

Miami-Dade County Public Schools

Early Beginnings Academy



2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	10%
2021-22 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	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: 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	CSI
* 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

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www.earlybeginningsacademy.org

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	10%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	Yes	96%

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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<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 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Gasch, Meaghan	Principal	<ol style="list-style-type: none"> 1) Coordinate therapy requests for district compliance 2) Coordinate therapy requests and documentation 3) Determine overall educational goals and outcome measures to include status of goals, FSAA testing, and growth based on access points. 4) Set up curriculum and monitor effectiveness, ensuring fidelity to Access Point requirements. 5) Develop and coordinate training for all staff. 6) Create and disseminate IEP calendar to EBA staff and therapists 7) Ensure all IEP therapy logs are maintained for compliance 8) Create and monitor therapy schedules 9) Work collaboratively with QA principal to ensure charter compliance documents are completed and submitted 10) Supervise all EBA staff members 11) Provide training related to classroom structure, lesson planning, and IEP development 12) Monitor classroom activities and ensure all policies are followed 13) Communicate with family members regarding school enrollment, child progress, and school policies.
Alva, Maria	Instructional Coach	<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

Name	Position Title	Job Duties and Responsibilities
		progress 15) Conduct IEPG observations and follow-up meetings
Coleman, Makeesha	Principal	<ol style="list-style-type: none"> 1. Determine overall educational goals and outcome measures to include status of goals, FSAA testing, and 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 COO, Executive Director, and Charter Board. 8. Supervise the compilation and maintenance of performance metrics and statistics that measure/assess trends and performance of the students.

Demographic Information

Principal start date

Saturday 8/8/2015, Meaghan Gasch

Number of teachers with a 2022 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 2022 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

8

Total number of students enrolled at the school

110

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	6	11	13	15	15	8	0	0	0	0	0	0	0	68
Attendance below 90 percent	1	1	1	1	2	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	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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 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	6	11	13	15	15	8	0	0	0	0	0	0	0	68

Using the table above, complete the table below with the number of students by current grade level who have 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	1	1	1	1	2	0	0	0	0	0	0	0	0	6

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Thursday 9/1/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		62%	56%					62%	57%
ELA Learning Gains								62%	58%
ELA Lowest 25th Percentile								58%	53%
Math Achievement		58%	50%					69%	63%
Math Learning Gains								66%	62%
Math Lowest 25th Percentile								55%	51%
Science Achievement		64%	59%					55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	3	11		14	53		18				
ELL											
BLK	7			15							
HSP		20		13	50						
FRL	3	11		14	53		18				

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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	20
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	21
Total Points Earned for the Federal Index	120
Total Components for the Federal Index	6
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	21
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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%	0

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%	0
Black/African American Students	
Federal Index - Black/African American Students	11
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	22
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
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%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	20
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

Part III: Planning for Improvement

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?

Based on FSAA scores for students in 3rd to 5th grade, students as a majority scored lower in ELA than in Math or Science.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

FSAA scores indicate students in 3rd, 4th, and 5th grade performed at a lower level in ELA than they did in Math and Science (as applicable). Students require additional support to improve English Language Arts understanding, application, and subject area growth.

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

Contributing factors could be communication delays and deficits, lack of adequate instructional planning, or the absence of adequate reading curriculum resources. The majority of students do not read and demonstrate significant receptive and expressive communication delays based on developmental testing including the BDI and Brigance assessments.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Some students showed significant improvements in Math scores. Overall, students maintained scores in 2022 from the previous year of FSAA testing.

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

EBA began utilizing Pearson as a Math and Science curriculum, providing modifications and accommodations as needed.

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

EBA will need to use the Super Kids ELA curriculum with fidelity and utilize additional resources such as Unique Learning, IXL, Flocabulary, and Education.com to ensure students have access to high quality ELA experiences. Teachers will need to monitor student progress closely to ensure they are making learning gains related to ELA concepts.

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.

Teachers will have access to instructional videos for Super Kids. In addition, staff will participate in hands-on learning processes to ensure they have a working knowledge of the print and digital resources available.

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

Teachers will be meeting with administrators to review student progress monthly to ensure the ELA curriculum is being monitored with fidelity.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Using data from the Spring 2022 FSAA testing, EBA identified that ELA/Reading scores were lower on average than Math scores for students in 3rd, 4th, and 5th grades.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, EBA students will achieve higher scores in the FSAA ELA assessment compared to the previous 2022 testing data for ELA.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will meet with the principal or other administrative team members monthly to review ELA data, lesson plans using access points/BEST standards, and student portfolios to ensure the curriculum is being used with fidelity and students have access to appropriate resources. All classrooms will also be observed four times a year at minimum to ensure instructional staff are implementing lesson plans and ELA curriculum successfully and effectively.

Person responsible for monitoring outcome:

Meaghan Gasch (meaghangasch@uco-ucpsfl.org)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Evidence-based curriculums are critical for student growth. The Super Kids and Unique Learning curriculums are both research-based and appropriate for students with significant cognitive disabilities given necessary modifications and adaptations. Based on best practices, EBA students require access and exposure to high-quality content together with modifications and accommodations as needed to meet the individual needs of each learner. Explicit small group instruction will continue to be provided to each EBA student during English Language Arts to reinforce subject area content and allow students to learn at their own pace.

Rationale for Evidence-based Strategy:
 Explain the rationale for

Evidence-based curriculums that provide high-quality instructional resources are a best practice for both the district and the state. Differentiated instruction, modified curriculum, and classroom accommodations are all components of the students' Individualized Education Plan as students with the most significant cognitive disabilities. Multi-sensory learning and individualized instruction is provided during English Language Arts to

selecting this specific strategy.**Describe the resources/ criteria used for selecting this strategy.**

ensure students are provided with adequate support and opportunities for learning and reading growth.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ensure all classrooms have ELA curriculum materials, access, and resources.

Person**Responsible**

Meaghan Gasch (meaghangasch@uco-ucpsfl.org)

Provide professional development opportunities relating directly to ELA curriculum and resources for instructional staff members.

Person**Responsible**

Meaghan Gasch (meaghangasch@uco-ucpsfl.org)

Supervise the creation and implementation of ELA lesson plans in alignment with Access Points using the B.E.S.T. standards and ELA curriculum.

Person**Responsible**

Meaghan Gasch (meaghangasch@uco-ucpsfl.org)

Meet with each instructional team monthly to review ELA data, including but not limited to work samples, pictures, videos, data sheets, and online progress monitoring tools.

Person**Responsible**

Meaghan Gasch (meaghangasch@uco-ucpsfl.org)

Review annual student IEPs to ensure ELA goals are appropriate and that the IEPs contain necessary accommodations or supports for students to experience growth and success.

Person**Responsible**

Maria Alva (940367@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

During the 2021-2022 school year, EBA continued to partner 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 continued 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, School Messenger, and Microsoft Teams. We keep ourselves available by phone, email, Zoom, or in-person meetings to ensure all families have the support needed.

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

Early Beginnings Academy has access to multiple stakeholders within the school, governing organization, and community that contribute to student achievement and 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 companies 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.