Interaction Training) in collaboration with the University of Miami Mailman Center for Child Development to continue providing staff members with intensive early childhood education coaching. In addition, one occupational therapist also completed the TCIT training. One staff member met partial requirements to become a TCIT coach 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 monthly Town Hall meetings for families to provide up to date information regarding safety procedures, policy changes,
technological support, and remote learning platform training. These monthly Town Hall meetings allow

parents to provide school administration with invaluable insights related to student learning, family needs, and any concerns.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Early Beginnings Academy has access to multiple stakeholders within the school, governing organization, and community that contribute to student achievement and a positive school culture. EBA's parents that participate on the EESAC committee provide valuable insight regarding school changes, information, and community updates. EBA also partners with multiple therapy comanpies throughout the community to ensure students are receiving high-quality care for occupational, physical, and speech therapy needs. In addition, EBA provides music therapy services for all students and facilitates a nationally approved internship program that trains students from all over the country.

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