



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Amelia Earhart Elementary School

5987 E 7TH AVE

Hialeah, FL 33013

305-688-9619

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 92%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

2013-14 A	2012-13 C	2011-12 B	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Amelia Earhart Elementary Schl

Principal

Mrs. Lisa K. Wiggins

School Advisory Council chair

Ms. Elsie Carrasquillo

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Mrs. Lisa K. Wiggins	Principal
Ms. Judy Gonzalez	Assistant Principal
Mrs. Dianelys Castañeda	Math Leader
Mrs. Sandra Garcia-Palacios	Reading Facilitator
Mrs. Betsy Egipciano	Science Leader
Ms. Erminda Veloso	SWD Chairperson
Mr. Gregory Xiques	Special Area Teacher
Ms. Elsie Carrasquillo	UTD Steward

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

1-Principal-Lisa K. Wiggins, 1-Assistant Principal- Judy Gonzalez,
 1-UTD Representative-Maria Puyada, 5 Teachers-Maribel Darduini, Clova Jobson, Elsie Carrasquillo,
 Mariacristina Hutchins, Dianelys Castañeda,
 1-Alternate Teacher-Frank Williams, 1-Educational Support Employee-Amenda Hall, 1-Alternate
 Educational Support Employee-Ivonne Novoa, 6-Parents-Dorka Orta, Maria Barreiro, Nicole Smith, Heidi
 Marrero, Yazmin Dominguez, Dunieska Gallardo, 1-Alternate Parent-Desiree Fernandez, 2- Business
 Partners - Lisette Martinez and Zoe Prieto 1-Student Representative- Jennifer Clavijo, 1-Alternate
 Student Representative- Roxanna Seoane

Involvement of the SAC in the development of the SIP

The SAC oversees and approves strategies that help to enhance proficiency. The SAC invites the leaders of each department in order to provide feedback to the SAC whether particular strategies are helping with increasing proficiency with the different standards.

Activities of the SAC for the upcoming school year

The ESSAC at Amelia Earhart Elementary School is the sole body responsible for making recommendations and monitoring the School's Improvement Plan through ongoing data analysis. To commence the school year, various activities will take place; activities include recruitment of EESAC members, holding EESAC elections for vacant positions. The 2013-2014 FCAT 2.0 assessment results, as well as other pertinent information will be reviewed and analyzed to help develop the new 2013-2014 SIP. Additionally, EESAC will review the school's current budget to help develop a new 2013-2014 EESAC budget.

In early August 2013, the SIP will be shared with all stakeholders. Recommendations from the EESAC Committee will be made at the September 2013 EESAC Meeting. In September 2013, the SIP will be submitted to the district school Board for review and board approval. Implementation of the 2013-2014 SIP will begin at the start of the school year. The EESAC will review the SIP on a quarterly basis and make recommendations, as needed.

Projected use of school improvement funds, including the amount allocated to each project

For the 2013-2014 school year, EESAC allocations will be used to help fund the school's tutorial programs by allocating its current balance of \$4,955 towards Teacher Tutor salaries, Scholastic Scope magazine subscription, and SuperScience Scholastic magazine subscription.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators**# of administrators**

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Mrs. Lisa K. Wiggins

Principal

Years as Administrator: 9

Years at Current School: 3

Credentials

Degree/s:
 BS-Elementary Education,
 Florida Memorial College
 MS-Elementary Education,
 Nova Southeastern University
 Certifications:
 Elementary Education,
 Educational Leadership

Performance Record

2012 - 2013 – School Grade – C
 Rdg. Proficiency, 56%
 Math Proficiency, 56%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 58 points
 Rdg. Imp. of Lowest 25% 65 points
 Math Imp. of Lowest 25% 47 points
 Rdg. AMO – YES/NO
 Math AMO – YES/NO

Judy Gonzalez

Asst Principal

Years as Administrator: 4

Years at Current School: 2

Credentials

Degrees:
 BS-Elementary Education
 Florida International University
 MS-Reading Education
 Florida International University
 Specialist
 Educational Leadership
 Nova Southeastern University

Performance Record

2013 – School Grade – C
 Rdg. Proficiency, 56 %
 Math Proficiency, 56%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 58 points
 Rdg. Imp. of Lowest 25% - 65 points
 Math Imp. of Lowest 25% --47 points
 Rdg. AMO – YES/NO
 Math AMO – YES/NO

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

42

receiving effective rating or higher

42, 100%

Highly Qualified Teachers

79%

certified in-field

33, 79%

ESOL endorsed

34, 81%

reading endorsed

2, 5%

with advanced degrees

16, 38%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

14, 33%

with 15 or more years of experience

28, 67%

Education Paraprofessionals

of paraprofessionals

13

Highly Qualified

13, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Amelia Earhart Elementary's Leadership Literacy Team will attend New Teacher Recruitment Fair provided by the district to recruit and retain highly qualified teachers. Meetings will be scheduled monthly with new teachers (Professional Learning Community). Our school will offer placements for internships from local universities.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Amelia Earhart Elementary School will continue to maintain an open door policy with local universities and colleges in order to communicate and enrich the skills of new teachers. Our school will provide opportunities for teachers to obtain Clinical Supervision Certification in order to be paired up with student teachers completing their internship. This pairing will allow the experienced teacher to guide, coach, and mentor the student teacher through his/her internship process. As a result, the student teacher will gain knowledge with current Common Core Standards, develop interdisciplinary lesson plans, and apply classroom management strategies to better service future students.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership Team will use the Tier 1 Problem Solving process to set Tier 1 goals, and monitor academic and behavioral data to evaluate progress towards the Tier 1 goals at least three times per year. This process will include the following:

1. Regular meeting will be held in which problem solving will be the sole focus.
2. The four step problem solving will be implemented to set goals, plans, and evaluate programs.
3. At this time, the effectiveness of established goals will be analyzed and reviewed to determine individual student needs and provide support to teachers.
4. Additional intervention and support will be provided as needed for the identified subject areas, classes, grade levels, and individual students if level of student achievement has not been met.
5. Goals will be increased, and opportunities for enrichment will be available for students demonstrating proficiency and/or responded positively.
6. Data will be gathered and analyzed to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental intervention.

Tier 2 problem solving monthly meetings will be held in order to provide support which consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who are in need of additional instructional and behavioral support.

1. The OPM data will be reviewed for intervention groups to evaluate group and individual responses.
2. If overall positive group response is not evident, then interventionists will be provided with support.
3. If students do not demonstrate progress they will be referred for SST Tier 3 Intervention.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Administrators will schedule and facilitate regular and Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources. The Amelia Earhart Elementary MTSS/ Rtl Leadership Team is composed of vital support personnel including:

Lisa K. Wiggins- Principal, Judy Gonzalez- AssistantPrincipal

The Leadership Team will meet monthly to review consensus, infrastructure, and implementation of building level MTSS. The members will ensure that the SIP planning and MTSS problem solving is developed and implemented.

School Leadership Team compose of:

Sandra Garcia-Palacios- Reading Facilitator, Betsy Egipciano-Science Leader, and Dianelys Castañeda- Math Leader, Erminda Veloso- SWD Specialist, Claudia Arce- Psychologist, Nurylin Weinstein- Guidance Counselor, Cecilia Carrasco - Social Worker, Elsie Carrasquillo - EESAC Chairperson, Zoe Prieto - Community Stakeholder, Dunieska Gallardo - Parent

Tier 2

The following member of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization:

Lisa K. Wiggins- Principal

Judy Gonzalez- AssistantPrincipal

Claudia Arce- Psychologist

Nurylin Weinstein- Guidance Counselor

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST problem solving team will consist of the following members:

Lisa K. Wiggins- Principal

Judy Gonzalez- AssistantPrincipal

Claudia Arce- Psychologist

Nurylin Weinstein- Guidance Counselor

Parent/Guardian of identified student

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The School-based MTSS/Rtl Team collaboratively meets with the Educational Excellence School Advisory Council (EESAC) to analyze data and develop all the components listed on the School Improvement Plan. The MTSS/Rtl Team will meet monthly to review and report the status of the goals listed in the School Improvement Plan in order to monitor progress and guide instructional decisions. The discussions will involve the review and revisions of efforts needed to increase academic or behavioral proficiency. The data gathered through the MTSS process will inform the MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data for each student will indicate their Tier level. Amelia Earhart uses data obtained from the following sources to determine student placement:

Academic Data Sources:

1. FAIR assessment
2. Oral Reading Fluency
3. Success Maker Progress Reports
4. Interim Assessments
5. State/Local Math and Science assessments
6. FCAT
7. Student Grades
8. School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Attendance

Multiple Absences

- Monitored by homeroom teacher using an Attendance Documentation Form
- Absence letter is sent home when student reaches 4 absences in a 9-week period
- A scam is submitted to the counselor when student reaches 7 absences in a 9-week period
- At 10 absences in a 9-week period, a scam along with Absence Letter signed by parent is sent to the Assistant Principal

Tardies

- Monitored by homeroom teacher using Attendance Documentation Form
- When student reaches 4 tardies in a 9-week period parent is notified via a Parent Tardy Letter
- At 7 tardies in a 9-week period a scam is submitted to the counselor
- If 10 tardies are accumulated in a 9-week period a scam to the Assistant Principal is sent along with the signed Parent Tardy Letter

Early Dismissal

- Monitored by classroom teacher
- A scam is completed and sent to the counselor when students have reached 5 early dismissals in class within a 9-week period

All data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth in order to identify and develop interventions

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school will participate in the MTSS district professional development with a focus on problem solving at Tiers 1 and 2, and School Support Team Training. This will allow for the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections

between a MTSS/RtI framework with district & school mission statements and organizational improvement efforts.

2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementation, and the evaluation of the effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Ongoing data-driven professional development activities that are aligned to core student goals and staff needs.
7. Communicating outcomes with stakeholders and celebrating success frequently.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**Minutes added to school year:** 60

The implementation of research-based strategies used at our school increases the amount and quality of learning time and helps provide an enriched and accelerated curriculum. Providing our students with before, after, and Saturday school programs is a vital component to attain greater success in the areas of reading, math, science, and writing. Students need the extra time and support to succeed and further develop their skills. To meet the needs of the diverse group of students, data-driven instructional plans are developed targeting the areas in need of improvement and enriching the areas of strengths. Focus Calendars are designed to increase the velocity in which we could provide instructional support to achieve higher standards. Strategies such as best practices are embedded within all instructional lessons which lead to great leaps in academic improvement. These tutoring programs provide a learning model in which the resulting data deepens the collective impact of tutoring within the lowest 25 percentile of student population.

In addition to the rigorous academic instruction, Amelia Earhart's students also receive other enrichment programs and services: Science Club, Reading & Journalism Club, and Club A LOT. A selected group of fifth grade students in grade five will have the opportunity to meet monthly as a Science Club in order for them to participate in community service learning projects within the classroom, school and community. In addition, the Science Club along with the Gifted Program will attend and implement the Fairchild Tropical Gardens Program into their science curriculum while embedding valuable experiences and findings into their individual experiments. The Reading & Journalism Club will be composed of fourth and fifth grade students who have achieved high standards on the FCAT 2.0. These students will share and discuss different types of genres and present their findings through newsletters. Students involved in Club A LOT, Amelia's Leaders of Tomorrow, will serve as role models for peer students to follow. They will assist with different community projects and shadow various staff members to enrich their leadership qualities.

Teacher collaboration promotes school improvement and has a significant impact on student achievement. All teachers meet in teams to review student work against Common Core Standards, and identify as well as select targets for instructional improvement. To achieve positive collaboration teachers share planning time, learn about data to guide instructional decision making, and get regular support from the LLT. Some teachers form teams to plan their own professional development and ensure that lessons are aligned across grade levels.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data chats will be conducted among the LLT on a quarterly basis and dissected for strengths and weaknesses. At this time, strategies will be reviewed and revamped as needed in order to continue ensuring academic progress.

Who is responsible for monitoring implementation of this strategy?

The LLT team will be responsible for the monitoring implementation of this strategy.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Lisa K. Wiggins	Principal
Judy Gonzalez	Assistant Principal
Sandra Garcia-Palacios	Reading Facilitator
Dianelys Castañeda	Math Leader
Betsy Egipciano	Science Leader/PD Liaison
Erminda Veloso	SWD Chairperson
Gregory Xiques	Special Area Teacher

How the school-based LLT functions

- Monitor academic data
- Review progress monitoring data
- Evaluate the effectiveness of the interventions
- Make decisions based on performance outcomes
- Identify professional development needs for faculty as indicated by student needs
- Conduct monthly meetings

Major initiatives of the LLT

The major initiative of the LLT this school year is to promote differentiated instruction during the two-hour Reading/Language Arts block. Reading teachers will participate in professional development sessions in order to maximize their knowledge of differentiated instruction. The Literacy Leadership Team will analyze and address school wide growth trends in order to identify the areas of need. Supplemental materials will be provided in order to assist accordingly to the areas identified. The team will assist in developing model classrooms to enhance student achievement and success.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

N/A

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

At Amelia Earhart Elementary, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual group needs. All students are assessed within the area of Basic Skills/School Readiness using the FAIR Assessment and Oral Language Proficiency Scale-Revised (OLPS-R) Test. Students are then placed in the appropriate homeroom. All students will be assessed using the FAIR Mid-Year and at the end of the year. Data from these assessments will be used to guide and redirect instruction as well as social skill development. Students in need of social/emotional development will be monitored using Response to Intervention (RtI).

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessionals. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I

Program further provides assistance for preschool transition through the Florida Voluntary Pre-Kindergarten Assessments.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	56%	Yes	61%
American Indian				
Asian				
Black/African American	61%	67%	Yes	65%
Hispanic	56%	56%	Yes	60%
White				
English language learners	46%	43%	No	51%
Students with disabilities	48%	39%	No	53%
Economically disadvantaged	56%	55%	Yes	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	26%	31%
Students scoring at or above Achievement Level 4	61	28%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	14	42%	45%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)		65%	69%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	107	52%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	63	30%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	62	30%	37%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	48	71%	74%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		62%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	56%	No	64%
American Indian				
Asian				
Black/African American	50%	58%	Yes	55%
Hispanic	60%	55%	No	64%
White				
English language learners	52%	49%	No	57%
Students with disabilities	52%	37%	No	57%
Economically disadvantaged	59%	55%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	28%	34%
Students scoring at or above Achievement Level 4	61	28%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	14	42%	46%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		13%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		58%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		47%	52%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	29%	32%
Students scoring at or above Achievement Level 4	25	34%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		44%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		36%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	34		25
Participation in STEM-related experiences provided for students	160	73%	78%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	81	16%	15%
Students retained, pursuant to s. 1008.25, F.S.	23	5%	4%
Students who are not proficient in reading by third grade	39	49%	44%
Students who receive two or more behavior referrals	240	49%	48%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Amelia Earhart Elementary is a Title I school and will be using the Parent Involvement Plan. (Online PIP)

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** On the 2013 FCAT 2.0 Reading and FAA, 56% of all students at Amelia Earhart Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 61% of all students to score at Level 3 or above, an increase of 5 percentage points.
- G2.** On the 2013 FCAT 2.0 Writing and FAA, 71% of students at Amelia Earhart Elementary scored at 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 74% of students to score at 3.5 or above, an increase of 3 percentage points.
- G3.** On the 2013 FCAT 2.0 Math and FAA, 56% of students at Amelia Earhart Elementary scored level 3 or above. Our goal on the 2014 FCAT 2.0 Math is for 64% of students to score level 3 or above, an increase of 8 percentage points.
- G4.** On the 2013 FCAT 2.0 Science and FAA, 63% of students at Amelia Earhart Elementary scored level 3 or above. Our goal on the 2014 FCAT 2.0 Science and FAA is for 67% of students to score level 3 or above, an increase of 4 percentage points.
- G5.** The Early Warning Systems goal for the 2013-2014 school year is to provide support and intervention to the areas of attendance, discipline, and academics.
- G6.** On the 2013 STEM results, 73% of students at Amelia Earhart Elementary participated in our school's Science Fair and enrichment programs. Our goal for 2014 is for 78% of students to participate and apply the scientific method independently.

Goals Detail

G1. On the 2013 FCAT 2.0 Reading and FAA, 56% of all students at Amelia Earhart Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 61% of all students to score at Level 3 or above, an increase of 5 percentage points.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- Computer with SuccessMaker program, Leveled Books, Graphic Organizers, Bell Ringers, and Concept Maps, FCAT 2.0 Task Cards and Time For Kids within Wonders Series, FCAT 2.0 Task Cards, Text Readers, Visual Aids, Picture Cards & Books, Vocabulary Cards, Computers with Reading Plus Program, Assistive Devices (Leapsters), Manipulatives, Shortened Passages, Illustrations and Diagrams, Reading Wonders Series, and Instructional Writing Calendar

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Reading, 43% of ELL students scored at Level 3 or above. The goal for 2013 was 46%. The goal for the 2013-2014 school year is to increase the number of students in the ELL subgroup making satisfactory progress by 8 percentage points from 43 to 51 percent. Students require additional time to use technology resources. Limited time for student to utilize has hindered progress.
- On the 2013 FCAT 2.0 Reading, 39% of SWD students scored at Level 3 or above. The goal for 2013 was 48%. The goal for the 2013-2014 school year is to increase the number of students in the SWD subgroup making satisfactory progress by 14 percentage points from 39 to 53 percent. Students require additional exposure to higher order thinking skills and to practice strategies.
- On the 2013 FCAT 2.0 Reading, 26% of students scored at Level 3. The goal for 2013 was 28%. The goal for the 2013-2014 school year is to increase the number of students achieving Level 3 proficiency by 5 percentage points from 26 to 31 percent. Students require additional exposure in the areas of: Vocabulary.
- On the 2013 FCAT 2.0 Reading, 28% of students achieving Level 4 and higher. The goal for 2013 was 26%. The goal for the 2013-2014 school year is to increase the number of students achieving Level 4 and higher by 2 percentage points from 28 to 30 percent. Students require additional exposure in the following areas: Reading Application, Literary Analysis: Fiction/ Nonfiction, and Informational Text/Research Process.
- On the 2013 FAA Reading, 42% of students making Levels 4, 5, and 6. The goal for 2013 was 36%. The goal for the 2013-2014 school year is to increase the number of students making Levels 4, 5, and 6 on FAA by 3 percentage points from 42 to 45 percent. Students need reinforcement in understanding Sequence of Events in a given story.
- On the 2013 FAA Reading, 21% of students achieving Level 7 and higher. The goal for 2013 was 41%. The goal for the 2013-2014 school year is to increase the number of students achieving Level 7 and higher on the FAA by 1 percentage point from 21 to 22 percent. Students need reinforcement in understanding vocabulary.
- The goal for 2013 was 81%. The goal for the 2013-2014 school year is to increase the number of students making learning gains by 3 percentage points from 67 to 70 percent. Students require additional support in the following area: Reading Application.
- The goal for 2013 was 91%. The goal for the 2013-2014 school year is to increase the number of students in lowest 25% making learning gains by 4 percentage points from 65 to 69 percent. Students require additional exposure in the following area: Reading Application and Vocabulary.
- On the 2013 CELLA, 52% of students scored proficient in the area of Listening/Speaking. The goal for 2013 was 47%. The goal for the 2013-2014 school year is to increase the number of

ELL students achieving proficiency in the CELLA in the area of Listening/Speaking by 5 percentage points from 52 to 57 percent. Students require additional support in area of Listening & Speaking.

- On the 2013 CELLA, 30% of students scored proficient in the area of Reading. The goal for 2013 was 36%. The goal for the 2013-2014 school year is to increase the number of students scoring proficiency in CELLA in the area of Reading by 7 percentage points from 30 to 37 percent. Students require additional exposure in pre-reading activities.
- On the 2013 CELLA, 30% of students scored proficient in the area of Writing. The goal for 2013 was 38%. The goal for the 2013-2014 school year is to increase the number of students scoring proficient in CELLA in the area of Writing by 7 percentage points from 30 to 37 percent. Students need additional time to use journals and quick writes.

Plan to Monitor Progress Toward the Goal

The Administration and LLT will meet monthly to decide whether or not to continue, intensify, modify, or terminate the implementation of Reading strategies, resources, and technology based on the data collected such as reports, monitoring logs, and formal assessments. During the monthly meetings the data will be measured and analyzed for incremental changes. Teams may revisit targeted barriers as conditions change throughout the school year to re-evaluate order and impact of barriers.

Person or Persons Responsible

Administration & LLT

Target Dates or Schedule:

Quarterly and Yearly

Evidence of Completion:

District Interim Assessments, 2014 FCAT 2.0, FAA, & CELLA

G2. On the 2013 FCAT 2.0 Writing and FAA, 71% of students at Amelia Earhart Elementary scored at 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 74% of students to score at 3.5 or above, an increase of 3 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- Previously Released FCAT Writing Prompts, Manipulatives, and Picture Cards

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 FCAT 2.0 Writing administration was support and conventions.
- On the 2013 FAA, 58% of students scored at Level 7 or above. The goal for 2013 was 69%. Students exhibited difficulty with vocabulary.

Plan to Monitor Progress Toward the Goal

Will decide to continue, intensify, modify, or terminate based on data

Person or Persons Responsible

Administration & LLT

Target Dates or Schedule:

Quarterly & Yearly

Evidence of Completion:

District Interim Assessment and 2014 FCAT 2.0 Writing Assessment

G3. On the 2013 FCAT 2.0 Math and FAA, 56% of students at Amelia Earhart Elementary scored level 3 or above. Our goal on the 2014 FCAT 2.0 Math is for 64% of students to score level 3 or above, an increase of 8 percentage points.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Bell Ringers, Math Vocabulary, Math Interventionist, Math Journal, Sample Problems, Visual Aids, Differentiated Instruction Folder, Go Math Series, Access Points, BrainPop License, Computers, Daily Essential & Test Prep Questions, Math Literature

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Math, 55% of Hispanic students scored at Level 3 or above. The goal for 2013 was 60%. The goal for the 2013-2014 school year is to increase the number of students in the Hispanic subgroup making satisfactory progress by 9 percentage points from 55 to 64 percent. Students require additional exposure to math vocabulary and need appropriate remediation.
- On the 2013 FCAT 2.0 Math, 49% of ELL students scored at Level 3 or above. The goal for 2013 was 52%. The goal for the 2013-2014 school year is to increase the number of students in the ELL subgroup making satisfactory progress by 8 percentage points from 49 to 57 percent. Students require additional exposure to math vocabulary.
- On the 2013 FCAT 2.0 Math, 37% of SWD students scored at Level 3 or above. The goal for 2013 was 52%. The goal for the 2013-2014 school year is to increase the number of students in the SWD subgroup making satisfactory progress by 20 percentage points from 37 to 57 percent. Students require additional exposure to math vocabulary.
- On the 2013 FCAT 2.0 Math, 55% of ED students scored at Level 3 or above. The goal for 2013 was 59%. The goal for the 2013-2014 school year is to increase the number of students in the ED subgroup making satisfactory progress by 8 percentage points from 55 to 63 percent. Students require additional exposure to math vocabulary.
- On the 2013 FCAT 2.0 Math, 28% of students scored at Level 3. The goal for 2013 was 34%. The goal for the 2013-2014 school year is to increase the number of students scoring at achievement Level 3 by 6 percentage points from 28 to 34 percent. Students require additional exposure in the area of: Number Operations and Fractions.
- On the 2013 FCAT 2.0 Math, 28% of students scored at Level 4 or above. The goal for 2013 was 25%. The goal for the 2013-2014 school year is to increase the number of students scoring at or above Achievement Level 4 by 1 percentage point from 28 to 29 percent. Students require additional exposure in the area of: Number: Base Ten and Fractions.
- On the 2013 FAA Math, 42% of students scored at Levels 4, 5, and 6. The goal for 2013 was 49%. The goal for the 2013-2014 school year is to increase the number of students scoring at Levels 4, 5, and 6 on the FAA by 6 percentage points from 42 to 46 percent. Teachers need to provide students with opportunities to use Math vocabulary in oral explanations.
- On the 2013 FAA Math, 12% of students scored at Level 7 or above. The goal for 2013 was 25%. The goal for the 2013-2014 school year is to increase the number of students scoring at or above Level 7 on the FAA by 1 percentage point from 12 to 13 percent. Teachers will allow students to explain math concepts at different levels; therefore students will have a better understanding of concepts at an abstract level.

- The goal for the 2013-2014 school year is to increase the number of students making learning gains by 4 percentage points from 58 to 62 percent. Students require additional exposure to the following area: Number: Operations & Problems. Students require additional opportunities to relate and comprehend the true meaning of different math skills.
- The goal for the 2013-2014 school year is to increase the number of students in lowest 25% making learning gains by 5 percentage points from 47 to 52 percent. Students require additional exposure in the area of: Number: Fractions.

Plan to Monitor Progress Toward the Goal

The Administration and LLT will meet monthly to decide whether or not to continue, intensify, modify, or terminate the implementation of Math strategies, resources, and technology based on the data collected such as reports, monitoring logs, and formal assessments. During the monthly meetings the data will be measured and analyzed for incremental changes. Teams may revisit targeted barriers as conditions change throughout the school year to re-evaluate order and impact of barriers.

Person or Persons Responsible

Administration & LLT

Target Dates or Schedule:

Quarterly & Yearly

Evidence of Completion:

District Interim Assessments and 2014 FCAT 2.0 & FAA

G4. On the 2013 FCAT 2.0 Science and FAA, 63% of students at Amelia Earhart Elementary scored level 3 or above. Our goal on the 2014 FCAT 2.0 Science and FAA is for 67% of students to score level 3 or above, an increase of 4 percentage points.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- BrainPop License, Science Journal, Gizmos, Experiment Kits, Science Tools, SuperScience Scholastic Magazine, Picture Flashcards, Visual Aids, Science Vocabulary, Science Videos, and Essential Questions

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Science, 29% of students scored at Level 3. The goal for 2013 was 39%. The goal for the 2013-2014 school year is to increase the number of students scoring at Achievement Level 3 by 3 percentage points from 29 to 32 percent. Students require additional exposure in the area of Nature of Science.
- On the 2013 FCAT 2.0 Science, 34% of students scored at Level 4 or above. The goal for 2013 was 8%. The goal for the 2013-2014 school year is to increase the number of students scoring at or above Achievement Level 4 progress by 1 percentage point from 34 to 35 percent. Students require additional exposure in the area of Nature of Science.
- On the 2013 FAA Science, 43% of students scored at Levels 4, 5, or 6. The goal for 2013 was 20%. The goal for the 2013-2014 school year is to increase the number of students scoring at Levels 4, 5, or 6 on the FAA by 1 percentage point from 43 to 44 percent. Students require additional support in the comprehension of various science concepts through vocabulary repetition.
- On the 2013 FAA Science, 36% of students scored at Level 7 or above. The goal for 2013 was 53%. The goal for the 2013-2014 school year is to maintain 36 percent of students scoring at or above Level 7 on FAA. Students require additional exposure to relate science concepts to real world situations.

Plan to Monitor Progress Toward the Goal

The Administration and LLT will meet monthly to decide whether or not to continue, intensify, modify, or terminate the implementation of Science strategies, resources, and technology based on the data collected such as reports, monitoring logs, and formal assessments. During the monthly meetings the data will be measured and analyzed for incremental changes. Teams may revisit targeted barriers as conditions change throughout the school year to re-evaluate order and impact of barriers.

Person or Persons Responsible

Administration & LLT

Target Dates or Schedule:

Quarterly & Yearly

Evidence of Completion:

District Interim & Quarterly Assessments and 2014 FCAT 2.0 & FAA

G5. The Early Warning Systems goal for the 2013-2014 school year is to provide support and intervention to the areas of attendance, discipline, and academics.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- School-Wide Attendance Plan, Gradebook, Rti, District Data Reports, SuccessMaker Reports, FAIR Reports, Professional Development, Rotation Schedule, Teacher Directed Center, Differentiated Instruction, Manipulatives, Graphic Organizers, School-Wide Discipline Plan, Code of Student Conduct, Behavior Contract, COGNOS Report, Do The Right Thing Program, and Character Education Curriculum

Targeted Barriers to Achieving the Goal

- The goal for the 2013-2014 school year is to decrease the number of students who missed 10 percent or more of available instructional time by 1 percentage point from 16 to 15 percent. Truancy increased from previous year. Parents require additional information in order to improve attendance and tardies. Students require motivation to attend school every day on time and thrive for perfect attendance.
- The goal for the 2013-2014 school year is to decrease the number of students retained in grades PreK thru Grade 5 by 1 percentage point from 5 to 4 percent. Parents require additional support and strategies to improve student academic progress. Students are in need of individualized instruction and small group settings to close learning gaps.
- The goal for the 2013-2014 school year is to decrease the number of students who are not proficient in reading by third grade by 5 percentage points from 49 to 44 percent. Teachers in the primary grades need to target and address early identification of student needs.
- The goal for the 2013-2014 school year is to decrease the number of students who receive two or more behavior referrals/one or more that lead to suspension by 1 percentage point from 49 to 48 percent. Students need to receive feedback on their behavior by the use of a behavior contract. The behavior contract will consist of teacher/parent /student communication. The school will emphasize and provide more opportunities to recognize students for positive behavior.

Plan to Monitor Progress Toward the Goal

Will meet with parents to address excessive tardies/absence to develop a plan of action to improve attendance, discipline, and academics.

Person or Persons Responsible

Teacher Tutor, Attendance Review Committee, Administration, LLT

Target Dates or Schedule:

As Needed

Evidence of Completion:

Logs, Checkpoints, COGNOS Report, and SCAMS

G6. On the 2013 STEM results, 73% of students at Amelia Earhart Elementary participated in our school's Science Fair and enrichment programs. Our goal for 2014 is for 78% of students to participate and apply the scientific method independently.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Experiment Kits, Focus Calendar, SuperScience Scholastic Magazine, and Fairchild Tropical Gardens Program

Targeted Barriers to Achieving the Goal

- The area of deficiency is developing and applying the scientific method independently.

Plan to Monitor Progress Toward the Goal

Will decide to continue, intensify, modify, or terminate based on data

Person or Persons Responsible

Administration & LLT

Target Dates or Schedule:

Quarterly & Yearly

Evidence of Completion:

District Interim Assessment and 2014 FCAT 2.0 Science Assessment

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 FCAT 2.0 Reading and FAA, 56% of all students at Amelia Earhart Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 61% of all students to score at Level 3 or above, an increase of 5 percentage points.

G1.B1 On the 2013 FCAT 2.0 Reading, 43% of ELL students scored at Level 3 or above. The goal for 2013 was 46%. The goal for the 2013-2014 school year is to increase the number of students in the ELL subgroup making satisfactory progress by 8 percentage points from 43 to 51 percent. Students require additional time to use technology resources. Limited time for student to utilize has hindered progress.

G1.B1.S1 Students will be provided practice in determining meaning of general academic and domain specific words and phrases in a text through the use of SuccessMaker.

Action Step 1

Classroom: Each session will consist of interactive activities which will review and enhance vocabulary skills. Professional Development: Refresher SuccessMaker Course

Person or Persons Responsible

Reading Teacher: monitors and implements in classroom All Teachers: will attend PD

Target Dates or Schedule

Daily: Students November 8, 2013: SuccessMaker PD for Teachers

Evidence of Completion

Student SuccessMaker Log Professional Development Sign-In Sheet

Facilitator:

Reading Facilitator

Participants:

Reading Teacher: monitors and implements in classroom All Teachers: will attend PD

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Results will be discussed on effectiveness based on how many students maintained an average score of 70 or higher.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

SuccessMaker Logs and Reports

Plan to Monitor Effectiveness of G1.B1.S1

Will collect, chart, and prepare data to analyze weaknesses.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Reports and Student Logs

G1.B2 On the 2013 FCAT 2.0 Reading, 39% of SWD students scored at Level 3 or above. The goal for 2013 was 48%. The goal for the 2013-2014 school year is to increase the number of students in the SWD subgroup making satisfactory progress by 14 percentage points from 39 to 53 percent. Students require additional exposure to higher order thinking skills and to practice strategies.

G1.B2.S1 Students will read leveled books and answer Q.A.R. questions which will provide exposure to higher order thinking skills.

Action Step 1

Classroom: Leveled books will be accessible to students during Differentiated Instruction. Students will work collaboratively to analyze and interpret relevant details. Teacher will provide students with Q.A.R. questions. Students will work in pairs to discuss answers. Professional Development: Reading Facilitator will provide support and training with the implementation of the Reading Wonders series.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Classroom: Daily Professional Development: August 16 - Ongoing

Evidence of Completion

Classroom: Student Work Sample Professional Development: Sign-In Sheet

Facilitator:

Reading Facilitator

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Will meet and discuss results obtained from weekly assessments

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Differentiated Instruction Folder

Plan to Monitor Effectiveness of G1.B2.S1

Will collect, chart, and prepare data to target strengths and weaknesses.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

EduSoft Report

G1.B3 On the 2013 FCAT 2.0 Reading, 26% of students scored at Level 3. The goal for 2013 was 28%. The goal for the 2013-2014 school year is to increase the number of students achieving Level 3 proficiency by 5 percentage points from 26 to 31 percent. Students require additional exposure in the areas of: Vocabulary.

G1.B3.S1 Teachers will implement pre-reading strategies such as understanding context clues and multiple meaning words.

Action Step 1

During pre-reading activities teachers will instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Students will develop and maintain a response journal. Instruction will provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

SuccessMaker Logs

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

SuccessMaker Logs & Student Work Samples

Plan to Monitor Effectiveness of G1.B3.S1

Will collect, chart, and prepare data to identify strengths and weaknesses.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker & EduSoft Reports, Weekly Assessments

G1.B4 On the 2013 FCAT 2.0 Reading, 28% of students achieving Level 4 and higher. The goal for 2013 was 26%. The goal for the 2013-2014 school year is to increase the number of students achieving Level 4 and higher by 2 percentage points from 28 to 30 percent. Students require additional exposure in the following areas: Reading Application, Literary Analysis: Fiction/Nonfiction, and Informational Text/Research Process.

G1.B4.S1 Implementation of FCAT 2.0 Task Cards and Time For Kids magazine articles will enhance and reinforce critical thinking and higher order questioning.

Action Step 1

During Enrichment Time students will be given Time For Kids magazine articles to read collaboratively. Students will discuss the main idea and identify the supporting details on side notes. Using FCAT 2.0 Task Cards students will be able to create questions which will focus on Author's Purpose, Cause & Effect, Compare & Contrast, Chronological Order, and Elements of the Structure. Students will make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. Teacher will monitor to ensure higher order questions are being developed and answered.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples and Reading Teacher Observations

Action Step 2

Teacher will model the development of rigorous questioning and answering using FCAT 2.0 Task Cards and bell ringers. Students will read a variety of genres within the bell ringers and then compose higher order questions using FCAT 2.0 Task Cards. Students will share and discuss their questions after each selection in the Bell Ringer.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples

Action Step 3

Time For Kids magazine articles will be available during small group center time. Each pair of students will be given a different article to read. Each pair of students will interpret the text and discuss among the group the different graphical information which assisted in the comprehension of the text. Students will compare articles and identify the graphics which helped interpret the text. Teacher will monitor group discussions.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G1.B4.S1

Will collect, chart, and prepare data to develop instructional plans.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Weekly Assessments and EduSoft Reports

G1.B4.S2 Implementation of the magazine Scholastic Scope will enrich and reinforce analytical reading. The Scholastic Scope will focus on the process of critical and inquisitive thinking in order to understand and relate the texts to one another.

Action Step 1

Students will use Scholastic Scope during Enrichment Time to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Students will compare text using inquisitive and critical thinking strategies.

Person or Persons Responsible

Reading Facilitator

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples

Plan to Monitor Fidelity of Implementation of G1.B4.S2

will support and provide teacher and students with resources

Person or Persons Responsible

LLT & Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student Portfolio

Plan to Monitor Effectiveness of G1.B4.S2

will collect, chart, and prepare data

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Weekly Assessments and EduSoft Report

G1.B5 On the 2013 FAA Reading, 42% of students making Levels 4, 5, and 6. The goal for 2013 was 36%. The goal for the 2013-2014 school year is to increase the number of students making Levels 4, 5, and 6 on FAA by 3 percentage points from 42 to 45 percent. Students need reinforcement in understanding Sequence of Events in a given story.

G1.B5.S1 Text readers that provide print with visuals will be utilized by the teacher in order to demonstrate Elements of the Structure, and Chronological Order.

Action Step 1

Teacher will model how to analyze visual aids within text readers to help interpret different story elements. The teacher will model and guide students to identify key transitional words to determine sequential order. Students will apply steps and strategies when working with text readers to acquire greater comprehension.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples and Teacher Observation

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G1.B5.S1

Will collect, chart, and prepare data to modify classroom instruction.

Person or Persons Responsible

MTSS and Rtl

Target Dates or Schedule

Monthly

Evidence of Completion

Weekly Assessments

G1.B6 On the 2013 FAA Reading, 21% of students achieving Level 7 and higher. The goal for 2013 was 41%. The goal for the 2013-2014 school year is to increase the number of students achieving Level 7 and higher on the FAA by 1 percentage point from 21 to 22 percent. Students need reinforcement in understanding vocabulary.

G1.B6.S1 Vocabulary will be introduced to students with picture books allowing them to make real-life connections giving them reinforcement on vocabulary comprehension.

Action Step 1

Teacher will introduce vocabulary words using picture books. Students will be provided with a variety of visual examples of the targeted vocabulary word. Students will be provided opportunities to identify the targeted vocabulary word in other picture books.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples and Teacher Observations

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G1.B6.S1

Will collect, chart, and prepare data to develop learning strategies.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher Generated Assessments

G1.B7 The goal for 2013 was 81%. The goal for the 2013-2014 school year is to increase the number of students making learning gains by 3 percentage points from 67 to 70 percent. Students require additional support in the following area: Reading Application.

G1.B7.S1 Reading Plus will be incorporated into the reading program in order to provide additional support in the area of Reading Application. Students will practice using and identifying details from the passage to determine main idea, making inferences, and drawing conclusions.

Action Step 1

Students will complete Reading Plus sessions. Each session will focus on increasing fluency, and developing comprehension.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples and Student Oral Responses During Class Discussion

Action Step 2

Assistive Devices such as Leapsters will be utilized to stimulate student engagement and improve comprehension. (high interest low readability)

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Teacher Observation

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Walkthroughs, Weekly Assessments, and Teacher Generated Assessments

Plan to Monitor Effectiveness of G1.B7.S1

Will collect, chart, and prepare data in order to strengthen weaknesses.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Plus & EduSoft Reports and Informal Walkthroughs

G1.B8 The goal for 2013 was 91%. The goal for the 2013-2014 school year is to increase the number of students in lowest 25% making learning gains by 4 percentage points from 65 to 69 percent. Students require additional exposure in the following area: Reading Application and Vocabulary.

G1.B8.S1 A rotation schedule will be developed to allow ample time to meet with the targeted lowest 25% in a small group setting.

Action Step 1

The rotation schedule will ensure the targeted lowest 25% meet in a teacher directed center at least three times weekly. Students will maintain a Differentiated Instruction folder which will contain activities meeting the targeted needs. During this time students will use manipulatives, and graphic organizers to assist in the comprehension of shortened passages and vocabulary. Teacher will guide students in the use of multiple strategies to increase fluency, vocabulary, and comprehension.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Differentiated Instruction Folder

Plan to Monitor Effectiveness of G1.B8.S1

Will collect, chart, and prepare data to implement newly acquired resources.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Weekly Assessments

G1.B9 On the 2013 CELLA, 52% of students scored proficient in the area of Listening/Speaking. The goal for 2013 was 47%. The goal for the 2013-2014 school year is to increase the number of ELL students achieving proficiency in the CELLA in the area of Listening/Speaking by 5 percentage points from 52 to 57 percent. Students require additional support in area of Listening & Speaking.

G1.B9.S1 The use of illustrations and diagrams will be implemented within teacher-led group lessons.

Action Step 1

During teacher-led group students will be provided with numerous opportunities to increase their listening/speaking skills. The teacher will provide illustrations and diagrams in order for the students to verbally formulate questions. Through small group discussions students will listen and write down notes to which will assist them in answering the formulated questions. Students will orally provide answers in complete sentences to each other's questions. The teacher will monitor and prompt students to ensure group discussions, questions and answers are on topic based on illustrations and diagrams.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Teacher Observations During Class Discussions

Plan to Monitor Fidelity of Implementation of G1.B9.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G1.B9.S1

Will collect, chart, and prepare data to provide resources which will enhance listening and speaking skills.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans

G1.B10 On the 2013 CELLA, 30% of students scored proficient in the area of Reading. The goal for 2013 was 36%. The goal for the 2013-2014 school year is to increase the number of students scoring proficiency in CELLA in the area of Reading by 7 percentage points from 30 to 37 percent. Students require additional exposure in pre-reading activities.

G1.B10.S1 Incorporate the use of effective pre-reading, reading, and post reading activities including picture walk, presentation of key vocabulary/cognates, predictions, graphic organizers, task cards, and think/pair/share when reviewing bell-ringers.

Action Step 1

Pre-reading strategies will be modeled daily with the use of bell ringers and graphic organizers. Students will be able to develop questions with partners before reading the passage in the bell ringer. Daily repetition of key vocabulary words, concepts, and strategies will allow students to better comprehend a reading selection. As the students read the selected passage in the bell ringer they will be able to idea main details and significant words. Post reading activities will consist of organizing information to develop higher order questions. Students will cooperatively discuss higher order questions and details which support the answer to confirm comprehension.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Teacher Observation During Collaborative Discussions

Plan to Monitor Fidelity of Implementation of G1.B10.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Bell Ringers

Plan to Monitor Effectiveness of G1.B10.S1

Will collect, chart, and prepare data to analyze student academic progress, and identify areas in need of assistance.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Cold Reads

G1.B11 On the 2013 CELLA, 30% of students scored proficient in the area of Writing. The goal for 2013 was 38%. The goal for the 2013-2014 school year is to increase the number of students scoring proficient in CELLA in the area of Writing by 7 percentage points from 30 to 37 percent. Students need additional time to use journals and quick writes.

G1.B11.S1 An Instructional Writing Calendar focusing on specific grammar skills and spelling rules will be used to enhance the correct use of standard English conventions within Expository/Narrative writings. Implement spelling strategies, and provide writing samples within differentiated instruction.

Action Step 1

The instructional Writing Calendar will ensure different spelling rules and grammar skills are exposed to the students. Students will maintain a grammar and spelling journal which they may refer to during writing activities. Students will be provided with daily activities which will reinforce grammar conventions. During writing activities students will work cooperatively to proof read and edit their writing samples. Teacher will target weekly grammar skills and spelling rules which students will apply in their writing.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Grammar Journals

Plan to Monitor Fidelity of Implementation of G1.B11.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Spelling & Grammar Assessments

Plan to Monitor Effectiveness of G1.B11.S1

Will collect, chart, and prepare data to provide additional strategies and resources.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing Prompts

G2. On the 2013 FCAT 2.0 Writing and FAA, 71% of students at Amelia Earhart Elementary scored at 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 74% of students to score at 3.5 or above, an increase of 3 percentage points.

G2.B1 The area of deficiency as noted on the 2013 FCAT 2.0 Writing administration was support and conventions.

G2.B1.S1 An Instructional Writing Calendar focusing on specific grammar skills and spelling rules will be used to enhance the correct use of standard English conventions within Expository/Narrative writings.

Action Step 1

Each week students will be introduced to a new grammar skill and set of spelling words. Students will be provided with examples of correct grammar usage within writing compositions. Through the use of daily grammar journals students will be able to edit and apply correct grammar usage. The teacher will provide daily spelling activities which will reinforce and assist students in spelling grade level words correctly. A weekly spelling assessment will be given and students will spell words correctly with 70% accuracy. Teacher will monitor student writing samples for correct implementation of grammar usage and spelling.

Person or Persons Responsible

Writing Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Writing Journals

Action Step 2

Teacher will develop monthly writing workshops in which students will be allowed to work in groups on specific skills to further develop their writing abilities. Teacher will provide on-going hands-on activities for students to work collaboratively which will assist students enrich their writing compositions.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Writing Journal

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Bi-Weekly Chats with Writing Teacher

Plan to Monitor Effectiveness of G2.B1.S1

The Administration and LLT will meet monthly to decide whether or not to continue, intensify, modify, or terminate the implementation of Writing strategies, resources, and technology based on the data collected such as reports, monitoring logs, and formal assessments. During the monthly meetings the data will be measured and analyzed for incremental changes. Teams may revisit targeted barriers as conditions change throughout the school year to re-evaluate order and impact of barriers.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Writing Samples

G2.B1.S2 Monthly student workshops that focus on using supporting details, or providing facts/or opinions through concrete examples, statistics, comparisons, real life examples, anecdotes and amazing facts.

Action Step 1

Teacher will develop monthly writing workshops in which students will be allowed to work in groups on specific skills to further develop their writing abilities. Teacher will provide on-going hands-on activities for students to work collaboratively which will assist students enrich their writing compositions.

Person or Persons Responsible

Writing Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Writer's Notebook

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Will collect, chart, and prepare data to develop instructional plans.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student Writer's Notebook

Plan to Monitor Effectiveness of G2.B1.S2

Will support and provide teacher and students with resources

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Writing Samples

G2.B2 On the 2013 FAA, 58% of students scored at Level 7 or above. The goal for 2013 was 69%. Students exhibited difficulty with vocabulary.

G2.B2.S1 Students will be provided with activities to use kinesthetic/tactile to build and increase their vocabulary.

Action Step 1

During small group instruction teacher will provide students with vocabulary manipulatives and picture cards. Students will match vocabulary manipulatives with picture cards. Teacher will model how to identify the sentence which ties together with the visual aid. Students will work in together in pairs to combine sentences with pictures. Teacher will monitor as students work cooperatively.

Person or Persons Responsible

Writing Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Writing Samples

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G2.B2.S1

Will collect, chart, and prepare data to develop strategies.

Person or Persons Responsible

Reading Facilitator

Target Dates or Schedule

Monthly

Evidence of Completion

Chats with Teacher

G3. On the 2013 FCAT 2.0 Math and FAA, 56% of students at Amelia Earhart Elementary scored level 3 or above. Our goal on the 2014 FCAT 2.0 Math is for 64% of students to score level 3 or above, an increase of 8 percentage points.

G3.B1 On the 2013 FCAT 2.0 Math, 55% of Hispanic students scored at Level 3 or above. The goal for 2013 was 60%. The goal for the 2013-2014 school year is to increase the number of students in the Hispanic subgroup making satisfactory progress by 9 percentage points from 55 to 64 percent. Students require additional exposure to math vocabulary and need appropriate remediation.

G3.B1.S1 Students will utilize Bell Ringers and apply Math Vocabulary that will allow them to build on background knowledge and prepare them for the benchmark that will be taught that day.

Action Step 1

Teachers will use Bell Ringers daily in class to introduce multiple skills and reinforce benchmarks that have already been taught.

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Bell Ringers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes

Plan to Monitor Effectiveness of G3.B1.S1

Will collect, chart, and prepare data to adjust classroom instruction.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Mid Chapter Checkpoints

G3.B2 On the 2013 FCAT 2.0 Math, 49% of ELL students scored at Level 3 or above. The goal for 2013 was 52%. The goal for the 2013-2014 school year is to increase the number of students in the ELL subgroup making satisfactory progress by 8 percentage points from 49 to 57 percent. Students require additional exposure to math vocabulary.

G3.B2.S1 Schedule interventionist during mathematics class to assist struggling students to develop their vocabulary by providing continuous exposure.

Action Step 1

Students during the DI period in each math class will reinforce skills taught that day and enrich skills in which they are still lacking strengths.

Person or Persons Responsible

Math Teacher and Interventionist

Target Dates or Schedule

Daily

Evidence of Completion

Differentiated Instruction Folder

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G3.B2.S1

Will collect, chart, and prepare data in order to implement new strategies to meet areas in need.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Mid Chapter Checkpoints and End of Chapter Assessments

G3.B3 On the 2013 FCAT 2.0 Math, 37% of SWD students scored at Level 3 or above. The goal for 2013 was 52%. The goal for the 2013-2014 school year is to increase the number of students in the SWD subgroup making satisfactory progress by 20 percentage points from 37 to 57 percent. Students require additional exposure to math vocabulary.

G3.B3.S1 Schedule interventionist during mathematics class to assist struggling students to develop their math vocabulary by receiving continuous exposure.

Action Step 1

An interventionist will work with struggling students during the DI period in each math class reinforcing skills taught that day and enriching skills where students are still lacking strengths.

Person or Persons Responsible

Math Teacher and Interventionist

Target Dates or Schedule

Daily

Evidence of Completion

Differentiated Instruction Folder

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G3.B3.S1

Will collect, chart, and prepare data to develop instructional plans which will target areas of weakness.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Mid Chapter Checkpoints and End of Chapter Assessments

G3.B4 On the 2013 FCAT 2.0 Math, 55% of ED students scored at Level 3 or above. The goal for 2013 was 59%. The goal for the 2013-2014 school year is to increase the number of students in the ED subgroup making satisfactory progress by 8 percentage points from 55 to 63 percent. Students require additional exposure to math vocabulary.

G3.B4.S1 Students require additional exposure to math vocabulary which will allow them to apply and analyze while completing problem-solving situations.

Action Step 1

An interventionist will work with struggling students during the DI period in each math class reinforcing skills taught that day and enriching skills where students are still lacking strengths.

Person or Persons Responsible

Math Teacher and Interventionist

Target Dates or Schedule

Daily

Evidence of Completion

Differentiated Instruction Folder

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G3.B4.S1

Will collect, chart, and prepare data in order to provide assistance to struggling students.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Mid Chapter Checkpoints and End of Chapter Assessments

G3.B5 On the 2013 FCAT 2.0 Math, 28% of students scored at Level 3. The goal for 2013 was 34%. The goal for the 2013-2014 school year is to increase the number of students scoring at achievement Level 3 by 6 percentage points from 28 to 34 percent. Students require additional exposure in the area of: Number Operations and Fractions.

G3.B5.S1 Students will use Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of: fractions, fraction equivalence, and comparison.

Action Step 1

Teachers will model problems and walk students through the different steps involving problems that consist of fractions making emphasis on specific math vocabulary on a daily basis. Students will follow through with the steps in their Math journals and making notation of specific math vocabulary used either by writing definitions, copying examples where and how vocabulary is used or drawing pictures demonstrating specific problems.

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Math Journals

Action Step 2

Teachers will monitor weekly DI folders by reviewing lessons found in students' DI folders and making notes as to the progress of a specific benchmark being mastered.

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Differentiated Instruction Folder

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

Math Leader

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Differentiated Instruction Folder & Math Monitoring Logs

Plan to Monitor Effectiveness of G3.B5.S1

Will collect, chart, and prepare data

Person or Persons Responsible

Math Leader

Target Dates or Schedule

Monthly

Evidence of Completion

Mid Chapter Checkpoints and End of Chapter Assessments

G3.B6 On the 2013 FCAT 2.0 Math, 28% of students scored at Level 4 or above. The goal for 2013 was 25%. The goal for the 2013-2014 school year is to increase the number of students scoring at or above Achievement Level 4 by 1 percentage point from 28 to 29 percent. Students require additional exposure in the area of: Number: Base Ten and Fractions.

G3.B6.S1 Students will use Mathematical Practices and Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of multi-digit division, and addition and subtraction with fractions, mixed numbers, and decimals.

Action Step 1

Teachers will provide opportunities for students to verify the reasonableness of number operations, including in problem situations.

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Math Journals

Action Step 2

Students will complete specific work found in their DI folders during DI time in class every day that will consist of higher order questions allowing them to share with partners their findings and when in need they will ask each other for help. The teacher will make notes in Math monitoring logs also found in students' DI folders about specific skills being mastered and the progress of each.

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student Work Samples & Math Monitoring Logs

Plan to Monitor Effectiveness of G3.B6.S1

Will collect, chart, and prepare data to identify struggling students in order to provide additional opportunities for problem solving.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Mid Chapter Checkpoints and End of Chapter Assessments

G3.B7 On the 2013 FAA Math, 42% of students scored at Levels 4, 5, and 6. The goal for 2013 was 49%. The goal for the 2013-2014 school year is to increase the number of students scoring at Levels 4, 5, and 6 on the FAA by 6 percentage points from 42 to 46 percent. Teachers need to provide students with opportunities to use Math vocabulary in oral explanations.

G3.B7.S1 Teachers will use repetition for long-term learning math concepts that will assist students in comprehending math vocabulary terms.

Action Step 1

Teachers will provide opportunities for students on a daily basis to share their own reasoning behind problems given in class and explaining with classmates the answers to specific problems.

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Teacher Observations

Plan to Monitor Fidelity of Implementation of G3.B7.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G3.B7.S1

Will collect, chart, and prepare data to assist teachers in the development of daily lessons.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Informal Walkthroughs

G3.B8 On the 2013 FAA Math, 12% of students scored at Level 7 or above. The goal for 2013 was 25%. The goal for the 2013-2014 school year is to increase the number of students scoring at or above Level 7 on the FAA by 1 percentage point from 12 to 13 percent. Teachers will allow students to explain math concepts at different levels; therefore students will have a better understanding of concepts at an abstract level.

G3.B8.S1 Students will use Go Math activities that address Access Points to develop a more in depth understanding of math concepts at a concrete level and later providing them with the opportunity to translate to an abstract level.

Action Step 1

Teachers will provide opportunities in class for explanations and questioning as a group on specific problems completed in class allowing students to explain the reasoning behind a math problem at an abstract level.

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Teacher Observations

Plan to Monitor Fidelity of Implementation of G3.B8.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Math Journals

Plan to Monitor Effectiveness of G3.B8.S1

Will collect, chart, and prepare data to provide additional resources which will enhance daily activities.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans

G3.B9 The goal for the 2013-2014 school year is to increase the number of students making learning gains by 4 percentage points from 58 to 62 percent. Students require additional exposure to the following area: Number: Operations & Problems. Students require additional opportunities to relate and comprehend the true meaning of different math skills.

G3.B9.S1 Teachers will develop weekly and daily lessons that integrate Brain Pop videos in order to review/enrich concepts taught. Students will complete ten question quizzes in their Math journal after video has been viewed and notes have been taken.

Action Step 1

Students will be exposed to Brain Pop videos where they will view videos on specific math concepts and later complete oral quiz as a group when video has been completed.

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Math Journal

Action Step 2

Teachers will be exposed to math through literature experimenting real world situations and allowing moments for questioning; analyzing the who, what, where, and when of the math concept taught.

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Math Journal

Plan to Monitor Fidelity of Implementation of G3.B9.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

BrainPop Quizzes and Student Work Samples

Plan to Monitor Effectiveness of G3.B9.S1

Will collect, chart, and prepare data to assist students with additional support.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans

G3.B10 The goal for the 2013-2014 school year is to increase the number of students in lowest 25% making learning gains by 5 percentage points from 47 to 52 percent. Students require additional exposure in the area of: Number:Fractions.

G3.B10.S1 Students will complete the Test Prep question with each daily Go Math lesson that helps to summarize the Daily Essential Question. This will help reinforce Number: Fraction problems. Differentiated instruction will address the needs of students based on the answers given on test prep questions.

Action Step 1

Classroom: Teachers will open up daily math lessons with an essential question and wrapping up the lesson at the end with a test prep question that pertains to each lesson allowing teachers and students to see if the concept taught that day was understood or needs further remediation.

Professional Development: Math Facilitator will model sample lesson

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Classroom: Daily Professional Development: August 16 - Ongoing

Evidence of Completion

Classroom: Test Prep Questions Professional Development: Sign-In Sheet

Facilitator:

Math Facilitator

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G3.B10.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G3.B10.S1

Will collect, chart, and prepare data to continue providing necessary support.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Mid Chapter Checkpoints and End of Chapter Assessments

G4. On the 2013 FCAT 2.0 Science and FAA, 63% of students at Amelia Earhart Elementary scored level 3 or above. Our goal on the 2014 FCAT 2.0 Science and FAA is for 67% of students to score level 3 or above, an increase of 4 percentage points.

G4.B1 On the 2013 FCAT 2.0 Science, 29% of students scored at Level 3. The goal for 2013 was 39%. The goal for the 2013-2014 school year is to increase the number of students scoring at Achievement Level 3 by 3 percentage points from 29 to 32 percent. Students require additional exposure in the area of Nature of Science.

G4.B1.S1 Teacher will implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic and all essential laboratories developed by MDCPS. Teacher will guide students in conducting weekly science experiments following the Scientific Method in order to engage and enrich students in scientific thinking through the use of science journals while increasing rigor in science writing. Intermediate teachers will also assist students in developing and completing an individual Science Fair project where students will display and showcase scientific knowledge obtained via weekly experimentation and journaling as delineated by Common Core Standards.

Action Step 1

Classroom: Teacher will guide students in conducting weekly inquiries while students record findings and collect data into individual science journals. During this process, scientific thinking and rigor in science writing will increase as students create testable questions, identify variables, test hypothesis, analyze investigations, interpret data, and draw conclusions based on qualitative and quantitative observations. As a result, students in grades three thru five will design individual Science Fair projects following the Scientific Method in order to participate in a school-wide Science Fair.

Professional Development: Provide teachers with a variety of resources in order to create a vertical progression of journaling throughout experimentation.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Classroom: Daily Professional Development: August 16 - Ongoing

Evidence of Completion

Classroom: Science Journal Professional Development: Sign-In Sheets

Facilitator:

Science Leader

Participants:

Science Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Experiment Lab Log

Plan to Monitor Effectiveness of G4.B1.S1

Will collect, chart, and prepare data to assist teachers in the enhancement of classroom delivery while targeting students who are in need of additional support.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Weekly Assessments

G4.B2 On the 2013 FCAT 2.0 Science, 34% of students scored at Level 4 or above. The goal for 2013 was 8%. The goal for the 2013-2014 school year is to increase the number of students scoring at or above Achievement Level 4 progress by 1 percentage point from 34 to 35 percent. Students require additional exposure in the area of Nature of Science.

G4.B2.S1 Technology integration will be embedded into weekly science lessons. Students in grades three thru five will actively engage in Gizmos and BrainPop while learning and discussing new scientific discoveries as they relate to real life experiences. Also, a selected group of fifth grade students in grade five will have the opportunity to meet monthly as a Science Club in order for them to participate in community service learning projects within the classroom, school and community. These peer to peer activities will increase awareness of current issues in science outside of the classroom.

Action Step 1

Teachers will utilize BrainPop as a teaching resource for students to better understand science concepts as they relate to daily life. Essential questions will be drawn from those videos and notes will be taken by the students while viewing them. Teacher will end lesson by orally conducting the BrainPop Quiz at the end of each lesson and assess student comprehension. Students will furthermore engage in technology integration via the use of Gizmos. Students will interact with virtual experiments while completing the Gizmo of the week and self-monitoring their progress when keeping track of their individual scores in a Gizmo Log. In addition, a small group of fifth grade students will be enriched by meeting monthly as a Science Club. During this gathering, students will freely discuss current world-wide science issues with the help of SuperScience, a Scholastic magazine addressing current science discoveries as they relate to Physical Science, Life Science, Earth Science, and Space & Technology. These findings will guide classroom, school, and community projects.

Person or Persons Responsible

Science Teacher

Target Dates or Schedule

Daily & Weekly

Evidence of Completion

Science Journal

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

BrainPop & Gizmo Quizzes

Plan to Monitor Effectiveness of G4.B2.S1

Will collect, chart, and prepare data to develop instructional plans which will include resources and activities to enhance rigor in science.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

BrainPop & Gizmo Logs

G4.B3 On the 2013 FAA Science, 43% of students scored at Levels 4, 5, or 6. The goal for 2013 was 20%. The goal for the 2013-2014 school year is to increase the number of students scoring at Levels 4, 5, or 6 on the FAA by 1 percentage point from 43 to 44 percent. Students require additional support in the comprehension of various science concepts through vocabulary repetition.

G4.B3.S1 Teacher will provide picture flashcards, objects, and science tools for exploration and identification of key scientific concepts while constantly repeating key words to remember. Teacher will also incorporate grade appropriate Next Generation Sunshine State Standards Access Points for science in daily lesson plans while providing opportunities for students to write and/or speak to explain concept acquisition.

Action Step 1

When displaying picture flashcards, objects, and science tools, the teacher will describe the object/ picture and guide the students into oral discussions about the meaning of each word. Vocabulary repetition will be evident throughout the lesson in order to help students understand meaning of words as they relate to daily life.

Person or Persons Responsible

Science Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Teacher Observation

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G4.B3.S1

Will collect, chart, and prepare data to assist teachers with additional instructional support and resources.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans

G4.B4 On the 2013 FAA Science, 36% of students scored at Level 7 or above. The goal for 2013 was 53%. The goal for the 2013-2014 school year is to maintain 36 percent of students scoring at or above Level 7 on FAA. Students require additional exposure to relate science concepts to real world situations.

G4.B4.S1 Students will view science videos via PBS Learning Media in order to increase knowledge in scientific concepts and then interact while conducting teacher led experiments in order to better understand scientific reasoning in daily life situations. Teacher will promote the use of instructional technology to enhance and remediate student conceptual understanding of topics being addressed while incorporating grade appropriate Next Generation Sunshine State Standards Access Points for science in daily lesson plans.

Action Step 1

Students will view science videos in order to better comprehend scientific concepts. Teacher will then assess student comprehension via grand conversations guided by essential questions with the purpose of connecting the concept being taught to real life circumstances. These discussions will also involve hands-on activities so that students may manipulate the process and explore actions and outcomes in the classroom of events that can also happen outside of school.

Person or Persons Responsible

Science Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Teacher Observations

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G4.B4.S1

Will collect, chart, and prepare data to assist teachers with instructional planning and resources.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans

G5. The Early Warning Systems goal for the 2013-2014 school year is to provide support and intervention to the areas of attendance, discipline, and academics.

G5.B1 The goal for the 2013-2014 school year is to decrease the number of students who missed 10 percent or more of available instructional time by 1 percentage point from 16 to 15 percent. Truancy increased from previous year. Parents require additional information in order to improve attendance and tardies. Students require motivation to attend school every day on time and thrive for perfect attendance.

G5.B1.S1 An attendance plan will be implemented by homeroom teachers. Identifying and notifying parents whenever excessive absences and tardies have occurred. Teachers will maintain an attendance log and refer students to Counselor and Administration depending on the number of occurrences.

Action Step 1

Teachers will monitor attendance on a daily basis. Absences will be recorded and tallied on the Attendance Documentation form. The following steps will be taken according to number of absences:

- Absence letter is sent home when student reaches 4 absences in a 9-week period
- A scam is submitted to the counselor when student reaches 7 absences in a 9-week period
- At 10 absences in a 9-week period, a scam along with Absence Letter signed by parent is sent to the Assistant Principal

Person or Persons Responsible

Homeroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Gradebook, Attendance Log, and Notification of Tardy/Absence Letter

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Will monitor and contact parents of students who are tardy/absent

Person or Persons Responsible

Community Involvement Specialist

Target Dates or Schedule

Daily

Evidence of Completion

Daily Attendance Report

Plan to Monitor Effectiveness of G5.B1.S1

Will meet with parents when student has accumulated 7 or more tardies/absences to provide support in order to improve attendance

Person or Persons Responsible

Counselor and Attendance Review Committee

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Attendance Daily Report and SCAMS

G5.B2 The goal for the 2013-2014 school year is to decrease the number of students retained in grades PreK thru Grade 5 by 1 percentage point from 5 to 4 percent. Parents require additional support and strategies to improve student academic progress. Students are in need of individualized instruction and small group settings to close learning gaps.

G5.B2.S1 Teachers will monitor student academic progress in order to identify students who are in danger of being retained. School support will be given to parents in order to develop a plan of action to reduce possibilities of retention. In addition, teachers will implement strategies attained during professional growth experiences.

Action Step 1

Teacher will identify students in need by analyzing data reports obtained through informal/formal observations from classroom instruction and district reports. Parent conferences will be scheduled to notify parents of student academic regression, and develop an individualized instructional plan. An RtI process will be initiated if student academic progress is not evident. Students in need will be referred to additional assistance such as Intervention and Tutorial Programs.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Will cover necessary remedial skills

Person or Persons Responsible

Interventionist

Target Dates or Schedule

Daily

Evidence of Completion

Checkpoints

Plan to Monitor Effectiveness of G5.B2.S1

Rtl process and SST

Person or Persons Responsible

Social Worker, Counselor, and Psychologist

Target Dates or Schedule

As Needed

Evidence of Completion

Request for Assistance (RFA) and Data Input Sheet

G5.B3 The goal for the 2013-2014 school year is to decrease the number of students who are not proficient in reading by third grade by 5 percentage points from 49 to 44 percent. Teachers in the primary grades need to target and address early identification of student needs.

G5.B3.S1 A rotation schedule will be developed to allow ample time to meet with small groups.

Action Step 1

The rotation schedule will ensure the needs of targeted students are met. Targeted students will meet in a teacher directed center. Students will maintain a Differentiated Instruction folder which will contain activities meeting the targeted needs. During this time students will use manipulatives, and graphic organizers to assist in the comprehension of shortened passages. Teacher will guide students in the use of multiple strategies to increase fluency and comprehension.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Will support and provide teachers and students with resources

Person or Persons Responsible

Reading Facilitator

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Differentiated Instruction Folder

Plan to Monitor Effectiveness of G5.B3.S1

Will collect, chart, and prepare data

Person or Persons Responsible

Reading Facilitator

Target Dates or Schedule

Monthly

Evidence of Completion

EduSoft Reports

G5.B4 The goal for the 2013-2014 school year is to decrease the number of students who receive two or more behavior referrals/one or more that lead to suspension by 1 percentage point from 49 to 48 percent. Students need to receive feedback on their behavior by the use of a behavior contract. The behavior contract will consist of teacher/parent /student communication. The school will emphasize and provide more opportunities to recognize students for positive behavior.

G5.B4.S1 Teachers will implement and monitor student behavior with the use of a school-wide discipline plan.

Action Step 1

Teachers will tally and record the inappropriate behaviors on a Behavior Log for each individual student. Parents will be notified throughout the process thru written notices, phone calls, and/or conferences. The school-wide discipline plan consists of the following consequences: 1. Warning 2. Phone Call 3. Detention 4. Conference 5. Referral to Counselor 6. Referral to Administrator

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Behavior Logs

Plan to Monitor Fidelity of Implementation of G5.B4.S1

Will contact parent for repetitive misbehavior

Person or Persons Responsible

Teacher

Target Dates or Schedule

As Needed

Evidence of Completion

Behavior Log and Behavior Warning Letter

Plan to Monitor Effectiveness of G5.B4.S1

Will be referred with a SCAM and parent/teacher conference will take place

Person or Persons Responsible

Teacher and Counselor

Target Dates or Schedule

As Needed

Evidence of Completion

SCAMS and Parent/Teacher Conference

G5.B4.S2 Identify and recognize students who consistently demonstrate good Citizenship skills through Character Education.

Action Step 1

Teacher and Counselor will implement Character Education Curriculum. Teachers will monitor student behavior. Positive behavior will be reinforced by rewarding students.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Behavior Log

Plan to Monitor Fidelity of Implementation of G5.B4.S2

Will reinforce positive behavior by nominating student for "Student of the Month"

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Student of the Month Certificate

Plan to Monitor Effectiveness of G5.B4.S2

Will nominate student for "Do the Right Thing" Program

Person or Persons Responsible

Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

T-Shirt, Bumper Sticker, and Certificate

G6. On the 2013 STEM results, 73% of students at Amelia Earhart Elementary participated in our school's Science Fair and enrichment programs. Our goal for 2014 is for 78% of students to participate and apply the scientific method independently.

G6.B1 The area of deficiency is developing and applying the scientific method independently.

G6.B1.S1 Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Nature of Science.

Action Step 1

Teachers will follow a Focus Calendar which will outline the different steps of the Scientific Process. Students will work cooperatively on mini science experiments in which they will follow, identify, and analyze the steps of the scientific method. During this process, scientific thinking and rigor in science writing will increase as students create testable questions, identify variables, test hypothesis, analyze investigations, interpret data, and draw conclusions based on qualitative and quantitative observations. As a result, students in grades three thru five will design individual Science Fair projects following the Scientific Method in order to participate in a school-wide Science Fair. Students earning top achievements in the school-wide Science Fair will compete in the District Science Fair.

Person or Persons Responsible

Science Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Science Journal

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Experiment Lab Logs

Plan to Monitor Effectiveness of G6.B1.S1

Will collect, chart, and prepare data to develop strategies.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Informal Walkthroughs

G6.B1.S2 This year our school will promote a Science Club for high achieving fifth graders excelling in the area of Science. Students will be encouraged to participate alongside the Gifted Program in enriching opportunities available through Fairchild Tropical Gardens Program. In addition, SuperScience Scholastic magazines will be used as an enhancement resource for our newly acquire science club members.

Action Step 1

The Gifted Program along with the Science Club will attend and implement Fairchild Tropical Gardens Program into their Science Curriculum while embedding valuable experiences and findings into their individual experiments. As a result, students in grades three through five will design individual science fair projects following the Scientific Method in order to participate in a school-wide science fair. During the Science Club gathering students will freely discuss current worldwide science issues with the help of SuperScience, a Scholastic magazine addressing current science discoveries. These findings will guide classroom, school, and community projects.

Person or Persons Responsible

Science Club Sponsor and Gifted Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher Observation During Collaborative Learning

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G6.B1.S2

Will collect, chart, and prepare data to develop instructional plans.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Resource and Program Assessments

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title 1, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, or Saturday Academy). The district coordinates with Title I and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Leaders develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II: N/A

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)

Title VI, Part B - NA

Title X-

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless

children by collaborating with parents, schools, and the community.

- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Amelia Earhart Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, and elementary counselors.
- Training and technical assistance is also a component of this program.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs:

Amelia Earhart Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs – Not applicable

Head Start - Not Applicable

Adult Education- Not applicable

Career and Technical Education- Not Applicable

Job Training- Not applicable

Other

Amelia Earhart Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents necessary in order to comply

with dissemination and reporting requirements. Conducting formal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc. with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement. In addition, Title 1 schools must: Complete Title 1 Administration Parental Involvement Monthly School Reports (FM6914Rev.06-08) and the Title 1 Parental Involvement Monthly Activities Report (FM691303-07), and submit to Title 1 Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by the Title I Administration, is to be completed by parents/families annually in May. The Survey results are to be used to assist with revising our Title I parental documents for the approaching year.

Miami Lighthouse / Heiken Children's Vision Program

- Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. On the 2013 FCAT 2.0 Reading and FAA, 56% of all students at Amelia Earhart Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 61% of all students to score at Level 3 or above, an increase of 5 percentage points.

G1.B1 On the 2013 FCAT 2.0 Reading, 43% of ELL students scored at Level 3 or above. The goal for 2013 was 46%. The goal for the 2013-2014 school year is to increase the number of students in the ELL subgroup making satisfactory progress by 8 percentage points from 43 to 51 percent. Students require additional time to use technology resources. Limited time for student to utilize has hindered progress.

G1.B1.S1 Students will be provided practice in determining meaning of general academic and domain specific words and phrases in a text through the use of SuccessMaker.

PD Opportunity 1

Classroom: Each session will consist of interactive activities which will review and enhance vocabulary skills. Professional Development: Refresher SuccessMaker Course

Facilitator

Reading Facilitator

Participants

Reading Teacher: monitors and implements in classroom All Teachers: will attend PD

Target Dates or Schedule

Daily: Students November 8, 2013: SuccessMaker PD for Teachers

Evidence of Completion

Student SuccessMaker Log Professional Development Sign-In Sheet

G1.B2 On the 2013 FCAT 2.0 Reading, 39% of SWD students scored at Level 3 or above. The goal for 2013 was 48%. The goal for the 2013-2014 school year is to increase the number of students in the SWD subgroup making satisfactory progress by 14 percentage points from 39 to 53 percent. Students require additional exposure to higher order thinking skills and to practice strategies.

G1.B2.S1 Students will read leveled books and answer Q.A.R. questions which will provide exposure to higher order thinking skills.

PD Opportunity 1

Classroom: Leveled books will be accessible to students during Differentiated Instruction. Students will work collaboratively to analyze and interpret relevant details. Teacher will provide students with Q.A.R. questions. Students will work in pairs to discuss answers. Professional Development: Reading Facilitator will provide support and training with the implementation of the Reading Wonders series.

Facilitator

Reading Facilitator

Participants

All Teachers

Target Dates or Schedule

Classroom: Daily Professional Development: August 16 - Ongoing

Evidence of Completion

Classroom: Student Work Sample Professional Development: Sign-In Sheet

G3. On the 2013 FCAT 2.0 Math and FAA, 56% of students at Amelia Earhart Elementary scored level 3 or above. Our goal on the 2014 FCAT 2.0 Math is for 64% of students to score level 3 or above, an increase of 8 percentage points.

G3.B10 The goal for the 2013-2014 school year is to increase the number of students in lowest 25% making learning gains by 5 percentage points from 47 to 52 percent. Students require additional exposure in the area of: Number:Fractions.

G3.B10.S1 Students will complete the Test Prep question with each daily Go Math lesson that helps to summarize the Daily Essential Question. This will help reinforce Number: Fraction problems. Differentiated instruction will address the needs of students based on the answers given on test prep questions.

PD Opportunity 1

Classroom: Teachers will open up daily math lessons with an essential question and wrapping up the lesson at the end with a test prep question that pertains to each lesson allowing teachers and students to see if the concept taught that day was understood or needs further remediation.

Professional Development: Math Facilitator will model sample lesson

Facilitator

Math Facilitator

Participants

Math Teachers

Target Dates or Schedule

Classroom: Daily Professional Development: August 16 - Ongoing

Evidence of Completion

Classroom: Test Prep Questions Professional Development: Sign-In Sheet

G4. On the 2013 FCAT 2.0 Science and FAA, 63% of students at Amelia Earhart Elementary scored level 3 or above. Our goal on the 2014 FCAT 2.0 Science and FAA is for 67% of students to score level 3 or above, an increase of 4 percentage points.

G4.B1 On the 2013 FCAT 2.0 Science, 29% of students scored at Level 3. The goal for 2013 was 39%. The goal for the 2013-2014 school year is to increase the number of students scoring at Achievement Level 3 by 3 percentage points from 29 to 32 percent. Students require additional exposure in the area of Nature of Science.

G4.B1.S1 Teacher will implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic and all essential laboratories developed by MDCPS. Teacher will guide students in conducting weekly science experiments following the Scientific Method in order to engage and enrich students in scientific thinking through the use of science journals while increasing rigor in science writing. Intermediate teachers will also assist students in developing and completing an individual Science Fair project where students will display and showcase scientific knowledge obtained via weekly experimentation and journaling as delineated by Common Core Standards.

PD Opportunity 1

Classroom: Teacher will guide students in conducting weekly inquiries while students record findings and collect data into individual science journals. During this process, scientific thinking and rigor in science writing will increase as students create testable questions, identify variables, test hypothesis, analyze investigations, interpret data, and draw conclusions based on qualitative and quantitative observations. As a result, students in grades three thru five will design individual Science Fair projects following the Scientific Method in order to participate in a school-wide Science Fair.

Professional Development: Provide teachers with a variety of resources in order to create a vertical progression of journaling throughout experimentation.

Facilitator

Science Leader

Participants

Science Teachers

Target Dates or Schedule

Classroom: Daily Professional Development: August 16 - Ongoing

Evidence of Completion

Classroom: Science Journal Professional Development: Sign-In Sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT 2.0 Reading and FAA, 56% of all students at Amelia Earhart Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 61% of all students to score at Level 3 or above, an increase of 5 percentage points.	\$3,750
G4.	On the 2013 FCAT 2.0 Science and FAA, 63% of students at Amelia Earhart Elementary scored level 3 or above. Our goal on the 2014 FCAT 2.0 Science and FAA is for 67% of students to score level 3 or above, an increase of 4 percentage points.	\$1,095
G6.	On the 2013 STEM results, 73% of students at Amelia Earhart Elementary participated in our school's Science Fair and enrichment programs. Our goal for 2014 is for 78% of students to participate and apply the scientific method independently.	\$150
Total		\$4,995

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Technology	Total
EESAC	\$225	\$3,525	\$0	\$3,750
Internal Funds	\$0	\$0	\$1,095	\$1,095
General Funds	\$150	\$0	\$0	\$150
Total	\$375	\$3,525	\$1,095	\$4,995

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. On the 2013 FCAT 2.0 Reading and FAA, 56% of all students at Amelia Earhart Elementary scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 61% of all students to score at Level 3 or above, an increase of 5 percentage points.

G1.B4 On the 2013 FCAT 2.0 Reading, 28% of students achieving Level 4 and higher. The goal for 2013 was 26%. The goal for the 2013-2014 school year is to increase the number of students achieving Level 4 and higher by 2 percentage points from 28 to 30 percent. Students require additional exposure in the following areas: Reading Application, Literary Analysis: Fiction/Nonfiction, and Informational Text/Research Process.

G1.B4.S2 Implementation of the magazine Scholastic Scope will enrich and reinforce analytical reading. The Scholastic Scope will focus on the process of critical and inquisitive thinking in order to understand and relate the texts to one another.

Action Step 1

Students will use Scholastic Scope during Enrichment Time to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Students will compare text using inquisitive and critical thinking strategies.

Resource Type

Evidence-Based Materials

Resource

Scholastic Scope

Funding Source

EESAC

Amount Needed

\$225

G1.B8 The goal for 2013 was 91%. The goal for the 2013-2014 school year is to increase the number of students in lowest 25% making learning gains by 4 percentage points from 65 to 69 percent. Students require additional exposure in the following area: Reading Application and Vocabulary.

G1.B8.S1 A rotation schedule will be developed to allow ample time to meet with the targeted lowest 25% in a small group setting.

Action Step 1

The rotation schedule will ensure the targeted lowest 25% meet in a teacher directed center at least three times weekly. Students will maintain a Differentiated Instruction folder which will contain activities meeting the targeted needs. During this time students will use manipulatives, and graphic organizers to assist in the comprehension of shortened passages and vocabulary. Teacher will guide students in the use of multiple strategies to increase fluency, vocabulary, and comprehension.

Resource Type

Evidence-Based Program

Resource

Materials, Teachers, and Technology

Funding Source

EESAC

Amount Needed

\$3,525

G4. On the 2013 FCAT 2.0 Science and FAA, 63% of students at Amelia Earhart Elementary scored level 3 or above. Our goal on the 2014 FCAT 2.0 Science and FAA is for 67% of students to score level 3 or above, an increase of 4 percentage points.

G4.B2 On the 2013 FCAT 2.0 Science, 34% of students scored at Level 4 or above. The goal for 2013 was 8%. The goal for the 2013-2014 school year is to increase the number of students scoring at or above Achievement Level 4 progress by 1 percentage point from 34 to 35 percent. Students require additional exposure in the area of Nature of Science.

G4.B2.S1 Technology integration will be embedded into weekly science lessons. Students in grades three thru five will actively engage in Gizmos and BrainPop while learning and discussing new scientific discoveries as they relate to real life experiences. Also, a selected group of fifth grade students in grade five will have the opportunity to meet monthly as a Science Club in order for them to participate in community service learning projects within the classroom, school and community. These peer to peer activities will increase awareness of current issues in science outside of the classroom.

Action Step 1

Teachers will utilize BrainPop as a teaching resource for students to better understand science concepts as they relate to daily life. Essential questions will be drawn from those videos and notes will be taken by the students while viewing them. Teacher will end lesson by orally conducting the BrainPop Quiz at the end of each lesson and assess student comprehension. Students will furthermore engage in technology integration via the use of Gizmos. Students will interact with virtual experiments while completing the Gizmo of the week and self-monitoring their progress when keeping track of their individual scores in a Gizmo Log. In addition, a small group of fifth grade students will be enriched by meeting monthly as a Science Club. During this gathering, students will freely discuss current world-wide science issues with the help of SuperScience, a Scholastic magazine addressing current science discoveries as they relate to Physical Science, Life Science, Earth Science, and Space & Technology. These findings will guide classroom, school, and community projects.

Resource Type

Technology

Resource

BrainPop License

Funding Source

Internal Funds

Amount Needed

\$1,095

G6. On the 2013 STEM results, 73% of students at Amelia Earhart Elementary participated in our school's Science Fair and enrichment programs. Our goal for 2014 is for 78% of students to participate and apply the scientific method independently.

G6.B1 The area of deficiency is developing and applying the scientific method independently.

G6.B1.S2 This year our school will promote a Science Club for high achieving fifth graders excelling in the area of Science. Students will be encouraged to participate alongside the Gifted Program in enriching opportunities available through Fairchild Tropical Gardens Program. In addition, SuperScience Scholastic magazines will be used as an enhancement resource for our newly acquire science club members.

Action Step 1

The Gifted Program along with the Science Club will attend and implement Fairchild Tropical Gardens Program into their Science Curriculum while embedding valuable experiences and findings into their individual experiments. As a result, students in grades three through five will design individual science fair projects following the Scientific Method in order to participate in a school-wide science fair. During the Science Club gathering students will freely discuss current worldwide science issues with the help of SuperScience, a Scholastic magazine addressing current science discoveries. These findings will guide classroom, school, and community projects.

Resource Type

Evidence-Based Materials

Resource

Subscription to SuperScience Scholastic magazine

Funding Source

General Funds

Amount Needed

\$150