

Miami-Dade County Public Schools

Amelia Earhart Elementary School



2016-17 School Improvement Plan

Amelia Earhart Elementary School

5987 E 7TH AVE, Hialeah, FL 33013

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	93%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	C*	A	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Southeast	Gayle Sitter
Former F	Turnaround Status	
No	None	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. Provide the school's vision statement

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

Amelia Earhart Elementary establishes learning expectations for student learning aligned with the school's vision that is supported by all stakeholders. These learning expectations are designed to help students acquire the knowledge and skills in order to be successful as they continue their education and build their careers. The school has defined a clear, comprehensive curriculum based on National and State standards. All standards include guidelines for learning objectives, teaching strategies and assessment methods. The school sets high expectations for students' performance. Students are actively involved in the learning process through participation in both real world and classroom activities in which they are challenged to apply their knowledge. The school believes that evaluation of student achievement is an essential component of a sound educational system.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Learning about students' cultures and building relationships between teachers and students is an essential component in creating a positive, welcoming, and safe environment for our students. Results of the School Climate Survey and Home Language Survey are analyzed and discussed by the Leadership Team. It provides us with an overview of our students' cultural needs. Areas indicating concerns are immediately addressed and plans are generated to set forth improvement in building better relationships between teachers, students, and parents. Various activities, before, during, and after school, are conducted throughout the school year to establish a connection among the students, parents, and staff of Amelia Earhart Elementary. Through these numerous activities students and teachers are able to express their cultures through dance, art work, songs, book readings, collaborative conversations, community involvement, etc. Teachers and staff members will use these opportunities in order to maintain constant contact and bridge the gap between home and school. This process will allow for strengthening of the school's cultural and social environment by building upon the following:

- Interpersonal Relations: Students & Staff

- Respect for Diversity
- Emotional Well Being and Sense of Safety
- Student Engagement
- School & Family Collaboration
- Community Partnerships

In addition, emphasis is placed on acceptance and respectfulness of each other's cultures through character building activities which take place in the classroom, counseling sessions, and/or extra-curricular activities. The continued support between faculty and parents will ensure positive relationships.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

The Safety Committee at our school meets to discuss and review the procedures in place. During these meetings concerns regarding the safety of our school are addressed and adjustments are made to improve our crisis management plan. The safety of our students is a priority; therefore, faculty and staff are kept informed of updates and changes made to continue keeping our school safe for all before, during, and after school. Arrival and dismissal of students are supervised by school personnel. However, due to the limited space available for parent drop-off and pick-up safety concerns have risen. In order to improve this, Amelia Earhart has assigned school staff to posts for morning arrival and afternoon dismissal. The assigned posts have assisted parents and students by allowing smooth transitions in and out of the building. School security has been designated to direct traffic entering the school's parking lot since many students walk in front of the parking lot's entrance. This procedure alleviates the morning arrival traffic and provides a safe walkway for our students. In addition, the school's safety patrol team sponsor meets on a daily basis before the commencement of school with safety patrol representatives to discuss safety and behavior concerns that need to be addressed with higher authority. This protocol ensures students are in a safe and respected environment before and after school. During school hours the school security, counselor, along with administrators monitor school grounds to ensure a safe and respected environment is being maintained.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our behavioral system is used school wide. It extends into the classrooms and before/after school extra-curricular activities. All classroom teachers are provided with training and documentation which supports the school wide behavioral system. Establishing and defining these clear expectations at the onset of school will help minimize distractions and keep students engaged during instruction. School wide rules are posted in every learning environment, and addressed to the students. The school wide behavioral system consists of tiered steps which helps teachers to determine the intervention necessary to deescalate behavioral situations that may arise. Utilizing this tiered step system with fidelity and consistency will help minimize the disruptions in the learning environment. The Administration Team have established clear protocols for students that need further disciplinary action.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

In order to ensure the social-emotional needs of all students are being met a guidance counselor is available to all students if counseling is needed. A referral form is available for teachers who have a student in need of social-emotional services. Parent/Student forms are also available by the Main Office, Media Center and counselor's office for those parents/students who feel are in need of

counseling service. Making these forms available to all stakeholders to request counseling services will ensure the needs of our students are being met. In addition, the students can participate in the Friendly Club (lunch group) in which the counselor facilitates and guides collaborative conversations and activities which concentrate on social and emotional skills class. Additional help from the school's social worker is readily available as well to help assist teachers, students, parents with social-emotional concerns which may be affecting the child's progress and well being. The faculty and staff in our school are also available to assist students as mentors there's an arising need.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Amelia Earhart's early warning indicators are as follows:

- Attendance below 90 percent - this indicator demonstrates our area of biggest concern to be ten percent of students in Third Grade who were absent 10 or more days.
- One or more suspensions - at this time this is not an area of concern in our school
- Course failure in English Language Arts or Mathematics - this indicator demonstrates areas of concern to be in third grade.
- A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics - this indicator demonstrates the area of concern to be in 1st grade with 25 percent, 2nd grade with 34 percent , 3rd grade with 24 percent, 4th grade with 66 percent, and 5th grade with 45 percent in in Reading and/or Math.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	1	2	5	9	3	2	0	0	0	0	0	0	0	22
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	2	3	18	2	6	0	0	0	0	0	0	0	33
Level 1 on statewide assessment	2	14	21	21	39	34	0	0	0	0	0	0	0	131

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	4	10	24	19	20	0	0	0	0	0	0	0	77

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Intervention strategies employed by Amelia Earhart Elementary to improve the academic performance of students identified by the early warning system:

1. ATTENDANCE BELOW 90%: 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.

2. COURSE FAILURE IN ELA OR MATH: A rotation schedule will be developed to allow ample time to meet with small groups.

3. ALL EWS INDICATORS: Identify and recognize students who consistently demonstrate good Citizenship skills through Character Education.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Once a week teachers will select one student who has excelled in reading. The student will read to community members, Dade Partners, P.T.A., and volunteers. They will listen to them read and then provide them with incentives to encourage and motivate students in order to instill a love for reading.

Parent Workshops will be hosted at Amelia Earhart Elementary to assist parents with various strategies that enhance their literacy and mathematical skills. P.T.A., Dade Partners, and volunteers in collaboration with School Leaders will assist in facilitating parents in learning various ways to help their children with literacy skills

at home, including ways to read aloud. A strong partnership between the community, business members, and school will ensure we raise our school to a place that suits all 21st century learners.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Wiggins, Lisa	Principal
Gonzalez, Judy	Assistant Principal
Palacios, Sandra	Instructional Coach
Castaneda, Dianelys	Instructional Coach
Prats, Doris	Psychologist
Carrasco, Cecilia	Other
Prieto, Zoe	Other
Valdes, Gisselle	Instructional Coach
Rodriguez, Gloria	Teacher, ESE

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Administrators will schedule and facilitate regular and RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources. The Amelia Earhart Elementary MTSS/RtI 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 & PD Liaison, Giselle Valdes-Science Leader, and Dianelys Castañeda- Math Leader, Gloria Rodriguez- SWD Specialist, Doris Prats- Psychologist, Elizabeth Fernandez- Guidance Counselor, Cecilia Carrasco - Social Worker, Maribel D'Arduini - 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
 Doris Prats- Psychologist
 Elizabeth Fernandez- Guidance Counselor
 Sandra Palacios - Reading Leader

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
 Doris Prats- Psychologist
 Elizabeth Fernandez- Guidance Counselor
 Parent/Guardian of identified student

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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 (Growth Monitoring) 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.

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). Community members, Dade Partners, P.T.A , and volunteers will assist students in the areas of Reading, Math and Science by supporting and targeting areas of weaknesses. They will monitor and provide students with incentives to ensure success in the various areas. These members will be informed after teachers have analyzed iReady reports to target online progress as well as placement levels on Diagnostic Reports. 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.

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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Elsie Carrasquillo	Teacher
Maribel D'Arduini	Teacher
Cristina Hutchins	Teacher
Dianelys Castaneda	Teacher
Dulce Buitrago	Parent
Maria Barreiro	Parent
Nicole Smith	Parent
Zoe Prieto	Business/Community
Dianelys Arteaga	Parent
Betsy Narvaez	Education Support Employee
Sandra Palacios	Teacher
Lisbeth Rios	Parent
	Student
Desiree Draper	Parent
Dusniel Jimenez	Student
Gabriela Galindo	Student
Marisol Gutierrez	Teacher
Rolando Prieto	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (EESAC) at Amelia Earhart Elementary (A.E.E.) is a collaborative team comprised of administration, staff, community members, and student representatives. The council works together to establish a vision and goals to improve student achievement. The Continuous Improvement Model (CIM) is utilized to evaluate last year's school improvement plan. Goals and strategies were analyzed and compared to data results by all stakeholders. After careful review, stakeholders completed End of Year Worksheet outlining the areas still in need of concern. Strategies which demonstrated gain and progress were realigned to meet the Florida State Standards and continue to diminishing barriers which were identified.

b. Development of this school improvement plan

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. The current school improvement plan draft will be reviewed and discussed at the initial SAC meeting. Stakeholders' input will be shared, discussed, and implemented into the draft plan as needed and appropriate.

c. Preparation of the school's annual budget and plan

The school needs are reassessed and prioritized by stakeholders in order to develop an annual budget plan. This plan allocates funds towards the barriers that are most hindering to student progress. During the SAC meeting of Spring 2015, the projected school budget for the 2015-2016 school year was shared with the SAC and input was collected on its allocation. Throughout upcoming SAC meetings, updated budget information will be shared and decisions will be finalized expenditures for instructional materials and/or resources.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

For the 2015-2016 school year, SAC allocations will be used to help fund the supplemental resources needed to help increase academic achievement in the Core instruction across all content areas. The current balance will be allocated towards instructional resources.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Wiggins, Lisa	Principal
Gonzalez, Judy	Assistant Principal
Palacios, Sandra	Instructional Coach
Castaneda, Dianelys	Instructional Coach
Valdes, Gisselle	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

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.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Schedules are designed to facilitate common planning, both vertical and horizontal. Through common planning, protocols are embedded, which emphasize on team building activities to promote positive working relationships. Curriculum leaders work collaboratively with teachers to further enhance the rigor in the instructional delivery with updated information and strategies obtained at district trainings.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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.

3. Describe the school's teacher mentoring program, including the rationale for pairings and 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Curriculum leaders meet on a weekly basis with administration to conduct and reassess both teacher and student needs based on data results. Adjustments are made to the curriculum and its scope and sequence accordingly. Targeted subgroups are monitored closely for progress or regression. iReady Diagnostic, Growth Monitoring, and school-wide baseline reports are evaluated and itemized by domains to pinpoint the areas of insufficient progress as aligned in the Florida Standards. In addition, the Leadership Team uses the FSA Test Item Specifications and district-designed Pacing Guides to outline and plan consistent use of rigor in Core instruction. Curriculum leaders and teachers collaboratively develop purposeful and engaging activities that are aligned with the Florida Standards to ensure students are engaged and become capable learners. Based on this outline and plan, the Leadership Team will determine the instructional programs, materials, supplemental resources, and formative/summative assessments that align specifically to each Florida Standard.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Amelia Earhart Elementary strives to continuously monitor multiple modes of assessment in an effort to develop and differentiate instruction to meet the diverse needs of students. Through these efforts the school can establish and maintain an assessment system that produces data which ensures consistent measurement across curriculum. Multiple assessment data, which has been proven reliable and bias free, include: Florida Standards Assessment (FSA), Science Florida Comprehensive Assessment Test (FCAT 2.0), iReady Diagnostic 1-3, and iReady Growth Monitoring. Additional data is obtained from ongoing weekly assessments. The school has systematic processes and procedures used consistently by professional and support staff for collecting, analyzing, and applying data from collective data sources to improve learning. Administration and teachers share data results at grade level and departmental meetings. The results of all these assessments provide a snapshot of where students are in specific areas related to the elements of the Florida Standards. School instructional personnel use data to design, implement, and evaluate continuous improvement plans to advance learning, instruction, and the effectiveness of programs. Data is used by teachers to group students according to ability levels and provide differentiated instruction to raise student progress. The analyzing of a variety of data gathered from formative assessments help establish purposeful instructional groups which include small, intervention, and tutoring groups based on proficiency. The School Performance Data, a resource available through the district, is an example of a data source which includes comparison and trend data that provide a comprehensive and complete picture of student performance. This helps measure the effectiveness of student learning, instruction, programs, and the conditions that support learning. Teachers keep all data reports in a Curriculum Binder to facilitate access.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

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 integrated 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. Best practices and strategies such as the GRRM 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 Club, and the High Flying Achievers. 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 that will allow for experiential learning. The Reading Club will be composed of third through fifth grade students who have achieved on level status, Profile 5, on iReady Diagnostic. These students will share and discuss different types of genres and present their findings through newsletters and serve as reading ambassadors. Students involved in High Flying Achievers will serve as role models for peer students to follow. These group of students will participate in collaborative activities and have authentic opportunities that promote creativity and encourage critical thinking. They will assist with different community projects and work with community members to enrich their leadership qualities. Therefore, further equipping them to ultimately become problem solvers in our complex, fast-changing world, and achieve success in the wider global community. In addition, students who exhibit isolation, bullying, and/or effects of bullying are selected by the homeroom teacher in order to meet on a weekly basis with the guidance counselor. These students develop strategies to help them socialize and cope with anxiety, stress, or peer pressures.

Teacher collaboration promotes school improvement and has a significant impact on student achievement. All teachers meet in teams to review student work against Florida Standards, and identify as well 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 Rationale

Providing students with an increased amount and quality of learning time can help enrich and accelerate academic progress. The additional exposure of the Florida Standards at different levels of complexity, for both reading and math, will increase the overall proficiency in all content areas.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Wiggins, Lisa, pr1521@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the 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.

Teachers will keep record of a variety of data in their Curriculum Binder. The Curriculum Binder will be updated on an on-going basis, and a leadership team member will review data during weekly grade level meetings. The leadership team and grade levels will meet weekly to review, discuss, and take action on current student data obtained from weekly assessments, iReady instructional usage, and/or differentiated instruction logs. Instruction will be modified accordingly based on students' data, and adjustments will be made to rotational groups to ensure the diverse needs of students are being addressed.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

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. Students are then placed in the appropriate homeroom. All students will be assessed using the iReady Diagnostic 1, Diagnostic 2, and at the Diagnostic 3. 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.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. We will increase student achievement by improving Core instruction across all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. We will increase student achievement by improving Core instruction across all content areas. 1a

G082398

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	63.0
AMO Math - All Students	72.0
AMO Math - African American	65.0
AMO Math - Hispanic	72.0
AMO Math - SWD	66.0
AMO Math - ED	71.0
FCAT 2.0 Science Proficiency	57.0
CELLA Writing Proficiency	37.0

Targeted Barriers to Achieving the Goal 3

- Consistent use of rigorous instructional delivery through the use of the Gradual Release of Responsibility Model (GRRM).

Resources Available to Support the Goal 2

- **READING:** Wonders Reading, Computer Assisted Instruction (I-Ready, Wonders, MyOn, Imagine Learning), Reading Club, Graphic Organizers, Scholastic Magazine, Interventionists, Saturday Academy, ELL Tutoring, Anchor Charts, Interactive Notebooks, Pacing Guides
- **MATH:** Go Math, Computer Assisted Instruction (I-Ready, Think Central, Explore Learning - Reflex, Florida Ready), Math Club, Manipulatives, Scholastic Magazine, Interventionists, Saturday Academy, Anchor Charts, Interactive Notebooks, Pacing Guides
- **SOCIAL SCIENCE:** McGraw-Hill Social Science Series, Computer Assisted Instruction (Discovery Education, Gizmos, BrainPop, NBC Learn), Scholastic Magazine, Anchor Charts, Pacing Guides
- **SCIENCE:** Scott Foresman Science Series, Computer Assisted Instruction (BrainPop, Gizmos, Discovery Education), Science Club, Science Kits, Interventionists, Saturday Academy, Anchor Charts, Fairchild Tropical Gardens, Science Fair, Scholastic Magazine, Interactive Notebooks, Pacing Guides

Plan to Monitor Progress Toward G1. 8

Disaggregation of data reports to monitor student progress.

Person Responsible

Lisa Wiggins

Schedule

On 8/11/2016

Evidence of Completion

2016 Florida Standards Assessment, 2016 SAT Assessment, 2016 FCAT 2.0 for Science and iReady Diagnostics and Growth Monitoring.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. We will increase student achievement by improving Core instruction across all content areas. **1**

G082398

G1.B1 Consistent use of rigorous instructional delivery through the use of the Gradual Release of Responsibility Model (GRRM). **2**

B218145

G1.B1.S1 Plan for and deliver instruction through the GRRM that's based on standards and/or specific domains. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging activities. Data will be used to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. **4**

S230426

Strategy Rationale

Planning for the instructional delivery allows for the alignment of standards to be covered at an efficient pace, and permits adjustments and restructure of future instructional paths. This ensures students are exposed gradually with purposeful, engaging, and collaborative instructional activities which address all levels of complexity. Through the use of the GRRM students will be engaged in the learning process which will help increase their attention and focus, motivate them to practice higher-level critical thinking skills and promote meaningful learning experiences. This process will enable stakeholders to fully grasp and observe the impact of the instructional delivery.

Action Step 1 **5**

The Leadership Team will analyze data to discuss and identify possible barriers and action steps.

Person Responsible

Lisa Wiggins

Schedule

On 8/11/2016

Evidence of Completion

Sign-in sheets, Agenda, Meeting Minutes, and FSA

Action Step 2 5

Leadership Team will collaborate with teachers in the Integrated Planning in order to develop focused, strategic, and rigorous instruction that aligns with the Florida Standards.

Person Responsible

Lisa Wiggins

Schedule

On 6/8/2017

Evidence of Completion

Sign-in sheets, Agenda, Meeting Minutes, and FSA

Action Step 3 5

In order to create an environment where collaborative creativity is being promoted, instructional leaders will provide support through the use of the coaching cycle to ensure teachers are strategic in the delivery of instruction of the Florida Standards, and effectively implementing the GRRM.

Person Responsible

Lisa Wiggins

Schedule

On 6/8/2017

Evidence of Completion

Master Schedule

Action Step 4 5

Leadership team will meet with teachers to conduct collaborative data chats and assist with the on-going implementation of differentiated instruction addressing the diverse needs of all students.

Person Responsible

Lisa Wiggins

Schedule

On 9/26/2016

Evidence of Completion

Lesson Plans and Data Reports

Action Step 5 5

Engage in consistent monitoring, feedback and support, to ensure the fidelity of maintenance of depth of knowledge and commonality of structures across content areas.

Person Responsible

Lisa Wiggins

Schedule

On 6/8/2017

Evidence of Completion

Coach Walkthrough Logs and Grade Level Meeting Minutes, Administrator Walkthrough Notes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Conduct walk-throughs, review lesson plans, facilitate grade-level meetings, examine authentic student work, samples and interactive notebooks, and analyze data to decide future instructional paths for all students.

Person Responsible

Lisa Wiggins

Schedule

On 6/8/2017

Evidence of Completion

Lesson Plans, Reader's Response Notebook, Common Board Configurations, Anchor Charts, Differentiated Instruction Log and Activities, Administrator Walkthrough Notes, Grade-Level Meeting Minutes, Student Work Samples, and Data Reports.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review informal and formal assessments for various levels of complexity, collect authentic student work samples demonstrating acquisition of depth of knowledge, analyze data results, and conduct data chats.

Person Responsible

Lisa Wiggins

Schedule

On 6/8/2017

Evidence of Completion

Interactive Notebooks, Informal and Formal Assessments, Differentiated Instruction Log and Activities, iReady Diagnostic and Growth Monitoring Reports.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G1.MA1  M296374	Disaggregation of data reports to monitor student progress.	Wiggins, Lisa	8/11/2016	2016 Florida Standards Assessment, 2016 SAT Assessment, 2016 FCAT 2.0 for Science and iReady Diagnostics and Growth Monitoring.	8/11/2016 one-time
G1.B1.S1.A1  A293838	The Leadership Team will analyze data to discuss and identify possible barriers and action steps.	Wiggins, Lisa	8/11/2016	Sign-in sheets, Agenda, Meeting Minutes, and FSA	8/11/2016 one-time
G1.B1.S1.MA1  M296372	Review informal and formal assessments for various levels of complexity, collect authentic student...	Wiggins, Lisa	8/22/2016	Interactive Notebooks, Informal and Formal Assessments, Differentiated Instruction Log and Activities, iReady Diagnostic and Growth Monitoring Reports.	6/8/2017 one-time
G1.B1.S1.MA1  M296373	Conduct walk-throughs, review lesson plans, facilitate grade-level meetings, examine authentic...	Wiggins, Lisa	8/22/2016	Lesson Plans, Reader's Response Notebook, Common Board Configurations, Anchor Charts, Differentiated Instruction Log and Activities, Administrator Walkthrough Notes, Grade-Level Meeting Minutes, Student Work Samples, and Data Reports.	6/8/2017 one-time
G1.B1.S1.A5  A293842	Engage in consistent monitoring, feedback and support, to ensure the fidelity of maintenance of...	Wiggins, Lisa	8/22/2016	Coach Walkthrough Logs and Grade Level Meeting Minutes, Administrator Walkthrough Notes	6/8/2017 one-time
G1.B1.S1.A3  A293840	In order to create an environment where collaborative creativity is being promoted, instructional...	Wiggins, Lisa	9/6/2016	Master Schedule	6/8/2017 one-time
G1.B1.S1.A4  A293841	Leadership team will meet with teachers to conduct collaborative data chats and assist with the...	Wiggins, Lisa	9/26/2016	Lesson Plans and Data Reports	9/26/2016 one-time
G1.B1.S1.A2  A293839	Leadership Team will collaborate with teachers in the Integrated Planning in order to develop...	Wiggins, Lisa	9/26/2016	Sign-in sheets, Agenda, Meeting Minutes, and FSA	6/8/2017 one-time

V. Professional Development Opportunities

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

G1. We will increase student achievement by improving Core instruction across all content areas.

G1.B1 Consistent use of rigorous instructional delivery through the use of the Gradual Release of Responsibility Model (GRRM).

G1.B1.S1 Plan for and deliver instruction through the GRRM that's based on standards and/or specific domains. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging activities. Data will be used to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Leadership Team will collaborate with teachers in the Integrated Planning in order to develop focused, strategic, and rigorous instruction that aligns with the Florida Standards.

Facilitator

Sandra Palacios and Dianelys Castaneda

Participants

All Instructional Teachers

Schedule

On 6/8/2017

PD Opportunity 2

In order to create an environment where collaborative creativity is being promoted, instructional leaders will provide support through the use of the coaching cycle to ensure teachers are strategic in the delivery of instruction of the Florida Standards, and effectively implementing the GRRM.

Facilitator

Sandra Palacios and Dianelys Castaneda

Participants

All Instructional Teachers

Schedule

On 6/8/2017

PD Opportunity 3

Leadership team will meet with teachers to conduct collaborative data chats and assist with the on-going implementation of differentiated instruction addressing the diverse needs of all students.

Facilitator

Sandra Palacios and Dianelys Castaneds

Participants

K-5 Teachers

Schedule

On 9/26/2016

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

Budget Data

1	G1.B1.S1.A1	The Leadership Team will analyze data to discuss and identify possible barriers and action steps.				\$0.00
2	G1.B1.S1.A2	Leadership Team will collaborate with teachers in the Integrated Planning in order to develop focused, strategic, and rigorous instruction that aligns with the Florida Standards.				\$2,176.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1521 - Amelia Earhart Elementary Schl	Other		\$2,176.00
			<i>Notes: Scholastic Magazines' Subscription for Reading, Math, and Science BrainPop License Subscription</i>			
3	G1.B1.S1.A3	In order to create an environment where collaborative creativity is being promoted, instructional leaders will provide support through the use of the coaching cycle to ensure teachers are strategic in the delivery of instruction of the Florida Standards, and effectively implementing the GRRM.				\$0.00
4	G1.B1.S1.A4	Leadership team will meet with teachers to conduct collaborative data chats and assist with the on-going implementation of differentiated instruction addressing the diverse needs of all students.				\$0.00
5	G1.B1.S1.A5	Engage in consistent monitoring, feedback and support, to ensure the fidelity of maintenance of depth of knowledge and commonality of structures across content areas.				\$0.00
					Total:	\$2,176.00