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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*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

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## *Amelia Earhart Elementary School*

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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 556 students, consisting of ninety-one percent Hispanic, six percent Black, and two percent White. The school is a Title I school, with eighty-two 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 forty-seven ESE students are self-contained, twenty-eight students receive services through a pull-out model, and twenty-eight 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 2006-2007 school year.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by seventy percent of students scoring at or above Achievement Level Three on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), students will increase their mathematical skills as evidenced by eighty percent of students scoring at or above Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematic Assessment.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by maintaining one hundred percent of students achieving a score of 3.5 or higher on the 2007 administration of the FCAT Writing + Assessment.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by thirty-nine percent of students meeting State standards of 3 or above as documented by scores on the 2007 FCAT-Science Test.

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 2005-

2006 and 2006-2007 school years.

Given an emphasis on the Code of Student Conduct and on a safe and orderly environment, student behavior will improve as evidenced by a two percentage point decrease in the number of suspensions for 2006-2007 when compared to 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 six 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 FITNESSGRAM 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 2006-2007 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 ten in 2004-2005 to a percentile rank of eleven percent 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 recognizes that our obligations go beyond our professional responsibilities to promote democratic principles as aligned with the district's core value of excellence.

# *School Demographics*

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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 556 students, consisting of ninety-two percent Hispanic students, six percent Black students and ten percent White students. The school is a Title I school, with eighty-two percent of the students receiving free or reduced lunch. The school has a thirty-one percent rate of 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 1 Community Involvement Specialist (CIS), one lunchroom monitor, and one speech pathologist. The ethnic breakdown of the classroom teaching staff is fifty-nine Hispanic, sixteen Black, and fifteen 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, before, during and after school hours, three times a week. 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 of 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.

#### TEAM ACCOMPLISHMENTS IN STUDENT ACHIEVEMENT

Dr. Hernandez and Mrs. Dotres 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 teachers will participate in a pilot program, the Instructional Performance Evaluation and Growth System (IPEGS). IPEGS is an assessment system that uses multiple data sources, including a key focus on learn/program progress. Instructional professionals have a definite impact on student learning and performance through their various roles. Through academic goal setting, professionals set measurable, results-oriented targets for improving learner/program progress. Dependent on grade level, content area, and learners, ability level, performance measures include state and local standardized test results as well as other pertinent data sources. The goals and their attainment constitute an important data source for evaluation. 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 Instructional Performance Evaluation and Growth System (IPEGS) will be used to evaluate all teachers.

#### Extended Learning Opportunities

Amelia Earhart Elementary School provides extended learning opportunities by providing before, during and after school tutorial programs. Tier Two students are given three hours of uninterrupted reading instruction. All students experiencing academic

difficulty and not meeting minimum requirements of the Sunshine State Standards will be monitored in order to strengthen targeted academic deficiencies. 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 ongoing 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*

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## ***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. This is supported by an average of 4.7 score in the Human Resource Focus section of the Organizational Performance Self Assessment Survey. All accolades given to

the school flow back to each hard working, focused, goal-oriented member, who goes beyond their job description 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. 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 Instructional Professional Evaluation and Growth System (IPEGS) 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 classroom instruction is adjusted 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. This is supported by an average score of 4.7 in the Measurement, Analysis, and Knowledge Management sections of the Organizational Performance Self Assessment Survey.

### ***Education Design:***

The staff agrees that the school has good processes that drive the function of the school. This is supported by an average score of 4.7 in the Process Management section of the Organizational Performance Self Assessment Survey.

#### **Extended Learning Opportunities**

Amelia Earhart Elementary School provides extended learning opportunities by providing before, during and after school tutorial programs. Tier Two students are given three hours of uninterrupted reading instruction. All students experiencing academic difficulty and not meeting minimum requirements of the Sunshine State Standards will be monitored in order 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 five consecutive years and meeting Adequate Yearly Progress (AYP). Implementing the process has also resulted in a high level of satisfaction. This is supported by an average score of 4.7 in the Measurement, Analysis, and Knowledge Management section of Organizational Performance Self Assessment Survey.

The process directly aided the school in meeting AYP. The 2005-2006 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 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 2006 FCAT Reading indicate that 69 percent of students tested in grades 3-5 met high standards in reading and 73 percent of students made a year's worth of progress in reading. The results also indicate that 76 percent of struggling students made a year's worth of progress in reading as noted on the state's Annual Report Card 2006. The school met all criteria for the Federal, No Child Left Behind Act.

According to the 2006 State Report of School FCAT Results, sixty-three percent of students in grade three and seventy-two percent of the students in grade four scored at the proficient level or higher on the 2006 FCAT Reading administration.

According to the 2006 State Report of School FCAT Results, seventy-four 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 four out of a possible seven, fifty-seven percent.

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

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

possible twelve, fifty percent.

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

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

The average number of points received by fourth grade students for the content cluster, Main Idea, was thirteen out of a possible twenty-two, fifty-nine percent.

The average number of points received by fourth grade students for the content cluster, Comparisons, was ten out of a possible seventeen, fifty-nine percent.

The average number of points received by fourth grade students for the content cluster, Reference/Research, was three out of a possible six, fifty percent.

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

The average number of points received by fifth grade students for the content cluster, Main idea, was eleven out of a possible seventeen, sixty-five percent.

The average number of points received by fifth grade students for the content cluster, Comparisons, was ten out of a possible fifteen, sixty-seven percent.

The average number of points received by fifth grade students for the content cluster, Reference and Research, was four out of a possible six, sixty-seven percent.

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 checked="" 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 seventy percent of students scoring at or above Achievement Level Three on the 2007 administration of the FCAT Reading Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop and implement a school-wide accountability system for students' reading logs.	Teachers, Administration, Parents, Students	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Implement the PDSA (Plan, Do, Study, Act) model for continuous improvement.	EESAC, Administration, Classroom Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Continue to provide an intensive reading teacher to work with tier two students and low achieving students in grades four and five identified as the lowest 25th percentile in the 2006 FCAT Reading Test.	Administration	8/14/06	5/30/07	Small Learning Communities	\$0.00
Develop and implement a school reading symbol to recognize students for increasing reading proficiency. (The Reading Prince & Princess at Amelia Earhart Elementary).	Teachers, Administration	8/14/06	5/30/07	District Strategic Plan	\$800.00
Implement an Afterschool Academics Excellence Program for targeted students twice a week.	Administrator, Chess Coordinator	9/19/2006	5/30/2007	District Strategic Plan	\$0.00
Disaggregate and analyze data from the 2006 FCAT Reading Test and bi-weekly assessments to identify areas of weaknesses in student performance to guide instructional practice.	Administration, Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Implement Reading Acceleration In Scope Everyday (R.A.I.S.E.) as a means to support increased reading proficiency of low achieving students.	Administration, Teachers of Spanish, PE, music (selected), and Art.	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Provide Before, During and After School Tutorial Programs using a pre and post test to measure progress which will address all applicable sub-groups of NCLB and the bottom twenty-five percent of grades three through five.	Administration, selected Tutorial Teachers, classroom teachers	9/11/06	3/05/07	Continuous Improvement Model	\$40000.00

Implement the Comprehensive Reading Research-based Plan using the District Reading/ Language Arts Pacing Guide.	Administration, Classroom Teachers, Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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## Research-Based Programs

Houghton Mifflin Reading Series, 2005 Edition  
 Comprehensive Reading Research-based Plan  
 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 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**

Following a continuous improvement model(CIM), throughout the school year,interim assessments will be used to monitor progress toward the State objective and redirect learning activities. Formative Biweekly assessments using the Houghton Mifflin Reading Series will also be used to monitor progress. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test will be administered as mandated by the district.

Summative-Achievement of this objective will be demonstrated by students improving their reading skills as evidenced by 70 percent of students meeting high standards as documented on the 2007 FCAT Reading Test.



## 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 2006 FCAT Mathematics indicate that 79 percent of students tested in grades 3-5 met high standards in reading and 72 percent of students made a year's worth of progress in mathematics. All criteria were met under the Federal, No Child Left Behind Act.

An indepth analysis indicates the following:

-Sixty-seven 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.

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

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

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

-Sixty 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	GRADUATION RATE
<input checked="" 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 percent of students scoring at or above Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematic Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a school-wide implementation of mathematics journals.	Teachers, Administration	08/14/06	5/30/07	Continuous Improvement Model	\$0.00
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	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Disaggregate and analyze data from the 2006 FCAT Mathematics Test and ongoing assessments to identify areas of weaknesses in student performance to guide instructional practice.	Administration	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Implement EDA supplementary mathematics program. (Acaletics)	Administration, Classroom Teachers, EDA Consultants	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Administer school-devised assessment by mathematics strands to track students' progress on the Sunshine State Standards.	Administration, Classroom Teachers, Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Develop an instructional focus calendar, following the District pacing guide delineating when benchmarks will be taught.	Administration, Classroom Teachers, Administration	8/14/06	9/11/06	Continuous Improvement Model	\$0.00
Provide Before, During, After School Tutorials programs using a pre and post test to measure progress which will address all applicable sub-groups of NCLB and the bottom twenty-five percent of grades four and five.	Tutorial Teachers, Administration	9/1/05	3/1/06	Continuous Improvement Model	\$40000.00

## **Research-Based Programs**

Houghton-Mifflin Mathematics Series, 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**

Formative- EDA Acaletics mathematics assessments and interim assessments will be used throughout the school year to monitor progress toward the State objective and redirect learning activities.

Summative- Achievement of this objective will be demonstrated by students improving their mathematics skills as evidenced by 80 percent of students meeting high standards as documented by scores on the 2007 FCAT Mathematics Test.

### 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 type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 2006 FCAT Writing Test indicate that one hundred percent of the fourth grade students met high standards in writing by scoring 3.5, an improvement of five percentage points above the 2005 FCAT Writing administration score.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" 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 maintaining one hundred percent of students achieving a score of 3.5 or higher on the 2007 administration of the FCAT Writing + Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Disaggregate and analyze data from the 2006 FCAT Writing and ongoing assessments (narrative and expository) to identify areas of weaknesses in student performance to guide instructional practice.	Administration, Classroom Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Maintain a writing portfolio for each student to document growth in students' writing skills and to increase writing proficiency.	Administration, Classroom Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Establish a grade 4 Writing Wizard to recognize grade four students who write outstanding essays.	Administration, Classroom Teachers, Reading Coach,	10/03/06	5/30/07	Continuous Improvement Model	\$0.00
Form and implement ongoing flexible groupings whereby students' academic needs are targeted to improve students' writing proficiency.	Administration, Classroom Teachers, Administration	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Administer a monthly school-wide writing prompt.	Administration, Classroom Teachers, Reading Coach Administration	10/03/06	5/30/07	Continuous Improvement Model	\$0.00
Provide Before, During, After School Tutorial Programs using a pre and post test to measure progress which will address all applicable sub-groups of NCLB and the bottom twenty-five percent of students in grades four and five.	Administration, Tutorial Teachers, Administration	9/11/06	5/30/07	Continuous Improvement Model	\$40000.00

## Research-Based Programs

Houghton-Mifflin Reading Series, 2005 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**

Following a continuous improvement model(CIM), throughout the school year, ongoing assessments will include the writing pre and post- tests, formative weekly assignments and monthly prompts which will be used to analyze progress toward this objective and redirect learning activities. The growth in writing skills of students in tutorial programs will be evaluated using the Pre and post-test Assessment Reports.

Summative- Achievement of this objective will be demonstrated by students maintaining their writing skills as evidenced by one hundred percent of grade four students meeting the State standards of 3.5 or above as documented by scores on the 2007 FCAT Writing test.

## 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"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 only fourteen percent of grade five students scored a 3.0 or above on the 2006 Science FCAT Test.

The mean score for fifth grade students on FCAT Science was 252. The school fell below the district 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 thirty-nine percent of students meeting State standards of 3 or above as documented by scores on the 2007 FCAT-Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the PDSA (Plan, Do, Study, Act) model for continuous improvement.	EESAC, Classroom Teachers, Administration	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Implement the District's science and math curriculum, Bridges To Careers.	Administration, Classroom Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
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	8/14/06	8/18/06	Continuous Improvement Model	\$0.00
Implement a school-wide science fair, whereby all classes participate.	All Pre-kindergarten-grade five classroom teachers, Administration	4/16/07	4/20/07	District-wide literacy plan	\$0.00
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	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Disaggregate and analyze pertinent data from the 2006 FCAT-Science Test and ongoing assessments to identify areas of weaknesses in student performance to guide instructional practice.	Administration, Classroom Teachers, and Science Lab Teacher	8/14/06	8/18/06	Continuous Improvement Model	\$0.00
Provide tutoring in science for After School tutorials using a pre and post test to measure progress.	Administration, Tutorial Teachers Bilingual Grant	9/11/06	5/30/07	District-wide literacy plan	\$0.00

### Research-Based Programs

Harcourt Science Series  
United Streaming

## **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**

Following a continuous improvement model(CIM), throughout the school year,beginning, mid-year and end of year formative science tests administered to grade five students will be used to analyze progress toward this objective and redirect learning activities.

Summative- Achievement of this objective will be demonstrated by students improving their science skills as evidenced by thirteen percent of fifth grade students meeting State standards of 3.0 or above as documented by scores on the 2007 FCAT Science Test.

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

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<input checked="" type="checkbox"/>	<input 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 2005-2006 and 2006-2007 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 2005-2006 and 2006-2007 school years.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase the number of parent volunteers at the school by determining the number of parent volunteers from the 2005-2006 school year and increasing the number by five percent for the 2006-2007 school year.	Administration Community Involvement Specialist, Counselor	9/1/06	5/12/07	District Strategic Plan	\$0.00
Administer a needs assessment to parents to determine areas for which to provide professional development.	Administration, Community Involvement Specialist, Counselor, Administration	8/14/06	9/29/06	Communities of Practice	\$0.00
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 Title I	12/7/06	5/19/07	Continuous Improvement Model	\$0.00
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	11/7/06	5/30/07	Continuous Improvement Model	\$30000.00
Increase the number of workshops offered to parents from the 2005-2006 school year.	CIS, Administration, Reading Coach, Classroom Teachers	8/14/06	5/30/07	Communities of Practice	\$30000.00

### Research-Based Programs

National Parent Teacher Association Standards (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 2005-2006 to the logs of 2006-2007.

## 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"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 that lead to suspensions in order to ensure safety for all.

## Measurable Objective

Given an emphasis on the Code of Student Conduct and on a safe and orderly environment, student behavior will improve as evidenced by a two percentage point decrease in the number of suspensions for 2006-2007 when compared to the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer parental, student, and teacher attitudinal surveys to determine their perception of the safety of the school.	Administration, Counselor and Parents Liaison	10/14/06	11/16/06	District Strategic Plan	\$0.00
Visit all classroom to explain the Code of Student Conduct & consequences of breaking the rules.	Administration, Security Monitor and Counselor	10/14/06	10/18/06	District Strategic Plan	\$0.00
Increase the number of student mediators.	Administration, Counselor	10/14/06	5/30/07	District Strategic Plan	\$0.00
Disseminate information to parents about student mediators and conflict resolution at parent workshops.	Administration, Counselor, Security Monitor, Parent Liaison and Teachers.	10/23/06	10/27/06	District Strategic Plan	\$0.00
Increase the number of referrals to mediation to settle student conflict.	Administration, Counselor, Security Monitor and Teachers	10/14/06	5/30/07	District Strategic Plan	\$0.00
Increase the number of teachers who refer students to student mediators as a means to curtail student conflicts.	Administration, Counselor and Security Monitor teachers.	10/14/06	5/30/07	District Strategic Plan	\$0.00

## 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 suspensions will show a two percentage point decrease when compared to the previous 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.)

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<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 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:

- Majority of students need to increase information and technology literacy skills to prepare them to be successful in a technological challenging society.
- Majority of the teachers feel that they need to learn how to effectively integrate technology into the curriculum using the National Educational Technology Standards for students (NET-S).
- Majority of students need to become aware how to access and use district-supported online programs and websites (e.g. Riverdeep, Florida Achieves, FCAT Explorer, MDCPS students portal's educational resources) in order to increase learning.
- Majority of teachers feel, because of the increasing popularity of the Web and time constraints during the day for working parents, it would be beneficial to create a "Classroom Home Page" website that can be accessed 24/7 to increase communication between home and school and foster better teacher/parental relationships.

- Majority of teacher feel in today's workplace there is a need to stay abreast with technology advancements, therefore, regular professional development trainings need to occur.
- Majority of teachers feel that offering technology workshops in the school and offering Master Plan Points (MPPs) are important factors in their professional development.

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 six 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		ALIGNMENT	BUDGET
		START	END		
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	9/16/06	5/30/07	School-to-Career	\$0.00
Utilize Accelerated Reader to increase their reading achievement. (All general education students, and selected ESE).	Administration Classroom Teachers	9/1/06	5/19/07	District-wide literacy plan	\$0.00
Continue the technology team comprised of technologically savvy staff members to provide training and support to staff members.	Administration, Technology Mentor, Technology Team.	9/04/06	5/30/07	District Strategic Plan	\$0.00
Create and implement effective lessons and assessments, utilizing United Streaming to enhance learning across the curriculum.	Administration K-5 Classroom teachers	9/13/06	10/27/06	District-wide literacy plan	\$0.00
Intergrate digital cameras into Reading, Language Arts and Science in grades three through five.	Administrators, Teachers, Technology Mentor	11/6/2006	5/30/07	Career Development Programs	\$0.00
Create "Class Home Page" website that will be regularly updated to increase communication between home and school.	Administration Technology Mentor	11/7/06	05/30/07	District Strategic Plan	\$0.00
Utilize Waterford Early Ready Program and FCAT Explorer (ESOL I and II's self-contained and pull-out K-5th grades) to increase reading achievement.	Administration Classroom Teachers	9/5/06	5/6/07	District-wide literacy plan	\$0.00
Utilize research-based Integrated Learning Systems to Increase reading and math achievement (All general education and capable ESE students)	Administrators, Technology Mentor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## **Research-Based Programs**

Riverdeep Destination Success

Riverdeep Destination Math

Lexia

Waterford

EasyTech

Scholastic Keys

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 have been approved by the District.

1. United Streaming
2. EasyTech
3. Riverdeep Destination Math and Reading Workshop for teachers
4. KidPix/Kidspiration
5. Lexia
6. FCAT Explorer
7. Scholastic Keys
8. Class Home Page Website

## **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 6 lessons that integrates technology with the curriculum while addressing the National Educational Technology Standards for students (NETS-s) as evidenced by: Classroom logs, created artifacts, reports, schedule and/or Login sheets for weekly computer lab visitations, lesson plans 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.)

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

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 FITNESSGRAM 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 2006-2007 administration of the FITNESSGRAM Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Assign students home learning activities chosen to improve over all physical fitness and build upper body strength.	Administration Physical Education Teachers	10/17/06	2/28/07	District Strategic Plan	\$0.00
Engage students in various push-up lead-up activities.	Administration Physical Education Teachers	10/17/06	2/28/07	District Strategic Plan	\$0.00
Engage students in a variety of push-up game activities.	Administration Physical Education Teachers	10/17/06	2/28/07	District Strategic Plan	\$0.00
Instruct students in proper warm-up and stretching activities.	Administration Physical Education Teachers	10/17/06	2/28/07	District Strategic Plan	\$0.00
Involve students in a variety of push-up techniques.	Administration Physical Education Teachers	10/17/06	2/28/07	District Strategic Plan	\$0.00

### 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 squat;push-up & squat; portion of the 2006-2007 FITNESSGRAM.

## 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 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 type="checkbox"/>	<input 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		ALIGNMENT	BUDGET
		START	END		
Utilize auditory and visual discriminatory recognition techniques.	Administration, Music Teachers, Art, and Bilingual World Languages Teachers	10/30/06	5/30/07	District Strategic Plan	\$0.00
Implement Think Aloud and Brainstorming Activities	Administration, Bi-Lingual & World Languages Teachers	10/30/06	5/30/07	District Strategic Plan	\$0.00
Continue to implement the Chess through the Academics Excellence Program.	Chess Coordinator	9/19/2006	5/30/2007	District Strategic Plan	\$0.00
Implement cooperative learning groupings with instruction.	Administration, Music, Art, and Bilingual World Languages Teachers	11/1/06	5/30/07	District Strategic Plan	\$0.00
Provide visual thinking strategies (VTS).	Administration, Music Teachers, Art, and Bilingual World Languages Teachers	10/30/06	5/30/07	District Strategic Plan	\$0.00
Continue to Utilize think aloud and story development strategies where appropriate.	Administration, Music, Art, and Bilingual World Languages Teachers	10/31/06	5/30/07	District Strategic Plan	\$0.00

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

### ***GOAL 10 STATEMENT:***

Amelia Earhart Elementary School will rank at the 10th 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 2004, the percent of the highest ROI value for Amelia Earhart Elementary school was ten.

## Measurable Objective

Amelia Earhart Elementary School will improve its ranking on the State of Florida ROI Index publication from the percentile rank of ten in 2004-2005 to a percentile rank of eleven percent on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of the financial resources in relation to the school programs.	Administration, EESAC Members	11/16/06	5/19/07	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administration, EESAC Members	11/16/06	5/22/07	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administration, EESAC Members	11/23/06	5/22/07	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with the community agencies.	Administration, EESAC Members	12/7/06	1/11/07	District Strategic Plan	\$0.00

## 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
9. Money Matters Workshop
10. Budget Conferences
11. Region and District Budget Meetings
12. Grant Training

## **Evaluation**

On the next State of Florida ROI Index publication, Amelia Earhart Elementary School will show progress on increasing its percentile rank to the 11th percentile.

## *EESAC Compliance*

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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 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 areas of need 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.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$40,800.00
Goal 2: Mathematics	\$40,000.00
Goal 3: Writing	\$40,000.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$60,000.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<b>Total:</b>	<b>\$180,800.00</b>



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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*