

Miami-Dade County Public Schools

Amelia Earhart Elementary School



2021-22 Schoolwide Improvement Plan

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Amelia Earhart Elementary School

5987 E 7TH AVE, Hialeah, FL 33013

<http://aearhart.dadeschools.net/>

Demographics

Principal: Lisa Wiggins K

Start Date for this Principal: 8/19/2011

| | |
|--|---|
| 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) | K-12 General Education |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 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 Economically Disadvantaged Students |
| School Grades History | 2018-19: A (66%) 2017-18: C (53%) 2016-17: B (55%) |
| 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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Amelia Earhart Elementary School

5987 E 7TH AVE, Hialeah, FL 33013

<http://aearhart.dadeschools.net/>

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 | Yes | 93% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 98% |

School Grades History

| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | A | A | C |

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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.

Amelia Earhart Elementary is committed to the academic achievement of all our students. Curriculum is implemented to meet the needs of our multicultural student population and community. We will enhance students' academic performance, develop students' life skills for functioning independently in our information age, and provide parents and guardians opportunities to improve adult literacy. Our mission is to exceed our stakeholders' expectations for student achievement through a continuous cycle of analyzing students' academic needs, making data-driven decisions and collaborating with parents and the community in a win-win partnership.

Provide the school's vision statement.

Our vision is to provide a nurturing, safe environment where we promote multicultural education, increase student achievement, and prepare our students for the world of work, equipping them to become productive citizens. We are devoted to ensuring the academic success of all our students. We are strongly committed to reaching our goals by working shoulder-to-shoulder with parents and community members, for the betterment of our students.

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 |
|-------------------|---------------------|--|
| Palacios, Sandra | Instructional Coach | The Instructional coach facilitates the grade level collaborative planning sessions to ensure that the curriculum is aligned to the data that is being analyzed. She also dissects data reports to monitor student progress, develops a scope and sequence to ensure strengthening of the identified and targeted standards. The coach facilitates coaching cycles and models best practices for teachers to improve classroom instruction and facilitate growth https://www.floridacims.org/plans/46239/edit/35005#abody4s highly effective educators. |
| Wiggins, Lisa | Principal | The Principal is the instructional leader of the school. She oversees the curriculum and supports the staff in their instructional practice. She ensures the staff and teachers produce successful outcomes for students in a nurturing, supportive, and safe environment. As the leader she allocates and manages resources for various academic and social emotional learning programs that support student achievement. She focuses on student learning, professional growth, and continuous improvements which are aligned to the school as well as the district's mission and vision. |
| Carrasco, Cecilia | Other | The Social Worker provides emotional and behavioral support to students as needed. The Social Worker also meets with families to offer strategies and support to assist students in being successful at school. She provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. |
| Lorenzo, Massiel | Assistant Principal | The Assistant Principal supports the Principal as an educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. She monitors all systems and structures that directly correlate to and impact our school culture, social emotional learning, and academic achievement goals and initiatives. |

Demographic Information

Principal start date

Friday 8/19/2011, Lisa Wiggins K

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.*

5

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.*

25

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

351

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

2

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

0

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 | 34 | 49 | 48 | 61 | 57 | 71 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 320 |
| Attendance below 90 percent | 13 | 9 | 8 | 10 | 7 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 11 | 14 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 |
| Course failure in Math | 0 | 0 | 2 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 11 | 14 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 8 | 9 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33 |
| Number of students with a substantial reading deficiency | 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 | 10 | 29 | 30 | 48 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 117 |

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 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| 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

Monday 7/19/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | Total |
|---|-------------|-------|
| Number of students enrolled | | |
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA | | |
| Course failure in Math | | |
| Level 1 on 2019 statewide FSA ELA assessment | | |
| Level 1 on 2019 statewide FSA Math assessment | | |

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

| Indicator | Grade Level | Total |
|--------------------------------------|-------------|-------|
| Students with two or more indicators | | |

The number of students identified as retainees:

| Indicator | Grade Level | Total |
|-------------------------------------|-------------|-------|
| Retained Students: Current Year | | |
| Students retained two or more times | | |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 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 | 0 | |
| Course failure in Math | 0 | 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 | 0 | |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 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 | | | | 56% | 62% | 57% | 48% | 62% | 56% |
| ELA Learning Gains | | | | 66% | 62% | 58% | 63% | 62% | 55% |
| ELA Lowest 25th Percentile | | | | 74% | 58% | 53% | 57% | 59% | 48% |
| Math Achievement | | | | 67% | 69% | 63% | 56% | 69% | 62% |
| Math Learning Gains | | | | 66% | 66% | 62% | 56% | 64% | 59% |
| Math Lowest 25th Percentile | | | | 84% | 55% | 51% | 40% | 55% | 47% |
| Science Achievement | | | | 49% | 55% | 53% | 50% | 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 | 59% | 60% | -1% | 58% | 1% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 61% | 64% | -3% | 58% | 3% |
| Cohort Comparison | | -59% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 39% | 60% | -21% | 56% | -17% |
| Cohort Comparison | | -61% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 74% | 67% | 7% | 62% | 12% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 80% | 69% | 11% | 64% | 16% |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | -74% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 41% | 65% | -24% | 60% | -19% |
| Cohort Comparison | | -80% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 44% | 53% | -9% | 53% | -9% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool that was utilized to reflect on the incremental growth and changes in learning relative to the instruction and intervention for students in kindergarten thru fifth grade was the iReady diagnostics and growth monitoring. This progress monitoring tool allowed teachers and the leadership team to effectively adjust and modify instruction to accelerate growth and learning.

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 35.1 | 52.6 | 53.8 |
| | Economically Disadvantaged | 36.1 | 51.4 | 52.6 |
| | Students With Disabilities | 37.5 | 37.5 | 25 |
| | English Language Learners | 20 | 20 | 20 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 28.2 | 36.8 | 38.5 |
| | Economically Disadvantaged | 28.9 | 37.8 | 36.8 |
| | Students With Disabilities | 12.5 | 25 | 25 |
| | English Language Learners | 20 | 50 | 20 |

| Grade 2 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 25.5 | 40.9 | 50 |
| | Economically Disadvantaged | 20 | 40 | 47.5 |
| | Students With Disabilities | 30 | 50 | 60 |
| | English Language Learners | 0 | 0 | 0 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 27.3 | 34.9 | 45.5 |
| | Economically Disadvantaged | 27.5 | 38.5 | 42.5 |
| | Students With Disabilities | 40 | 60 | 70 |
| | English Language Learners | 0 | 0 | 0 |
| | | | | |
| Grade 3 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 47.5 | 51.7 | 71.7 |
| | Economically Disadvantaged | 45.8 | 50 | 70.7 |
| | Students With Disabilities | 12.5 | 25 | 37.5 |
| | English Language Learners | 0 | 0 | 0 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 19.7 | 39 | 52.5 |
| | Economically Disadvantaged | 20.3 | 36.8 | 50.8 |
| | Students With Disabilities | 12.5 | 25 | 25 |
| | English Language Learners | 0 | 0 | 0 |
| | | | | |

| Grade 4 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 38.5 | 44.6 | 50 |
| | Economically Disadvantaged | 38.7 | 45.2 | 49.2 |
| | Students With Disabilities | 23.1 | 15.4 | 58.3 |
| | English Language Learners | 0 | 0 | 0 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 25.2 | 45.5 | 52.4 |
| | Economically Disadvantaged | 25.8 | 40.3 | 51.7 |
| | Students With Disabilities | 7.7 | 23.1 | 41.7 |
| | English Language Learners | 0 | 0 | 0 |
| | | | | |
| Grade 5 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 26.9 | 41.5 | 47.8 |
| | Economically Disadvantaged | 25.8 | 38.3 | 45.2 |
| | Students With Disabilities | 0 | 21.4 | 20 |
| | English Language Learners | 0 | 0 | 0 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 21.2 | 36.4 | 48.5 |
| | Economically Disadvantaged | 19.7 | 36.1 | 45.9 |
| | Students With Disabilities | 0 | 13.3 | 20 |
| | English Language Learners | 0 | 0 | 0 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | | 14 | |
| | Economically Disadvantaged | | 11 | |
| | Students With Disabilities | | 0 | |
| | English Language Learners | | 0 | |
| | | | | |

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 | 10 | 26 | | 29 | 26 | | | | | | |
| ELL | 39 | 27 | 38 | 36 | 20 | 50 | 14 | | | | |
| BLK | 13 | | | 13 | | | | | | | |
| HSP | 42 | 31 | 44 | 39 | 18 | 41 | 18 | | | | |
| FRL | 39 | 29 | 44 | 36 | 18 | 42 | 17 | | | | |
| 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 |
| SWD | 41 | 67 | 71 | 53 | 64 | 78 | 43 | | | | |
| ELL | 56 | 69 | 77 | 68 | 68 | 88 | 41 | | | | |
| BLK | 48 | 67 | | 71 | 67 | | | | | | |
| HSP | 57 | 66 | 74 | 66 | 66 | 86 | 47 | | | | |
| FRL | 55 | 65 | 76 | 67 | 66 | 85 | 48 | | | | |
| 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 |
| SWD | 26 | 41 | 37 | 27 | 33 | 27 | 25 | | | | |
| ELL | 49 | 66 | 48 | 57 | 57 | 45 | 42 | | | | |
| BLK | 34 | 50 | | 50 | 43 | | 18 | | | | |
| HSP | 51 | 65 | 50 | 57 | 59 | 44 | 57 | | | | |
| FRL | 47 | 62 | 57 | 55 | 55 | 40 | 48 | | | | |

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 | 35 |
| 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 | 54 |
| Total Points Earned for the Federal Index | 282 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 96% |
| Subgroup Data | |

| Students With Disabilities | |
|--|-----|
| Federal Index - Students With Disabilities | 23 |
| 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 | 35 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| 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 | 13 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 36 |
| 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 | 35 |
| 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?

2019 data findings:

The ELA school to district comparison shows the school's proficiency average below the district's for all students in grades 3-5: 1 percentage point below in 3rd grade, 3 percentage points below in 4th grade, 21 percentage points below in 5th grade.

The ELA Subgroups Learning Gains increased by 6 percentage points.

The ELA Subgroups Learning Gains 25 increased by 17 percentage points.

The Math proficiency percentage for all students in grades 3rd-4th increased except 5th grade which decreased.

The Math Subgroups Learning Gains increased 10 percentage points.

The Math Subgroups Learning 25 increased by 44 percentage points.

Science Subgroups Achievement levels have remained stagnant for the past three years: 2018-40%, 2019-49%, 2021-18%.

2021 data findings:

The ELA Subgroups decreased 13 percentage points from 53% in 2019.

The percentage of students earning an Achievement Level 1 in grades 3rd-5th increased by 10%.

The Math Subgroups decreased 27 percentage points from 65% in 2019.

The percentage of students earning an Achievement Level 1 in grades 3rd-5th increased by 24%.

The Science Subgroups decreased 26 percentage points in proficiency.

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

2019 data findings:

The ELA Learning Gains Subgroups had the smallest increase from all the subgroups; 3 percentage point increase.

The Science Subgroups decreased 1 percentage point.

2021 data findings:

The ELA Subgroups decreased 13 percentage points from 53% in 2019.

The percentage of students earning an Achievement Level 1 in grades 3rd-5th increased by 10%.

The Math Subgroups decreased 27 percentage points from 65% in 2019.

The percentage of students earning an Achievement Level 1 in grades 3rd-5th increased by 24%.

The Science Subgroups decreased 26 percentage points in proficiency.

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 to this need for improvement:

- Nearly 50% of the student population in grades 3rd-5th were receiving instruction through remote learning.
- Small group data-driven instruction was hindered due to restrictions caused by COVID-19
- Students who were below 2 or more grade levels needed pre-requisite skills to master grade-level standards.

New actions being taken to address the need for improvement:

- Collaborative planning and data-chats will continue to be implemented to identify and target the needs of all student subgroups.
- Multiple strategies and/or best practices will be used to engage students.
- Scope and sequence plan will be developed to scaffold the pre-requisite skills needed to master grade-level standards.

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

2019 Data Findings:

- ELA Subgroups increased from 48% in 2018 to 56% on the 2019 FSA; increase of 8 percentage points.
- ELA Learning Gains Subgroups were 8 percentage points higher than the district's average (58%).
- ELA ELL subgroup was 7 percentage points higher than the district's average (49%).
- ELA SWD subgroup was 9 percentage points higher than the district's average (32%).
- Math Subgroups increased from 56% in 2018 to 67% on the 2019 FSA; increase of 8 percentage points.
- Math Learning Gains Subgroups were 8 percentage points higher than the district's average (58%).
- Math ELL subgroup was 12 percentage points higher than the district's average (56%).
- Math SWD subgroup was 17 percentage points higher than the district's average (36%).

2021 Data Findings:

When comparing iReady AP1 to AP3 data:

- 3rd Grade ELA-SWD subgroup demonstrated a growth of 19 percentage points
- 3rd Grade ELA-ELL subgroup demonstrated a growth of 25 percentage points
- 4th Grade ELA demonstrated a growth of 10 percentage points
- 5th Grade ELA demonstrated a growth of 19 percentage points
- 5th Grade ELA-ELL subgroup demonstrated a growth of 31 percentage points
- 3rd Grade Math demonstrated a growth of 31 percentage points
- 3rd Grade Math-ELL subgroup demonstrated a growth of 25 percentage points
- 3rd Grade Math-SWD subgroup demonstrated a growth of 28 percentage points
- 4th Grade Math-ELL subgroup demonstrated a growth of 17 percentage points
- 5th Grade Math-ELL subgroup demonstrated a growth of 24 percentage points

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

CONTRIBUTING FACTORS:

- GRRM was implemented across curriculums as a guide to gradually transition learning from the

teacher, to independent student learning where the student practiced and applied what was learned.

- Differentiated instruction was evident in whole/small group lessons which shared the same student goal while providing tailored instruction to meet individual learning needs.
- Collaborative data-chats with the Curriculum Coach were scheduled which guided problem-solving and decision-making to better address the varying student needs and instructional practices.
- Collaborative planning with the Curriculum Coach was scheduled to develop data-driven instructional plans for whole/small group instruction for ELA and Math. The goal was to identify areas of concern and/or trends, share best practices and strategies that ensured rigorous tasks were planned for mastery of targeted standard(s).
- 3rd-5th grade ELA/Math Student Data Trackers contributed to student accountability. Students tracked assessment data, identified areas of growth, and need of additional support. It provided students with immediate feedback on their academic performance.

NEW ACTIONS:

- Additional instructional small group support will be provided for L25 and ELL level 1-2 subgroups in the areas of ELA and Math to reduce the teacher to student ratio. This will allow teachers to work closely with each student on specific learning objectives, reinforce skills, and check for student understanding.
- Alignment of additional resources based on weekly data for students who scored in the 50-65 percentile in ELA or Math assessments.
- Additional 30 minutes of Math for small groups to target prerequisite skills needed to master grade level standard(s).

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

Strategies that need to be implemented to accelerate learning:

- Additional instructional support for L25 and ELL level 1-2 subgroups during small group instruction in the areas of ELA and Math.
- Alignment of additional resources based on weekly data for students who were at 50-65% proficiency in ELA weekly assessments of Math topic assessments.
- Additional 30 minutes of Math for small groups to target prerequisite skills needed to meet mastery of grade level standard.
- Adjustment of instruction & reteaching that focuses on accelerating student achievement & mastery of the Florida Standards.
- Intense focus on ELA and Math Florida Standards alignment when developing targeted small group instructional plans.
- Interventions-RTI
- Scheduled collaborative planning with Curriculum Coach to develop data-driven instructional plans for whole and small group instruction.

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.

Professional development opportunities that will be provided at the school to support teachers and leaders:

- Data-analysis of multiple data points such as iReady reports and Performance Matters reports. (September/2021 - Ongoing)
- Data-driven differentiated small group instructional plans and delivery. (September/2021)
- Implementation of the Gradual Release Responsibility Model across all curriculum. (October/2021)
- Integration of accessible technology to engage student learning. (October/2021)
- Training and support on the use and implementation of Schoology (Ongoing)
- Social and Emotional support strategies (October/2021)
- Curriculum Coach support for individual teachers to reinforce specific needs (Ongoing)

- Alignment of student resources to student data (Ongoing)
- Flexible student grouping based on student-data (Ongoing)

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

To ensure sustainability of improvement Amelia Earhart ES will implement school-wide activities focusing on Social-Emotional Learning skills. These activities will be integrated in weekly lessons across all grade levels and curriculum. The SEL activities will vary in modality to ensure participation and engagement of all learners. The skills learned within the SEL activities will help students better cope with emotional stress, solve problems, and avoid peer pressure to engage in harmful activities, thus, improving their overall grades and attendance - increasing student achievement. On-going surveys will be utilized to evaluate and gauge the effectiveness and fidelity of the strategies and practices. Results of the on-going surveys will provide essential feedback to modify the strategies and practices in place to better meet the need of students, parents, and/or instructional staff. Greater emphasis will be placed to increase parental involvement. The SLT and PTA will collaborate to provide parents with opportunities to gain knowledge of different learning strategies to support student achievement. The teacher will relate to parents not as a partner but an advisor who guides them through academic support for their child. Collaborative planning will be scheduled with the Curriculum Coach to develop data-driven instructional plans for whole and small group instruction for ELA and Math. The goal of the collaborative planning session will be to share best practices and strategies that ensure rigorous tasks are planned for students to master the targeted standard(s). The SLT will conduct walkthroughs to ensure fidelity and consistency of implemented strategies and/or practices.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Based on the 2021 FSA data results, 39% proficiency was attained from grades 3-5 in the area of ELA. This data shows 17 percentage points less than the district's average of 56%. The Targeted Element of Collaborative Planning was selected based on our findings that demonstrated a lower proficiency average than the district's for grades 3-5 in the area of ELA. Students in grades 3-5 are not mastering all grade-level standards therefore we must improve our ability to engage students in the learning process. Collaborative Planning will support the development of instructional plans that will improve the integration and application of the standards to meet the needs of all students through the varying learning levels and/or modalities in order to increase student mastery of the standards and improve proficiency.

Measurable Outcome:

A 5 percentage point increase in student proficiency in ELA will be evident in the 2022 FSA.

Monitoring:

Leadership team will conduct weekly walkthroughs to measure impact of instructional lesson plans developed during collaborative planning and implementation of strategies to maximize student learning and minimize learning loss. The Leadership Team's notes will capture the instructional look-fors identified in previous Leadership Team meetings.

Person responsible for monitoring outcome:

Sandra Palacios (spalacios@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of Gradual Release Responsibility Model (GRRM). The GRRM will assist students in making steady progress towards achieving standards mastery since it provides the necessary framework to scaffold lessons and learning opportunities that allow support for independent learning. The GRRM will be monitored through the use of student data-trackers that will be utilized to gauge and track student progress. This will assist the decision-making by identifying weaknesses and strengths in the instructional plan and/or delivery.

Rationale for Evidence-based Strategy:

Collaborative instructional planning with the guidance and support of the Curriculum Coach will enhance the development and delivery of instruction, as well as the assessment of student learning. The Curriculum Coach and teachers will utilize ongoing data to identify areas of concern and/or improvement. Differentiated resources to supplement instruction will be aligned to remediate and/or enrich targeted standards during whole and small group instruction. The Test Item Specifications will be analyzed during the collaborative planning process so that expectations for student learning are mapped out with each prescribed standard. This will ensure that teaching practices deliberately focus on agreed-upon learning targets.

Action Steps to Implement

8/31-10/11-Create and establish a common planning schedule with clearly defined protocols, planning timeframe, and expected products.

Person Responsible

Sandra Palacios (spalacios@dadeschools.net)

8/31-10/11-During Collaborative Planning sessions instructional teacher-directed lesson plans will be developed using the Gradual Release Responsibility Model (GRRM) to maximize student outcome.

Person Responsible

Sandra Palacios (spalacios@dadeschools.net)

8/31-10/11-Teachers and Leadership Team will utilize weekly collaboration time to monitor student progress and identify instructional and curricular needs of students.

Person Responsible Lisa Wiggins (pr1521@dadeschools.net)

8/31-10/11-Teachers will participate in data chats and progress monitoring protocols.

Person Responsible Lisa Wiggins (pr1521@dadeschools.net)

11/1-12/17-Ensure fidelity of the common planning schedule and effectiveness of the defined protocols, planning timeframe, and expected products. Teachers and Leadership Team will utilize weekly collaboration time to analyze data reports from multiple sources to monitor student progress and identify instructional and curricular needs of students.

Person Responsible Sandra Palacios (spalacios@dadeschools.net)

11/1-12/17-Achievement Level Descriptors (ALDs) and Item Specs will be shared and dissected with reading and math teachers in grades 3-5.

Person Responsible Sandra Palacios (spalacios@dadeschools.net)

1/31-4/29-The Reading Coach and teachers will utilize weekly collaboration planning time to monitor student progress and identify instructional and curricular needs of students in order to develop ELA lesson plans with engaging rigorous activities.

Person Responsible Sandra Palacios (spalacios@dadeschools.net)

1/31-4/29-Teachers will utilize iReady AP2 ELA and weekly assessment results to identify students not making adequate progress in order to determine needed additional support, resources or strategies.

Person Responsible Sandra Palacios (spalacios@dadeschools.net)

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

Based on the 2021 FSA Math data results, 52% of the students in grade 4 and 14% of the students in grade 5 were proficient. This indicates a decrease of 28 percentage points in grade 4 and 27 percentage points in grade 5. The Targeted Element of Differentiation was selected due to the data findings that indicated the proficiency percentage for grades 4-5 decreased in the area of Math. We did not address with fidelity the foundational gaps identified through data chats with student remediation therefore we need to differentiate the instructional approaches and student activities of the math concepts and/or standards to ensure students gain strong foundations. We will provide a variety of opportunities for students to learn and demonstrate their understanding in order to maximize the learning of all students.

Measurable Outcome:

A 10 percentage point increase in student proficiency in Math will be evident in the 2022 FSA for grades 4 and 5.

Monitoring:

The SLT will conduct weekly walkthroughs to measure impact of instructional lesson plans developed during collaborative planning and implementation of strategies to maximize student learning and minimize learning loss. The Leadership Team's notes will capture the instructional look-fors identified in previous Leadership Team meetings.

Person responsible for monitoring outcome:

Sandra Palacios (spalacios@dadeschools.net)

Evidence-based Strategy:

Standards-aligned instruction will provide sound lessons for whole and teacher-led instruction for all subgroups that can have an effect on long-term student achievement and incremental progress towards closing the achievement gap. Standards-aligned instruction will allow for careful review of what is being implemented successfully or not, based on grade level expectations of the Florida Standards. Essential practices during collaborative planning will be conducted in order to make adequate modifications to the standards-aligned instructional plans. The modifications being made will need to address students in each of the subgroups. This will ensure the diverse needs of all students are met.

Rationale for Evidence-based Strategy:

The data findings from the 2021 FSA Math for grades 4 and 5 are impactful as it indicates that additional instructional planning for both, whole and teacher led group, needs to focus on specific standards based on student data. This will be beneficial in increasing student achievement for the students who have regressed.

Action Steps to Implement

8/31-10/11-Teachers will participate in collaborative planning sessions to discuss data and their content area needs in order to develop small group teacher-led standards-aligned instructional plans for targeted subgroups.

Person Responsible

Sandra Palacios (spalacios@dadeschools.net)

8/31-10/11-Provide professional development opportunities for teachers who need assistance with small group differentiated instruction.

Person Responsible

Sandra Palacios (spalacios@dadeschools.net)

8/31-10/11-Facilitate Student Data Chats after iReady AP1.

Person Responsible Lisa Wiggins (pr1521@dadeschools.net)

8/31-10/11-During collaborative planning sessions effective grouping practices will be discussed in order to create flexible groups for small group teacher-led instruction to target identified standards.

Person Responsible Sandra Palacios (spalacios@dadeschools.net)

11/1-12/17-On-going data chats will be held bi-weekly so that the teacher may review student data, identify group and individual student curricular needs, develop small group differentiated instructional plans to target needs, and/or monitor student progress.

Person Responsible Sandra Palacios (spalacios@dadeschools.net)

11/1-12/17-Continuous opportunities for collaboration and/or curriculum coach support will be embedded during collaborative planning sessions to build teachers' capacity in analyzing and disaggregating data to identify and target students' needs during differentiated teacher-led instruction will be provided.

Person Responsible Sandra Palacios (spalacios@dadeschools.net)

1/31-4/29-Teachers with students in the Lowest 25/35th Percentile, which includes Students with Disabilities (SWD) subgroup, will collaborate with the Reading/Math Coach in order to develop data-driven, differentiated instructional lesson plans for the Teacher Led small group instructional block.

Person Responsible [no one identified]

1/31-4/29-Teachers will utilize varying levels of complexity resources and/or supplemental materials that will provide the rigorous standard-based support that will provide more precise and targeted differentiated instruction.

Person Responsible Sandra Palacios (spalacios@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

| | |
|---|---|
| Area of Focus Description and Rationale: | On the 2021 School Culture Student Level Data tab on Power BI, 34% of students were absent 0-5 days. Compared to the 2020 results where 37% were absent 0-5 days there was only a three percent decrease. Despite of our school-wide attendance plan, student absences and/or early dismissals are still a concern. The students in the SPED self-contained units have excessive absences due to their ailments. However, if students are not in school, they are not learning what is being taught and could be in jeopardy of falling behind, therefore, impacting their academic progress and performance. |
| Measurable Outcome: | A 5 percentage point decrease in student 0-5 days absences will be evident in the 2022 MTSS Attendance Summary. |
| Monitoring: | The daily attendance bulletin will be reviewed and immediate parent contact will be made. The Attendance Review Committee (ARC) will meet monthly to review attendance for students who have been identified by homeroom teachers. A monthly calendar with scheduled truancy meetings will be distributed to teachers. |
| Person responsible for monitoring outcome: | Lisa Wiggins (pr1521@dadeschools.net) |
| Evidence-based Strategy: | In order for students to learn and achieve their fullest potential, it is critical that they are in school and engaged in the learning process. The Attendance Initiatives will help decrease student absences throughout all grade levels. The Attendance Initiatives include, but are not limited to, a school-wide attendance plan in which teachers will track and monitor student absences. This plan will be implemented to present both proactive and reactive strategies to prevent chronic truancy and intervene before a student is at risk of jeopardizing academic loss. The school-wide plan will also aim to engage families, increase social-emotional learning, and create a positive school climate to promote student attendance. |
| Rationale for Evidence-based Strategy: | In order to improve student attendance, an attendance monitoring plan will be developed and fully implemented with fidelity to target students that are truant and/or have a trend of arriving late or leaving early. The Administration/Attendance Review Team will review the school-wide Attendance Plan with teachers, students, and parents. |

Action Steps to Implement

8/31-10/11-The Attendance Review Committee (ARC) will meet to analyze attendance data from the previous school year (2020-2021) in order to identify students who had more than five excused/unexcused absences. These students will be monitored and provided support to improve attendance.

Person Responsible Lisa Wiggins (pr1521@dadeschools.net)

8/31-10/11-The School-wide Attendance Plan will be reviewed with faculty and staff. Updates will be provided at bi-weekly Staff & Faculty Meetings.

Person Responsible Lisa Wiggins (pr1521@dadeschools.net)

8/31-10/11-The SLT will have an initial meeting with the parents of identified students to complete an attendance contract.

Person Responsible Lisa Wiggins (pr1521@dadeschools.net)

8/31-10/11-ARC will review attendance reports weekly in order to identify students and classes who maintain perfect attendance, as well as students who have been absent. Students and classes with perfect attendance will be recognized through morning announcements and bulletin boards. Students with absences will be monitored.

Person Responsible Lisa Wiggins (pr1521@dadeschools.net)

11/1-12/17-A school-wide classroom incentive system will be implemented by teachers to increase student attendance within each homeroom.

Person Responsible Lisa Wiggins (pr1521@dadeschools.net)

11/1-12/17-The assistant principal will have a meeting with the parents of identified students who exhibited a trend towards chronic absenteeism; more than 5 absences during the first quarter. An attendance contract will be completed with the parent.

Person Responsible Massiel Lorenzo (m_lorenzo@dadeschools.net)

1/31-4/29-The assistant principal will continue to have meetings with the parents of identified students who exhibited a trend towards chronic absenteeism; more than 5 absences within a quarter. An attendance contract will be completed with the parent.

Person Responsible Massiel Lorenzo (m_lorenzo@dadeschools.net)

1/31-4/29-ARC (Attendance Review Committee) will review attendance reports monthly in order to identify students who have maintained perfect attendance. Students who have maintained perfect attendance will be recognized and rewarded.

Person Responsible Massiel Lorenzo (m_lorenzo@dadeschools.net)

#4. Leadership specifically relating to Walkthroughs**Area of Focus Description and Rationale:**

Based on qualitative data obtained from the SIP Survey and review of the Focus on Sustainable Results, we want to use the Targeted Element of Walkthroughs. 46% of teachers responded that the principal and/or assistant principal conducted walkthroughs quarterly. Therefore, we want to conduct SLT walkthroughs with more consistency and fidelity to ensure the implementation of best practices and strategies. The SLT walkthroughs will allow for observation of daily practices and provide the instructional staff with immediate feedback that will increase and support different aspects of student learning and teacher instruction.

Measurable Outcome:

If we successfully implement the Targeted Element of Walkthroughs, our teachers will feel walkthroughs are conducted more often and their level of comfortability will increase. The percentage of teachers responding to the SIP Survey - Focus on Sustainable Results will decrease by 20 percentage points.

Monitoring:

The SLT will create and establish a Walkthrough calendar that will identify the targeted "look-fors" for that specific date. The SLT will share collected notes during the SLT meeting. Teachers and/or instructional support staff will be provided with immediate feedback on the areas of success. Identified areas in need of improvement will be addressed.

Person responsible for monitoring outcome:

Lisa Wiggins (pr1521@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Walkthroughs, we will focus on the evidence-based strategy of: Consistent, Developmental Feedback. The School Leadership Team will utilize an observational tool that will focus on all aspects of the learning environment. Observational notes obtained will be used to analyze teacher performance in order to provide informal actionable feedback on their instructional practices and strategies. Through this practice we hope to create a successful school environment and make sure everyone is meeting professional standards.

Rationale for Evidence-based Strategy:

SLT Walkthroughs will be used for school improvements to curriculum and/or teacher training/development. The SLT Walkthroughs will be focused on instructional quality, learning assessments, and teaching effectiveness. The goals of SLT Walkthroughs are to clarify and narrow down the instructional needs of the school. For example, its learning effectiveness, student performance, or student-teacher interactions. Focusing on these specific aspects of teaching will assist identifying which aspects of instruction need more emphasis and focus. The fidelity and consistency of SLT Walkthroughs will ensure uniformity when it comes to instructional goals and the school's shared vision.

Action Steps to Implement

8/31-10/11-The SLT will develop and implement a schedule identifying dates in which walkthroughs will be conducted.

Person Responsible

Lisa Wiggins (pr1521@dadeschools.net)

8/31-10/11-During the Staff and Faculty Meeting the SLT will communicate with staff about the walkthrough process before beginning to conduct walkthroughs. The faculty and staff will be engaged in identifying walkthrough "look-fors" and in understanding the rationale for those that are identified by the leaders.

Person Responsible Lisa Wiggins (pr1521@dadeschools.net)

8/31-10/11-Schedule teacher conferences to provide timely feedback that is actionable, specific, and related to agreed-upon "look fors".

Person Responsible Lisa Wiggins (pr1521@dadeschools.net)

8/31-10/11-Provide professional development and/or training in the areas that need strengthening.

Person Responsible Sandra Palacios (spalacios@dadeschools.net)

11/1-12/17-During walkthrough observations, record "highlight clips" to share in faculty meetings. A "shout-out" will be given to recognize the teacher's best practice/strategy in order to continue building a culture of appreciation. At the faculty meeting the highlighted teacher may share his/her best practice/strategy.

Person Responsible Lisa Wiggins (pr1521@dadeschools.net)

11/1-12/17-The school leadership team will continue to analyze walkthrough data and/or observational notes to provide support through professional development and/or collaborative planning sessions to meet individual classroom needs.

Person Responsible Sandra Palacios (spalacios@dadeschools.net)

1/31-4/29-The school leadership team will continue to analyze walkthrough data and/or observational notes to provide support through professional development and/or collaborative planning sessions to meet individual classroom needs.

Person Responsible Sandra Palacios (spalacios@dadeschools.net)

1/31-4/29-The SLT will conduct walkthrough visits that will focus on student engagement and differentiated instruction that promote and support mastery of the standards.

Person Responsible Lisa Wiggins (pr1521@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Based on data review, our school has identified excessive student absences and/or tardies as a primary concern. This primary area of concern will be monitored this school year through our school-wide attendance plan. It will serve as an intervention for students who demonstrate a trend in truancy. Parent and student conferences will be conducted to address the student absences and/or tardies. An attendance contract will be created identifying the goals and strategies to reduce absences. We will equip parents with the correct information so they may understand that good attendance provides students with more and better opportunities to learn. We will continue to promote a school climate that encourages students to come to school each day by:

Providing opportunities for parent engagement, such as regular conversations with teachers about curriculum and student learning are provided frequently.

Celebrating individual progress through periodic public recognition.

Recognizing students and parents at special virtual meetings and/or assemblies.

Engaging neighborhood businesses in promoting good attendance.

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.

Amelia Earhart Elementary will implement activities that will build the capacity for strong parental involvement by engaging parents in virtual workshops and parental involvement activities. To ensure effective involvement of parents we plan to create structures that will allow for safe, social distancing interactions in order to increase student achievement. We will continue to encourage stakeholder involvement and engagement through the use of virtual platforms. To keep all stakeholders connected opportunities will be provided through presentations focusing on different aspects related to student achievement and social-emotional learning. Faculty and Staff meetings will provide opportunities for collaborative discussions that will continue to sustain a safe learning environment where students, faculty, and staff are stimulated and supported. Teachers will conduct student check-ins, elicit ideas in regards to their likes, dislikes, strengths and areas of support to ensure student well-being. All faculty and staff of Amelia Earhart Elementary School will work together to promote rigorous, relevant, and differentiated learning opportunities for all students.

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

The following stakeholders work collaboratively to ensure a positive school culture and environment that promotes student academic achievement: Principal, Assistant Principal, Curriculum Coach, ELL Liaison, Social Worker. The Principal is responsible for establishing a schoolwide vision of commitment to high standards and the success of all students. She allocates and manages resources for various academic and social emotional learning programs that support student achievement. The Assistant Principal supports the Principal as an educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. She monitors all systems and structures that directly correlate to and impact our school culture, social emotional learning, and academic achievement goals and initiatives. The Curriculum Coach facilitates the grade level collaborative planning sessions to ensure curriculum is aligned to the data that is being analyzed. She also monitors student progress and develops a scope and sequence to ensure strengthening of the identified and targeted standards. The coach facilitates coaching cycles and models best practices for teachers to improve classroom instruction and facilitate growth as highly effective educators. The Social Worker provides emotional and behavioral support to students as needed. The Social Worker also meets with families to offer strategies and support to assist students in being successful at school. She provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. The ELL Liaison monitors and facilitates the ELL Program while also maintaining the program's documentation. She provides instructional support to the ELL teachers in their implementation of ESOL strategies to ensure comprehensible instruction in ELA. She provides student support by utilizing ESOL strategies.

Part V: Budget

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

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|--------|--------|---|--------|
| 1 | III.A. | Areas of Focus: Instructional Practice: ELA | \$0.00 |
| 2 | III.A. | Areas of Focus: Instructional Practice: Differentiation | \$0.00 |
| 3 | III.A. | Areas of Focus: Culture & Environment: Student Attendance | \$0.00 |
| 4 | III.A. | Areas of Focus: Leadership: Walkthroughs | \$0.00 |
| Total: | | | \$0.00 |