
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 1521 - Amelia Earhart Elementary School

FeederPattern: Hialeah Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: ADA HERNANDEZ

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Amelia Earhart Elementary School

Amelia Earhart Elementary School, located in the city of Hialeah, is an urban school in Regional Center 1 in Miami-Dade County, which serves a multi-ethnic population. Currently the school has an enrollment of 568 students, consisting of ninety-one percent Hispanic, six percent Black, and two percent White. The school is a Title I school, with sixty-five percent of the students receiving free or reduced lunch. The school has a thirty-one percent mobility.

Amelia Earhart Elementary School serves pre-kindergarten to fifth grade students. Our academic programs include Gifted, General, Exceptional Student Education (ESE), and Academic Excellence with an emphasis on chess. We have a large population of students receiving services in various ESE programs, ranging from Learning Disabled to Profoundly Mentally Handicapped. One hundred twenty-seven ESE students are self-contained, twenty-eight students receive services through a pull-out model, and eighteen students receive services through the Inclusion model.

We offer a variety of services to meet the diverse needs of all students and parents. Both ESE and General education students receive ongoing assistance from dedicated teachers, paraprofessionals, therapists, a counselor, and a psychologist. Every effort is made to meet the individual needs of each student and to personalize instruction through the use of state-of-the-art technology, quality teacher training programs, and ongoing parent trainings.

The stakeholders of the school reviewed pertinent data and decided to implement the following objectives for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by eighty-one percent of students scoring at or above FCAT Achievement Level Three on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards (SSS), students will increase their mathematical skills as evidenced by eighty-five percent of students scoring at or above FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by ninety-six percent of students achieving high standards on the 2006 administration of the FCAT Writing administration.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by students scoring equal to or exceeding the mean scale score of 286 on the 2006 administration of FCAT-Science.

Given the need to ensure a strong home-to-school relationship in ensuring and sustaining increased student achievement, Amelia Earhart Elementary School will demonstrate a five percentage point increase in parental and community interaction as evidenced by comparing the hourly participation logs for the 2004-2005 and 2005-2006 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a two percentage point decrease in the percent of referrals for misconduct and the numbers of suspensions from the first semester of the 2005-2006 school year as compared to the second semester of the 2005-2006 school year.

Given an emphasis on technology in education, teachers will effectively use technology to improve student achievement by using research-based programs a minimum of 3 hours per month. Teachers will also implement a minimum of two lessons that integrate technology with the curriculum while addressing the National Educational Technology Standards for students (NETS-s), as evidenced by classroom logs.

Given instruction using the M-DCPS mandated Fitness Gram standards, students in grades four and five will improve their upper body strength as evidenced by forty-two percent of students meeting high standards on the "push-up" portion of the 2005-2006 administration of the Fitnessgram Test.

Given instruction to increase students' higher order thinking skills within the disciplines of Art, Music, and Bi-lingual World Languages, students in grades three through five will effectively demonstrate higher order thinking strategies as evidenced by seventy percent of students assessed scoring at the proficient level or above on a school-level administered post-test.

Amelia Earhart Elementary School will improve its ranking on the State of Florida ROI index publication from the percentile rank of seventeen in 2003 to a percentile rank of twenty on the next publication of the index.

The average rating of the Organizational Performance Improvement Snapshot survey tool was 4.6 on a scale of one to five. According to the survey, the strongest areas were Leadership, Customer and Market Focus, Measurement, Analysis, and Knowledge Management. Areas resulting for improvement were: Strategic Planning, Human Resources, Process Management, and Business Results.

Two areas on which the school will focus as a result of the survey are the areas which rated the lowest: "I know how well my organization is doing financially" (average rating, 4.2), and "I can get the resources I need to do my job" (average rating 4.5). The rationale for selecting the aforementioned areas is solely the results of the survey. In addition, the school wants all stakeholders to understand all aspects of the school and how it functions.

To improve the area, "I know how well my organization is doing financially", the EESAC will discuss means by which to improve its sharing of reports and budgets with the stakeholders at large. Although the forum for sharing such documents is in our monthly EESAC meetings, it is apparent that there is a need to find more creative means to disseminate this information.

To improve in the area, "I can get the resources I need to do my job", focus groups and/or additional surveys will be administered to clearly understand what specifically is meant by the results of the rating. Some inquiries might include: from where is/ are the need(s) or resources derived? Is the need or resources something that can be handled at the school level, or beyond the school? More information is needed to specifically decide how to completely remedy this area.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Amelia Earhart Elementary School

VISION

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.

MISSION

Our staff 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. We will utilize technology and provide an environment of high expectations to reach our goals.

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.

Our school will accomplish the vision and mission of the school under the strong leadership of the principal. The principal is committed to the vision and mission and will do whatever it takes to ensure that they are brought to fruition.

CORE VALUES

Excellence

Amelia Earhart Elementary School pursues the highest standards in academic achievement and organizational performance, as aligned with the district's core value of excellence.

Integrity

Amelia Earhart Elementary School builds positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff, as aligned with the district's core value of excellence.

Equity

Amelia Earhart Elementary School fosters an environment that serves all students and aspires to eliminate the achievement gap as aligned with the district's core value of excellence.

Citizenship

Amelia Earhart Elementary School honors the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles as aligned with the district's core value of excellence.

School Demographics

Amelia Earhart Elementary School, located in the city of Hialeah, is an urban school in Regional Center 1 in Miami-Dade County, which serves a multi-ethnic population. Currently the school has an enrollment of 568 students, consisting of sixty-six percent Hispanic students, six percent Black students and ten percent White student. The school is a Title I school, with sixty-five percent of the students receiving free or reduced lunch. The school has a thirty-one percent mobility.

Amelia Earhart Elementary School serves pre-kindergarten to fifth grade students. Our academic programs include Gifted, General, and Exceptional Student Education (ESE). We have a large population of students receiving services in various ESE programs, ranging from Learning Disabled to Profoundly Mentally Handicapped. One hundred twenty-seven ESE students are self-contained, twenty-eight students receive services through a pull-out model, and eighteen students receive services through the Inclusion model.

Amelia Earhart Elementary School has a staff of one hundred fourteen full and part-time staff members. Of the full-time staff members, there are two administrators, one Exceptional Student Education (ESE) specialist, twenty-six general education and sixteen Exceptional Student Education (ESE) teachers, one counselor, one media specialist, twenty-two full and part-time paraprofessionals, thirteen full and part-time occupational and physical therapists, seven full and part time clerical staff, and six full and part time custodians. The school also has one micro-technician, one security monitor, one Title I Community Involvement Specialist (CIS), one lunchroom monitor, and one speech pathologist. The ethnic breakdown of the classroom teaching staff is forty-six Hispanic, sixteen Black, and seven White.

Our staff is quite experienced and knowledgeable, with an average length of twelve years of teaching experience in the State of Florida. Twenty-nine teachers have advanced degrees, including twenty-two with a Master's Degree, four with a Specialist Degree, and two holding Doctoral Degrees.

Our staff is committed to creating a community of learners where all children are expected to learn and receive quality instruction that meets their academic needs. One means to ensure our students' success at Amelia Earhart Elementary School is through our tutorial programs offered: during school hours, three days during the week and on Saturdays. The tutorials are designed to strengthen students' learning deficits.

A number of grants written by faculty members have been awarded to the school and enable us to offer students special programs such as the Waterford Reading Program and the Mondo Program, which assists students in acquiring and developing oral language skills. A grant for faculty members, the Enhancement of Education Through Technology Grant, was also awarded to our school. This technology program assists teachers in maintaining and developing national education technology standards. The school was also a recipient of a grant to implement inclusion for the third consecutive year.

Some of the greatest challenges faced by the school are those of helping our students to overcome the language barrier and providing a firm academic base while simultaneously ensuring that students are proficient in reading, writing, mathematics, science, and other academic areas. Given that most of our students speak English as a second language, and are in the process becoming proficient in English while developing skills in a rigorous curriculum increases our challenge in ensuring that each child attains the knowledge, skills, and concepts needed to be successful in his or her respective grade.

The staff and all stakeholders of the school, under the strong leadership of the principal, are committed to the achievement of all students, where each child learns in a caring environment with high academic expectations.

High Quality, Highly Qualified Teachers

Amelia Earhart Elementary school has a cohesive staff with a low teacher turnover rate. Each teacher is valued an integral, valuable part of the school's family. Every effort is made to ensure that a collegial and supportive working environment is maintained. Administration employs an open-door policy, where respect is the cornerstone of all interactions.

In addition to valuing all, it is recognized that excellence is dependent upon the summation of the daily decisions made by a skilled teacher executing his/ her craft in the process of molding the minds of students on the road to educational excellence, rather than a score on a particular test or recognition by a particular source. These vital, daily, and formative decisions lay the foundation for all students learning and achieving success, which makes this school the great institution that it is. In short, teachers are trusted to execute their craft.

Every effort is made to equip teachers with necessary resources needed to guide each student to the pinnacle of his/ her potential, ensuring that each child reaches his or her academic goals, and that no child is left behind.

Finally, teacher appreciation is reiterated with every opportunity. Weekly newsletters and morning announcements highlight appreciation for teachers on an ongoing basis. It is recognized and communicated that any accolade received by the school is directly related to the extraordinary job done by teachers and support staff, without whom accolades would not be possible. Amelia Earhart Elementary School is truly the personification of the acronym T.E.A.M., Together Everyone Achieving More.

Highly Qualified, Certified Administrators

Dr. Ada B. Hernandez has been in the field of education since 1978. She holds a Bachelor of Science Degree in Early Childhood Education, a Master of Science Degree in Early Childhood, an Education Specialist Degree in Computer Education, a Doctor of Education Degree in Early and Middle Childhood, and an Educational Leadership Degree. Dr. Hernandez has served as the principal of Amelia Earhart Elementary School for the past eight years.

Working with all stakeholders of Amelia Earhart Elementary School including the school's Educational Excellence School Advisory Council (ESSAC), Dr. Hernandez ensures that the school's resources are used for students' academic achievement. Her commitment to student achievement has been recognized through many of the accolades, including being selected as teacher-of-the-year for both the feeder pattern in which she taught and at the district level. She has been recognized as an excellent administrator in the field of ESE (Exceptional Student Education) and was honored as the District's Peace Administrator of the Year.

When Dr. Hernandez became principal of Amelia Earhart Elementary School, the school was graded a "D" under Florida's A+ Plan for school recognition. The challenge to improve the school's achievement was great, given that the school was an Exceptional Student Education (ESE) center which rendered many challenges of its own. However, under her strong leadership and dedication to student achievement, the school was recognized as a "C" school and now an "A" school, and has maintained its "A" status for the past four years. The school also met all criteria for Adequate Yearly Progress (AYP) for all applicable subgroups.

Dr. Hernandez oversees and plans for the implementation of a student-centered curriculum that leaves no child behind. Dr. Hernandez works to ensure that classrooms have the best technology and programs to promote student achievement. Her open-door policy, genuine concern for all students, and great rapport with parents, the community, students, and staff truly make the school a community of learners where everyone is valued and students receive the best education.

Mrs. Bloodworth-Johnson has been in the field of education for the past fourteen years. She holds a Bachelor of Science Degree in Elementary Education, and a Master of Science Degree in Educational Leadership. Mrs. Bloodworth-Johnson started her career in education in 1991. Her stint in education includes serving as: a classroom teacher, Curriculum Resource Teacher (CRT), Intern Supervisor, and Title I Specialist where she worked in Title I schools, assisting with Title I compliance issues and student achievement. As a teacher she received accolades for being an outstanding teacher who demonstrated innovative teaching skills and an extraordinary commitment to education. She traveled with a publishing company to various states, conducting literacy workshops for developing and implementing balanced reading programs. She was also invited to serve on a statewide Fall Regional Writing Assessment Committee for Florida, where she presented information to various counties about the state assessment, Florida Writes! (Now known as FCAT Writing). She currently serves as Assistant Principal of Amelia Earhart Elementary School, where she has been since the year 2000.

When Mrs. Bloodworth-Johnson joined the staff of Amelia Earhart Elementary School, the school was recognized as a "C" school under Florida's A+ Plan's school grading system. Working closely with the principal, teachers and staff and community, staff, Mrs. Bloodworth-Johnson assisted the school to become recognized as an "A" school under Florida's A+ Plan for school recognition, and it has retained that status for the past four years. The school also met all criteria for Adequate Yearly Progress (AYP) for all applicable subgroups.

Mrs. Bloodworth-Johnson instituted Reading Acceleration In Scope Everyday (R.A.I.S.E) and Mathematics Instruction In Scope Everyday (M.A.I.S.E), where available staff, not holding classroom duties, and administration, when available, assists classroom teachers with reading instruction. Mrs. Johnson is responsible for assisting the principal overseeing the planning for and implementation a student-centered curriculum that leaves no child behind .

TEAM ACCOMPLISHMENTS IN STUDENT ACHIEVEMENT

Dr. Hernandez and Mrs. Johnson work as a team, along with teachers, to ensure the academic success of each child. The old adage, "as iron sharpens iron, so does one man sharpen another," is a great description of this team. They have worked together to ensure the successful academic achievement of the students entrusted to them. Their journey on the road to ensuring optimal student achievement begins with believing that all children can and will learn when taught at their academic level of need.

Just as one cannot expect to build a quality home without first ensuring a firm foundation on which to build that home, one cannot expect optimal student achievement without first establishing and ensuring a solid foundation on which to build academic skills. Given the former, this team believes that in order to achieve optimal student achievement, one must know the learner, firmly establishing where his or her strengths and weaknesses are.

Given the importance of the aforementioned, the team works alongside teachers, assessing and analyzing each student's level of academic proficiency. This process involves gathering scores from state and district tests, and other pertinent data to guide them in determining the academic needs, strengths, and weaknesses of the school population. Questions arise such as: What do the data reveal about our instructional practices in how we are meeting the academic needs of our students? Are there patterns in the data collected? What can we learn from the data? The answers to these questions serve to guide the planning and implementation of: classroom instructional practices and strategies, flexible groupings according to students' needs, and which benchmarks and standards are reinforced in the before, after, during, and Saturday school tutorial programs. The team regularly monitors each aspect of the cycle, involving teachers in ongoing dialogue regarding student achievement in team meetings, whereby they adjust classroom instruction accordingly.

Teacher Mentoring

Support will be provided to new teachers to the profession as mandated by Miami-Dade County Public Schools. Teachers will participate in professional development and support trainings provided by the District. All new teachers will be assigned two colleague teachers, or an optional third colleague teacher, by mutual agreement of the teacher and principal, as part of the district's Professional Assessment and Comprehensive Evaluation System (PACES) Professional Growth Team (PGT). A needs-assessment will be completed by the beginning teacher to identify major areas where support is needed (classroom management, planning, etc.). The school's reading leader and administration will provide additional support and assistance.

Support for all teachers will be given through a collegial model, where teachers support teachers through common planning times and attend regularly scheduled grade-level meetings to discuss concerns and issues regarding student achievement. Support will also be provided by administration in analyzing ongoing student achievement data, and the school's reading leader who will provide trainings and in-class demonstrations as needed. The Professional Assessment and Comprehensive Evaluation System (PACES) will be used to evaluate all teachers.

Extended Learning Opportunities

Amelia Earhart Elementary School provides extended learning opportunities by providing before, during, after, and Saturday school tutorial programs. Tier Two and Three students are given three hours of uninterrupted reading instruction. All students experiencing academic difficulty and not meeting minimum requirements of the Sunshine State Standards are placed on Academic Improvement Plans to strengthen targeted academic deficiencies written in collaboration with parent(s)/ guardian(s). These students also receive reading, writing, mathematics and science instruction exclusively, until deficits are remedied. Chess and hands-on science classes are offered to students who meet criteria for the programs through the District's Academic Excellence Program during specified days of the week.

Ongoing data are analyzed and the results given to tutorial teachers to ensure an effective program that positively impacts student achievement.

School-Wide Improvement Model

Amelia Earhart Elementary School will employ the Plan-Do-Study-Act process for ongoing student achievement which involves the following process: 1. Plan: Disaggregating and analyzing pertinent data, identifying areas of strengths and weaknesses, forming instructional groups based on data, prioritizing skills needing improvement and setting and monitoring on-

going goals through instructional calendars; 2. Do: Lesson delivery using instructional calendars; 3. Study: frequent administration of assessments following the teaching of skills, analyzing data, identifying areas and strategies requiring improvement and those that are working; 4. Act: Determining each student's next learning steps, remediation or enrichment, of skills or benchmarks. This process will provide assistance in effectively addressing all subgroups identified in No Child Left Behind (NCLB).

School Foundation

Leadership:

The administrative team works alongside the leadership team, teachers, and all stakeholders to ensure the academic success of each child. The old adage, “as iron sharpens iron, so does one man sharpen another,” is a great description of the staff of Amelia Earhart Elementary, which personifies the acronym, T.E.A.M. (Together, Everyone Achieves More). The administrative team works together to ensure the successful academic achievement of the students entrusted to them. Their journey on the road to ensuring optimal student achievement begins with believing that all children can and will learn when taught at their academic level of need, which is echoed in every classroom and throughout the school.

An analysis of results from the Organizational Performance Improvement Snapshot survey showed a 4.7 approval rate on a scale of 1 to five for the area of leadership. The leadership team will examine means by which to gather a better understanding of the results of the rating to strategically plan for improvement.

District Strategic Planning Alignment:

Because our staff is the personification of the acronym T.E.A.M., staff members are critical in the process of setting goals and objectives for the school. Working with the school’s EESAC, pertinent data are analyzed and decisions made accordingly. Committees are formed to establish targets and meet regularly to ensure adequate progress is made toward the established targets.

The Organizational Performance Improvement Snapshot survey showed a 4.6, or ninety-two percent approval rating of satisfaction on a scale of one (1) to five (5), for the area of strategic planning. The question to measure the aforementioned area was, “I know the parts of my organization’s plans that will affect me and my work.”The leadership team will examine means by which to gather a better understanding of the results of the rating to strategically plan to increase the rating for the said area.

Stakeholder Engagement:

Data analyzed from the Organizational Performance Improvement Snapshot showed a high level of customer satisfaction. The survey collected data regarding various aspects of the operations of the school. On a satisfaction scale ranging from one (1) to five (5), each category was rated on average with a 4.6.

The Organizational Performance Improvement Snapshot survey showed a 4.6 or a ninety-two percent approval rating of satisfaction on a scale of one (1) to five (5), for the area of stakeholder engagement. The leadership team will examine means by which to gather a better understanding of the results of the rating to strategically plan to increase the rating for the said area.

Faculty & Staff:

The staff of Amelia Earhart Elementary School works together as a team to ensure that each student learns and that no child is left behind. The leadership team of the school works alongside each staff member, working with diligence and urgency, to ensure that no child is left behind. All accolades given to the school flow back to each hard working, focused, goal-oriented member, who goes beyond their job descriptions to make our school the very

best that Miami-Dade County Public Schools has to offer. Support will be provided to new teachers to the profession as mandated by Miami-Dade County Public Schools. Teachers will participate in professional development and support trainings provided by the District. All new teachers will be assigned two colleague teachers, or an optional third colleague teacher, by mutual agreement of the teacher and principal, as part of the district's Professional Assessment and Comprehensive Evaluation System (PACES) Professional Growth Team (PGT). A needs-assessment will be completed by the beginning teacher to identify major areas where support is needed (classroom management, planning, etc.). The school's reading coach and administration will provide additional support and assistance.

Support for all teachers will be given through a collegial model, where teachers support teachers through common planning times and attend regularly scheduled grade-level meetings to discuss concerns and issues regarding student achievement. Support will also be provided by administration in analyzing ongoing student achievement data, and the school's reading coach who will provide trainings and in-class demonstrations as needed. The Professional Assessment and Comprehensive Evaluation System (PACES) will be used to evaluate all teachers.

Data/Information/Knowledge Management:

On an ongoing basis, analyzed and applied data are used to monitor the progress of the staff toward school and district goals. On the instructional level, this process involves gathering scores from state and district tests, and other pertinent data to guide addressing students' academic needs, strengths, and weaknesses. Questions arise such as: What do the data reveal about our instructional practices in how we are meeting the academic needs of our students? Are there patterns in the data collected? What can we learn from the data? The answers to these questions serve to guide the planning and implementation of: classroom instructional practices and strategies, flexible groupings according to students' needs, and which benchmarks and standards are reinforced in the before, after, during, and Saturday school tutorial programs. There is monitoring of each aspect of the data-driven cycle, involving pertinent staff in ongoing dialogue regarding student achievement in team meetings, whereby they adjust classroom instruction accordingly. This process will provide assistance in effectively addressing all subgroups identified in No Child Left Behind (NCLB).

The aforementioned process of using data to drive change is used to monitor the progress of employees and other aspects of the school. The school's EESAC meets regularly to discuss issues as they may arise and to devise plans to remedy problems and/or concerns. This decision-making body of the school plays a critical role in ensuring that all aspects of the school's functioning are on track with meeting goals and mandates.

Education Design:

Extended Learning Opportunities

Amelia Earhart Elementary School provides extended learning opportunities by providing before, during, after, and Saturday school tutorial programs. Tier Two and Three students are given three hours of uninterrupted reading instruction. All students experiencing academic difficulty and not meeting minimum requirements of the Sunshine State Standards are placed on Academic Improvement Plans to strengthen targeted academic deficiencies written in collaboration with parent(s)/ guardian(s). These students also receive reading, writing, mathematics and science instruction exclusively, until deficits are remedied.

On-going data are analyzed and the results given to tutorial teachers to ensure an effective program that positively impacts student achievement.

School-wide Improvement Model

Amelia Earhart Elementary School employs the Plan-Do-Study-Act process for ongoing student achievement which involves the following process: 1. Plan: Disaggregating and analyzing pertinent data, identifying areas of strengths and weaknesses, forming instructional groups based on data, prioritizing skills needing improvement and

setting and monitoring on-going goals through instructional calendars; 2. Do: Lesson delivery using instructional calendars; 3. Study: frequent administration of assessments following the teaching of skills, analyzing data, identifying areas and strategies requiring improvement and those that are working; 4. Act: Determining each student's next learning steps, remediation or enrichment, of skills or benchmarks. This process will provide assistance in effectively addressing all subgroups identified in No Child Left Behind (NCLB).

Performance Results:

The impact of implementing the Plan-Do-Study Act process has positively impacted the school. The process has resulted in the school being recognized as an "A" school for the state's school recognition program for the past four consecutive years and meeting Adequate Yearly Progress (AYP). Implementing the process has also resulted in a high level of satisfaction by its constituents on the Organizational Performance Improvement Snapshot self-assessment.

The process directly aided the school in meeting AYP. The 2004-2005 school year marked the first year, after attempting for three consecutive years, to meet the federal mandate. However, by diligently working through the process, and involving all stakeholders, the school met the requirements.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 1 STATEMENT:

The students of Amelia Earhart Elementary School will acquire the knowledge, skills, and competencies needed to master State standards in the area of reading.

Needs Assessment

The results of the 2005 FCAT Reading indicate that 76 percent of students tested in grades 3-5 met high standards in reading (five percentage points above the previous year's administration) and 72 (seventy-two) percent of students made a year's worth of progress in reading. The results also indicate that 56% percent of struggling students made a year's worth of progress in reading as noted on the state's Annual Report Card 2005. The school met all criteria for the Federal, No Child Left Behind Act.

According to the 2005 State Report of School FCAT Results, fifty-nine percent of the students in grades three and four, each scored at the proficient level or higher on the 2005 FCAT Reading administration.

According to the 2005 State Report of School FCAT Results, seventy-two percent of the students in grade five scored at the proficient level or higher on the 2005 FCAT Reading administration.

Content Area Analyses

The average number of points earned by grade three students for the content cluster, Words and Phrases, was three out of a possible six, fifty percent.

The average number of points earned by grade three students for the content cluster, Main Idea/ Author's Purpose, was fourteen out of a possible twenty-six, fifty-four percent.

The average number of points earned by grade three students for the content cluster, Comparisons, was five out of a

possible eight, sixty-three percent.

The average number of points earned by grade three students for the content cluster, Reference & Research, was three out of a possible five, sixty-percent.

The average number of points earned by grade four students for the content cluster, Words and Phrases, was four for out of a possible seven, fifty-seven percent.

The average number of points received by fourth grade students for the content cluster, Main Idea, was fourteen out of a possible twenty-three, sixty-one percent.

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Adequate Yearly Progress (AYP) was met in reading by each applicable sub-group for No Child Left Behind (NCLB).

An analysis of the above data communicates that all State and Federal criteria were met; improvement is needed in each reading content strand to ensure that no child is left behind.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by eighty-one percent of students scoring at or above FCAT Achievement Level Three on the 2006 administration of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop and implement a school reading symbol to recognize students for increasing reading proficiency. (Reading Wizard).	Teachers, Administration	10/31/05	5/19/06
Disaggregate and analyze data from the 2005 FCAT Reading Test and on-going assessments to identify areas of weaknesses in student performance to guide instructional practice.	Administration, Teachers	8/1/05	6/5/06
Form flexible groupings whereby reading deficits are targeted to improve students' acquisition of the Sunshine State Standards.	Teachers and Administration	8/1/05	5/12/06
Develop an instructional focus calendar, delineating when benchmarks will be taught and reviewed in light of the 2006 administration of the FCAT.	Teachers and administration	9/19/05	10/31/06
Conduct regular grade-level meetings to address areas of concern involving student achievement, analyzing student achievement data, and planning to remediate learning deficits of students.	Administration, Grade Level Team Leaders, Reading Coach	8/8/05	6/19/06
Develop and implement a school-wide accountability system for students' reading logs.	Teachers, Administration, Parents, Students	10/31/05	5/12/06
Increase the school-wide emphasis on the implementation of Book It.	Administration, Teachers, Students, Parents	9/1/05	5/12/06
Implement the PDSA (Plan, Do, Study, Act) model for continuous improvement.	EESAC, Administration, Classroom Teachers	8/8/05	5/19/06
Implement the Comprehensive Research-Based Reading Plan in kindergarten through fifth grades with an intensive focus on Guided Reading.	Reading Coach, Teachers, Administration	8/8/05	5/24/06
Implement Reading Acceleration In Scope Everyday (R.A.I.S.E.) as a means to support increased reading proficiency of students.	Administration, Teachers of Spanish, PE, music (selected), and Art.	8/15/2005	5/15/06
Provide Before, During, After School (Monday, Tuesday, and Thursday) and Saturday Tutorial	Administration, selected Tutorial Teachers, classroom teachers	9/1/05	3/1/06

programs to address all applicable sub-groups of NCLB and the bottom twenty-five percent of grades three through five.			
Administer bi-weekly reading assessments to track students' progress on reading benchmarks throughout the year.	Administration, Reading Coach, Teachers, Administration	8/15/05	5/12/06
Implement the inclusion model as a means to address the SWD subgroup of the No Child Left Behind Mandate.	Administration, Inclusion teacher, Administration, Counselor, Classroom Teachers, Varying Exceptionalities Teacher	8/8/05	5/19/06
Establish an intensive reading teacher to work specifically with Tier Two and Three students, FCAT Level 1 and two, and students (Grades three and four) in the lowest 25th percentile.	Administration	8/1/05	5/24/06

Research-Based Programs

Houghton Mifflin Miami Edition reading program

Voyager Passport

Lexia

Soar To Success

Riverdeep

Compass Learning

Professional Development

The school will follow the District's protocol for professional development. A needs assessment completed by teachers and results from disaggregated test data will be used to guide specific and targeted professional development activities. The school's reading coach will provide ongoing support and training in the Big 5 areas of reading as needed (Phonemic Awareness, Phonics, Comprehension, Vocabulary, and Fluency). Teachers will attend the District's on going professional development trainings as appropriate.

Among the topics to be submitted for approval are:

1. The Comprehensive Research-Based Comprehensive Reading Plan (CRRP)
2. Creating Independence Through Student-Owned Strategies (CRiss)
3. FCAT Writing-Plus
4. Guided Reading
5. Reciprocal Teaching
6. Lexia
7. Overview of the Sunshine States Standards for reading
8. Student Performance Indicators (SPI)

Evaluation

Bi-weekly, monthly and quarterly assessments to monitor student progress will occur on an on-going basis. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test will be administered as mandated by the district. Compiled data will be shared with the classroom teachers to guide planning and instruction. The objective will be met by eighty-one percent of students scoring at or above FCAT Achievement Level Three on the 2006 administration of the FCAT.

Reading Tutorial Program

Tutorial Attendance Logs reflecting the attendance of the lowest Twenty-five (25) percent of grades three through five and/or sub-groups for NCLB.

The average for each applicable subgroup will increase by two percentage points from the pre-test administered at the beginning of tutoring to the post-test administered at the conclusion of tutoring.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 2 STATEMENT:

Amelia Earhart Elementary School's students will acquire the knowledge, skills, and competencies needed to master state standards in the area of mathematics.

Needs Assessment

The results of the 2005 FCAT Mathematics indicate that 80 percent of students tested in grades 3-5 met high standards in reading (four percentage points above the previous year's administration) and 73 percent of students made a year's worth of progress in mathematics. All criteria were met under the Federal, No Child Left Behind Act. The school met all criteria for the that:

-Fifty percent of students in grade three obtained the total possible points for the content cluster, Number Sense.

-Sixty-three percent of students in grade three obtained the maximum possible points for the content cluster, Measurement.

-Seventy-one percent of students in grade three obtained the maximum possible points for the content cluster, Geometry.

-Fifty-percent of students in grade three obtained the maximum points for the content cluster, Algebraic Thinking.

-Seventy-one percent of students in grade three obtained the maximum points for the content cluster, Data Analysis.

-Fifty-five percent of students in grade four obtained the maximum points for the content cluster, Number Sense.

-Sixty-three percent of students in grade four obtained the maximum points for the content cluster, Measurement.

-Fifty-seven percent of students in grade four obtained the maximum points for each of the content clusters: Geometry, Data Analysis, and Algebraic Thinking.

An analysis of the above data communicates that improvement is needed in each of mathematical strands to ensure that no child is left behind.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students will increase their mathematical skills as evidenced by eighty-five percent of students scoring at or above FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Form and implement ongoing flexible groupings whereby deficits are targeted to improve students' acquisition of the Sunshine State Standards.	Teachers, Administration	8/1/05	5/19/06
Implement a school-wide implementation of mathematics journals.	Teachers, Administration	10/31/05	5/19/06
Conduct regular grade level meetings to address areas of concerns involving student achievement, analyzing data, and planning to address learning deficits of students.	Administration, Grade Level Team Leaders	8/8/05	5/19/06
Disaggregate and analyze data from the 2005 FCAT Mathematics Test and ongoing assessments to identify areas of weaknesses in student performance to guide instructional practice.	Administration	8/1/05	6/5/05
Form and implement ongoing flexible groupings whereby students' academic needs are targeted to improve students' acquisition of the Sunshine State Standards.	Teachers, Administration	8/1/05	5/19/06
Implement the inclusion model to address the SWD sub-group of NCLB.	Classroom Teachers, Inclusion Teacher, School Counselor, Administration	8/8/05	5/24/06
Utilize research- based textbooks in mathematics.	Administration Classroom teachers	8/1/05	5/23/06
Administer school-devised assessment by mathematics strands to track students' progress on the Sunshine State Standards.	Administration, Classroom teachers, Administration	8/8/05	5/19/06
Implement Mathematics Acceleration In Scope Everyday (M.A.I.S.E.) as a means to support increased student academic proficiency.	Administration, Teacher(s) of Spanish, Art, Music, PE	8/8/05	5/19/06
Implement data-driven instruction according to results regularly administered assessments.	Administration, Classroom Teachers	8/8/05	5/23/06

Train primary grades to employ the “multiple-skills” exposure technique of EDA in mathematics instruction and provide on going support for its implementation.	Administration, Teachers, EDA Consultants, Administration	9/19/05	5/19/06
Develop a school-wide incentive and recognition program to increase students’ proficiency in knowing basic mathematics facts.	Administration, Teachers, Students, Administration	8/8/05	5/19/06
Develop an instructional focus calendar, delineating when benchmarks will be taught and reviewed in light of the 2005 administration of the FCAT.	Administration, Classroom teachers, Administration	8/22	9/1/05
Provide Before, During, After School (Monday, Tuesday, and Thursday) and Saturday Tutorial programs to address all applicable sub-groups of NCLB and the bottom twenty-five percent of grades three through five.	Tutorial Teachers, Administration	9/1/05	3/1/06
Implement EDA supplementary mathematics program.	Administration, Classroom Teachers, EDA Consultants	8/8/05	5/19/06

Research-Based Programs

Houghton-Mifflin Mathematics Program, EDA Acaletics

Professional Development

The school will follow the District’s protocol for providing professional development. To determine the school-level trainings, a needs assessment completed by teachers and results from disaggregated test data will be used to guide specific and targeted professional development activities. Regular meetings between the consultants of EDA Acaletics will be provided to review data from regularly administered assessments and to plan in order to improve any deficits found. Teachers will attend the district’s ongoing professional development trainings.

Evaluation

This objective will be evaluated by students increasing their mathematical skills as evidenced by eighty-five percent of students scoring at or above FCAT Achievement Level 3 or above on the 2006 administration of the FCAT.

Mathematics Tutorial Program

Tutorial Attendance Logs reflecting the attendance of the lowest Twenty-five (25) percent of students in grades three through five and/or sub-groups for NCLB.

The average for each applicable subgroup will increase by two percentage points from the pre-test administered at the beginning of tutoring to the post-test administered at the conclusion of tutoring.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 3 STATEMENT:

The students of Amelia Earhart Elementary School will acquire the knowledge, skills, and competencies needed to master state standards in the area of writing.

Needs Assessment

The results of the 2005 FCAT Writing Test indicate that ninety-five percent of the fourth grade students met high standards in writing by scoring 3.5, an improvement of one percentage point above the 2004 FCAT Writing administration score. However, five percent of the fourth grade students did not meet the standard, which communicates that improvement is needed based on the No Child Left Behind (NCLB) mandate.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by ninety-six percent of students achieving high standards on the 2006 administration of the FCAT Writing administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Disaggregate and analyze data from the 2005 FCAT Writing and ongoing assessments (narrative and expository) to identify areas of weaknesses in student performance to guide instructional practice.	Administration, Classroom Teachers	8/1/05	5/19/06
Conduct regular team meetings to discuss and address writing assessments and to plan for strengthening areas of weaknesses.	Administration, Teachers, Reading Coach	8/8/05	5/19/06
Maintain a writing portfolio for each student to document growth in students' writing skills and to increase writing proficiency.	Administration, Classroom Teachers	8/8/05	5/19/06
Schedule and implement regular writing assessments on expository and narrative prompts, using the FCAT Writing Rubric to score papers.	Administration Classroom Teachers, Reading Coach	8/8/05	5/19/06
Implement a school-wide implementation of Capitals, Omissions, Punctuation, and Substitutions (C.O.P.S.), whereby students are presented with sentences that are grammatically incorrect and contain spelling and punctuation errors to correct.	Administration, Reading Coach, Classroom Teachers	11/1/05	5/19/06
Establish a grade 4 Writing Wizard to recognize grade four students who write outstanding essays.	Administration, Classroom Teachers, Reading Coach,	11/1/05	5/19/06
Conduct training on FCAT Writing Plus for all grade levels and provide ongoing support for its implementation.	Administration, Reading Coach, Grade 4 Teachers	11/2/05	5/19/06
Form and implement ongoing flexible groupings whereby students' academic needs are targeted to improve students' writing proficiency.	Administration, Classroom Teachers, Administration	8/8/05	5/19/06
Administer a monthly school-wide writing prompt.	Administration, Classroom Teachers, Reading Coach Administration	11/1/05	5/19/06
Establish a school-wide Writing Wall in school's cafeteria where the writings of outstanding student authors are highlighted.	Administration, Community Involvement Specialist	11/14/05	5/19/06

Establish a monthly Author's Tea whereby selected students and parents meet in an agreed upon place and share stories and/or poems that are written and read by students.	Administration, Classroom Teachers, Community Involvement Specialist, Administration	11/14/05	5/19/06
Implement the inclusion model to assist SWD in the area of writing.	Administration, Inclusion Teacher, Classroom Teachers, Counselor, Administration	8/8/05	5/19/06
Provide Before, During, After School (Monday, Tuesday, and Thursday) and Saturday Tutorial programs to address all applicable sub-groups of NCLB and the bottom twenty-five percent of students in grades three through five.	Administration, Tutorial Teachers, Administration	9/1/05	3/1/06

Research-Based Programs

Houghton-Mifflin REading, Miami Edition

Professional Development

The school will follow the district's protocol for professional development. A needs assessment completed by teachers, and results from disaggregated test data will be used to guide specific and targeted professional development activities. Professional development for teachers will be provided by the school's reading coach, who will conduct regular classroom demonstrations and trainings in the writing process, based on the results from completed needs-assessment surveys. Teachers will attend professional development activities provided by the District and Regional Center I.

Trainings to be submitted for approval are:

1. Scoring FCAT-Writing
2. The Writing Process
3. Integrating Writing Across the Curriculum

Evaluation

Ongoing assessments will include the writing pre and post- tests, weekly assignments and monthly prompts which will be used to monitor students' progression toward mastery of writing objectives.

Grade 4 students will demonstrate writing proficiency as evidenced by ninety-six percent of students achieving high standards on the 2006 administration of the FCAT Writing administration.

Writing Tutorial Program

Tutorial Attendance Logs reflecting the attendance of the lowest Twenty-five (25) percent of grades three through five and/or sub-groups for NCLB.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

The students of Amelia Earhart Elementary School will acquire the knowledge, skills, and competencies needed to master State standards in the area of science.

Needs Assessment

A review of science data showed fifty-eight percent of grade five students scored seventy percent or above on the school administered science, year-end assessment. This percent is a fifty percentage point increase above the results of the pre-test administered in the fall, which revealed eight percent of students scoring seventy percent or above.

The mean score for fifth grade students on FCAT Science was 282. The average mean score for the district was 286. The school, on average, fell below the district by four percentage points. Given that science becomes a part of the accountability subjects in 2006-2007, there is a clear need for improving in the area of science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by students scoring equal to or exceeding the mean scale score of 286 on the 2006 administration of FCAT-Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a school-wide science fair, whereby all classes participate.	All Pre-kindergarten-grade five classroom teachers, Administration	4/17/05	4/21/06
Administer a science pre-test of annually assessed benchmarks to students as a means of establishing baseline data and as a guide for instruction.	Classroom Teachers, Administration	8/8/05	8/12/05
Disaggregate and analyze pertinent data from the 2005 FCAT-Science Test and ongoing assessments to identify areas of weaknesses in student performance to guide instructional practice.	Administration, Classroom Teachers, Science Lab Teacher	8/1/05	8/5/05
Implement the PDSA (Plan, Do, Study, Act) model for continuous improvement.	EESAC, Classroom Teachers, Administration	8/1/05	5/5/05
Ensure that each second through grade five class attends the science lab for hands-on/ minds/ on science inquiry lessons at least once a week.	Classroom Teachers, Administration, K-5 Teachers, and Science Lab Teacher	10/17/05	5/19/06
Implement the District's science and math curriculum, Bridges To Careers.	Administration, Classroom Teachers	8/8/05	5/19/06
Implement the inclusion model.	Administration, Inclusion Teacher, Classroom Teacher, Counselor	8/8/05	5/19/06
Provide tutoring in science for Saturday tutorials.	Administration, Tutorial Teachers	11/5/05	2/25/06
Provide Before, During, After School (Monday, Tuesday, and Thursday) and Saturday Tutorial programs to address all applicable sub-groups of NCLB and the bottom twenty-five percent of students in grades three through five.	Administration, Tutorial teachers	9/1/05	3/1/06

Research-Based Programs

Harcourt Science textbook
Unitedstreaming

Professional Development

The school will follow the District's protocol for professional development. A needs assessment, completed by teachers, will be used to guide specific and targeted professional development activities on all strands of the science Sunshine State Standards. Teachers will also attend trainings offered by the District and Regional Center 1.

Evaluation

The 2006 FCAT Science school report will show the average scale score earned by grade five students as equal to or greater than the District's average mean scale score.

Science Tutorial Program

Tutorial Attendance Logs reflecting the attendance of the lowest Twenty-five (25) percent of students in grades three through five and/or sub-groups for NCLB.

The average for each applicable subgroup will increase by two percentage points from the pre-test administered at the beginning of tutoring to the post-test administered at the conclusion of tutoring.

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

Amelia Earhart Elementary School will strengthen the home-to-school bond, working alongside parents to ensure that their children make sufficient progress to acquire the knowledge, skills, and competencies needed to master State standards.

Needs Assessment

Given the need to ensure a strong home-to-school relationship in ensuring and sustaining increased student achievement, Amelia Earhart Elementary School will demonstrate a five percentage point increase in parental and community interaction as evidenced by comparing the hourly logs for the 2004-2005 and 2005-2006 school years.

Measurable Objective

Given the need to ensure a strong home-to-school relationship in ensuring and sustaining increased student achievement, Amelia Earhart Elementary School will demonstrate a five percentage point increase in parental and community interaction as evidenced by comparing the hourly participation logs for the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of workshops offered to parents from the 2004-2005 school year.	CIS, Administration, Reading Coach, Classroom Teachers	9/25/05	5/19/06
Offer a Family Math, Science, and/or FCAT Night where parents are taught, in depth, information about Sunshine State Standards and state & district testing.	Teachers, CIS, Administration	12/7/05	5/19/06
Implement a monthly Author's Tea whereby selected students and parents meet in an agreed upon place and share stories and/or poems written and read by students.	CIS, Classroom Teachers, Administration, Counselor, Media Specialist	11/7/05	5/19/06
Increase the number of parent volunteers at the school by determining the number of parent volunteers from the 2004-2005 school year and increasing the number by five percent for the 2005-2006 school year.	Administration Community Involvement Specialist, Counselor	9/1/05	5/12/06
Administer a needs assessment to parents to determine areas for which to provide professional development.	Administration, Community Involvement Specialist, Counselor, Administration	9/15/05	9/23/05

Research-Based Programs

Parent Teacher Association (PTA)

Professional Development

The school will follow the district's protocol for providing training for parents. To determine which trainings to offer, the school will administer a needs assessment for parents to complete. The school will also encourage parents to enroll in classes offered through the district's parent academy classes.

Evaluation

Success toward the objective will be documented by a five percentage point increase in parental and community interaction as evidenced by a comparison to the hourly participation logs from 2004-2005 to the logs of 2005-2006.

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 6 STATEMENT:

Amelia Earhart Elementary School will ensure a safe learning environment for all stakeholders of the school where each party excels and reaches his/her full potential.

Needs Assessment

A review of data of the number of referrals at the school showed that the number of referrals have increased. Given the quintessential importance of providing a safe learning environment for all stakeholders of the school, there is a need to decrease the number of referrals to ensure safety for all.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a two percentage point decrease in the percent of referrals for misconduct and the numbers of suspensions from the first semester of the 2005-2006 school year as compared to the second semester of the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of teachers who refer students to student mediators as a means to curtail student conflicts.	Administration, Counselor & Security Monitor teachers.	10/12/05	5/19/06
Increase the number of referrals to mediation to settle student conflict.	Administration, Counselor & Security Monitor teachers	10/26/05	5/19/06
Administer parental, student, and teacher attitudinal surveys to determine their perception of the safety of the school.	Administration, Counselor and Parents Liaison	10/24/05	11/16/05
Increase the number of student mediators.	Administration, Counselor	10/18/05	5/19/06
Disseminate information to parents about student mediators and conflict resolution at parent workshops.	Administration, Counselor, security Monitor, Parent Liaison and teachers.	10/21/05	10/21/05
Visit all classroom to explain the Code of Student Conduct & consequence of breaking the rules.	Administration, Security Monitor and Counselor	10/19/05	10/28/05

Research-Based Programs

Conflict Resolution Materials

Professional Development

Following proper protocol for professional development from the District, the following trainings will be offered:

- Parent and Faculty workshops
- MDCPS conflict resolution workshops

Evaluation

A comparison of data regarding referrals will show a two percentage point decrease from the first semester to the second semester of the 2005-2006 school year.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 7 STATEMENT:

To effectively integrate technology into the instructional program to improve learning outcomes and prepare students with skills necessary to succeed in a technology-rich society.

Needs Assessment

Results from the school administered Teacher Technology Survey indicate the following:

- The majority of the students are not technologically proficient.
- The majority of the school's teachers do not implement lessons that integrate technology into the curriculum using the National Educational Technology Standards for Students (NETS-s).
- The majority of the students and parents are not aware of how to access and use district-supported online educational programs (e.g. Riverdeep and FCAT Explorer).
- The majority of the teachers stated our school needs a Computer and Computer/ Science Lab equipped with sufficient technology resources (computers, printer, interactive board, and projector) for all their students.

Review of the data communicates a need for improvement in the area of technology.

Measurable Objective

Given an emphasis on technology in education, teachers will effectively use technology to improve student achievement by using research-based programs a minimum of 3 hours per month. Teachers will also implement a minimum of two lessons that integrate technology with the curriculum while addressing the National Educational Technology Standards for students (NETS-s), as evidenced by classroom logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct parent training on Riverdeep Destination Reading Success and Destination Math training (K-5th grade regular standard education and selected ESE)	Administration Selected Technology Teachers	11/7/05	11/7/05
Create and implement effective lessons utilizing United Streaming to enhance learning across the curriculum.	Administration K-5 Classroom teachers, Administration	10/5/05	12/5/05
Provide professional development opportunities for teachers to develop technology literacy and learn how to create lessons that integrate technology with our district-approved curriculum.	Administration Selected Teachers	9/8/05	5/10/06
Create, and maintain, a new computer lab and/or Science/Computer Lab with sufficient technology resources (computers, printers, Interactive Board) to support learning. Students will visit this lab on a weekly basis. (All general education, and capable ESE students)	Administration, Classroom Teachers, Technology Technician	11/14/05	5/19/06
Utilize Waterford Early Ready Program (ESOL I and II's self-contained and pull-out K-5th grades) to increase reading achievement.	Administration Classroom Teachers	9/5/05	5/6/06
Utilize EasyTech program to develop and apply technology skills while learning the core subject areas. (4-5th grade regular ed. and selected ESE)	Administration Classroom Teachers	10/5/05	5/19/06
Utilize Riverdeep's Destination Success Reading and Destination Math to increase reading and math achievement. (K-5th grade general education, and selected ESE)	Administration Classroom Teachers	10/31/05	5/19/06
Utilize Accelerated Reader to increase their reading achievement. (All general education students, and selected ESE).	Administration Classroom Teachers	9/1/05	5/19/06
Utilize Lexia's Early Phonics, Early Reading and Reading S.O.S to increase reading achievement.	Administration Classroom Teachers	11/7/05	5/19/06

(Selected ESE students)			
Create and implement lessons that integrate technology and curriculum using Scholastic Keys' Max Write productivity tool application. (1st-5th grade, general education, and selected ESE students)	Administration Classroom Teachers	1/9/06	5/19/06
Use student-friendly search engines to conduct research on the Web. (3rd-5th grade general education and selected ESE students)	Administration Classroom Teachers	2/10/06	5/19/06
Utilize FCAT Explorer to increase reading and math achievement. (3-5th grade general education, and selected ESE)	Administration Classroom Teachers	11/7/05	5/19/06
Utilize Atomic Learning, a tutorial for applications such as Microsoft Word, Excel, etc., as a means to support technology use.	Technology Mentor, Administration, Classroom Teachers	11/14/05	5/19/06
Administer pre and post needs assessment surveys to identify areas for professional growth.	Technology Mentor, Administration	10/4/05	10/7/05
Establish a technology team comprised of technologically astute staff members to provide training of and support for the staff in the implementation of technology.	Administration, Technology Mentor, Technology Team.	10/17/05	10/21/06

Research-Based Programs

Riverdeep Destination Success

Riverdeep Destination Math

Lexia

Waterford

EasyTech

Scholastic Keys' Max Write

United Streaming

Professional Development

The school will follow the district's protocol for professional development. The results of an on-line, technology survey will determine the trainings offered by the school, adhering to district guidelines. The following trainings are to be presented for district approval.

1. United Streaming as a Resource and Research Tool
2. EasyTech
3. Riverdeep Destination Math and Reading Workshop for teachers-October
4. Riverdeep Destination Math and Reading Workshop for parents
5. Lexia
6. FCAT Explorer
7. Scholastic Keys' Max Write
8. Effectively Utilizing Research Tools Using Student-Friendly Search Engines

Evaluation

Teachers will effectively use technology to improve student achievement by using research-based programs a minimum of 3 hours per month; and by implementing a minimum of 2 lessons that integrates technology with the curriculum while addressing the National Educational Technology Standards for students (NETS-s) as evidenced by: Classroom logs denoting the grades for student created artifacts (digital and/or non-digital) for Scholastic Keys' MaxWrite, and Search Engine lessons, reports generated (at the end of each grading period) for Lexia, Riverdeep, FCAT Explorer, the Waterford Early Reading EasyTech programs, monthly reports generated for Accelerated Reader, sign-in sheets generated from Parental Riverdeep Training, schedule and/or Login sheets for weekly computer lab visitations, and post-survey results from the staff.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 8 STATEMENT:

The students of Amelia Earhart Elementary School will acquire a level of physical fitness necessary to master the Fitnessgram Physical Fitness Test.

Needs Assessment

Based upon an apparent deficiency in upper body strength as demonstrated by a low percentage of students passing the push-up portion of the Fitnessgram Physical Fitness Test, students will improve two percentage points. Last year 39.8% of students tested in the 4th & 5th grades passed the push-up portion of the Fitnessgram Physical Fitness Test.

Measurable Objective

Given instruction using the M-DCPS mandated Fitness Gram standards, students in grades four and five will improve their upper body strength as evidenced by forty-two percent of students meeting high standards on the “push-up” portion of the 2005-2006 administration of the Fitnessgram Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Engage students in proper warm-up and stretching activities.	Administration Physical Education Teachers	10/17/05	2/28/06
Engage students in a variety of push-up techniques.	Administration Physical Education Teachers	10/17/05	2/28/06
Assign students home learning activities chosen to improve over all physical fitness and build upper body strength.	Administration Physical Education Teachers	10/17/05	2/28/06
Engage students in various push-up lead-up activities.	Administration Physical Education Teachers	10/17/05	2/28/06
Engage students in a variety of push-up game activities.	Administration Physical Education Teachers	10/17/05	2/28/06

Research-Based Programs

Fitnessgram

Professional Development

The school will follow the District's protocol for professional development. Following the protocol for professional established by the district, teachers will:

- Attend a M-DCPS Physical Education Workshop dedicated to improving Physical Fitness and push-up performance.
- Visit a web site containing a variety of push-up activities.
- Talk to other Miami-Dade County Public School Physical Education Teachers about successful strategies they use to improve upper body strength.

Evaluation

Forty-two percent of tested grades four and five students will meet high standards on the "push-up" portion of the 2005-2006 Fitness Gram.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 9 STATEMENT:

The students of Amelia Earhart Elementary School will increase their higher order thinking skills through the strategies employed within the disciplines of Art, Music, and Bilingual World Languages.

Needs Assessment

The disciplines of Art, Music, and Bilingual World Languages offer many opportunities to develop and improve the thinking skills of students. Given that students are expected to master curricula where the aim is for the students to utilize higher order thinking skills, there is a need for the teaching of higher order thinking skills to be infused in the instruction of Art, Music, and Bilingual World Languages classes.

Measurable Objective

Given instruction to increase students' higher order thinking skills within the disciplines of Art, Music, and Bi-lingual World Languages, students in grades three through five will effectively demonstrate higher order thinking strategies as evidenced by seventy percent of students assessed scoring at the proficient level or above on a school-level administered post-test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize cooperative learning groupings with instruction.	Administration, Music, Art, and Bilingual World Languages Teachers	11/1/05	5/19/06
Utilize auditory and visual discriminatory recognition techniques.	Administration, Music Teachers, Art, and Bilingual World Languages Teachers	10/30/05	5/19/06
Utilize visual thinking strategies (VTS).	Administration, Music Teachers, Art, and Bilingual World Languages Teachers	10/30/05	5/19/06
Utilize think aloud and story development strategies where appropriate.	Administration, Music, Art, and Bilingual World Languages Teachers	10/31/05	5/19/06
Implement Think Aloud and Brainstorming Activities	Administration, Bi-Lingual & World Languages Teachers	10/30/05	5/19/06

Research-Based Programs

Bilingual & World Languages: Scott Foresman series (K-5)

Professional Development

Following the protocol as established by the district for professional development and based upon approval, trainings in visual thinking strategies (VTS) used in Art, Music and Spanish Classes will be offered to the staff and interested parents as a means to develop, enhance, and/or improve students' higher order thinking skills.

Evaluation

Upon the completion of the school year, seventy percent of students assessed will score at the proficient level or above on a school-level administered post-test.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 10 STATEMENT:

Amelia Earhart Elementary School will rank at or above the 90th percentile statewide in the Return on Investment index (ROI) of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, the percent of the highest ROI value for Amelia Earhart Elementary school was seventeen.

Measurable Objective

Amelia Earhart Elementary School will improve its ranking on the State of Florida ROI index publication from the percentile rank of seventeen in 2003 to a percentile rank of twenty on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of the financial resources in relation to the school programs.	Administration, EESAC Members	11/16/05	5/19/05
Collaborate with the district on resource allocation.	Administration, EESAC Members	11/16/05	5/22/06
Collaborate with the district on resource allocation.	Administration, EESAC Members	11/23/05	5/22/06
Consider shared use of facilities, partnering with the community agencies.	Administration, EESAC Members	12/7/05	1/11/06

Research-Based Programs

Harcourt Science textbook

Unitedstreaming

Houghton Mifflin Reading, The Miami Edition

Harcourt Social Studies, Horizen

Houghton Mifflin Mathematics

EDA Acaletics

Professional Development

The results of a professional needs assessment taken by all staff members will be used to determine which professional development activities will be provided, following the District's protocol for professional development. Among the topics to be submitted for approval are:

1. United Streaming as a Resource and Research Tool
2. EasyTech
3. Riverdeep Destination Math and Reading Workshop for teachers-October
4. Riverdeep Destination Math and Reading Workshop for parents
5. Lexia
6. FCAT Explorer
7. Scholastic Keys' Max Write
8. Effectively Utilizing Research Tools Using Student-Friendly Search Engines

Evaluation

On the next State of Florida ROI index publication, Amelia Earhart Elementary School will show progress on increasing its percentile rank to the 20th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The EESAC regularly reviews issues regarding the budget and makes decisions for spending monies to ensure optimum student achievement and that there is a favorable return on the school's investment(s). Because the EESAC is comprised of representatives from all stakeholders of the school all stakeholders have a voice.

The EESAC representatives are liaisons between their respective groups to the school's decision-making body. The representatives meet with their respective groups prior to EESAC meetings to find out areas of needs and/ or concerns. These needs and/ or concerns are presented to the group of EESAC members. Discussions ensue and a plan-of -action is agreed upon to address the concern or area of need.

Training:

The committee attends workshops provided by the district as needs arise. Experienced committee members train new members as needed. Needs of the school are communicated to the committee where they find solutions.

Instructional Materials:

The EESAC reviews, analyzes, evaluates, and discusses pertinent data to prioritize endeavors and goals regarding instructional materials.

Technology:

The EESAC reviews, analyzes, evaluates, and discusses pertinent data to prioritize endeavors and goals regarding student technology.

Staffing:

The EESAC is actively involved in decisions regarding school staffing. Representatives are elected by the staff at large to serve on interviewing committees as open positions at the school become available.

Student Support Services:

The EESAC reviews, analyzes, evaluates, and discusses pertinent data to prioritize endeavors and goals regarding student support services.

Other Matters of Resource Allocation:

The EESAC reviews, analyzes, evaluates, and discusses pertinent data to prioritize endeavors and goals regarding school safety and discipline.

Benchmarking:

The EESAC reviews, analyzes, evaluates, and discusses pertinent data to prioritize endeavors and goals regarding benchmarking.

School Safety & Discipline:

The EESAC reviews, analyzes, evaluates, and discusses pertinent data to prioritize endeavors and goals regarding school safety and discipline.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent