

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Amelia Earhart Elementary School (1521)

Feeder Pattern - Hialeah Senior

Regional Center I

District 13 - Miami-Dade

Principal - ADA HERNANDEZ

Superintendent - Rudolph F. Crew, Ed.D.



---

## EXECUTIVE SUMMARY

---

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

Amelia Earhart Elementary School serves pre-kindergarten to fifth grade students. Our academic programs include Gifted, General, English Language Learners (ELL), 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. Ninety-eight ESE students are self-contained, twenty-four students receive services through a pull-out model, and twenty-nine 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. The retention rate of students in grade three has decreased, having only fourteen students retained in third grade. In addition the number of FCAT Level 1 and Level 2 students has greatly decreased in grades three through five. 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.

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.

Amelia Earhart Elementary School has a staff of eighty-five full or part-time staff members. Of the full-time staff members, there are two administrators, one exceptional student education (ESE) specialist, twenty-five general education and sixteen exceptional student education (ESE) teachers, one counselor, one media specialist, twenty-two full or part-time paraprofessionals, thirteen full or part-time occupational and physical therapists, one reading coach, seven full or part-time clerical staff, and six full and part-time custodians. The school also has one computer specialist, one security monitor, one Title 1 community involvement specialist (CIS), one lunchroom monitor, and two speech pathologists. The ethnic breakdown of the classroom teaching staff is sixty-two Hispanic, fifteen 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.

The stakeholders of the school reviewed pertinent data and decided to implement the following objectives for the 2007-08 school year.

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their skill proficiency in writing as evidenced by maintaining ninety percent or more of students meeting high standards on the 2008 FCAT Writing+.

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grade five will increase by twenty-five percentage points on the 2008 FCAT Science test as compared to the 2007 administration of the FCAT Science test.

Given the school wide emphasis on parental involvement, the school will demonstrate an increase of five percentage points in the number of parental and community contacts as evidenced by comparing the Title I Parent Outreach Monthly School Report for the 2006- 2007 to the 2007- 2008 school year.

Given an emphasis on the Code of Student Conduct and on a safe and orderly environment, students involved in disputes and conflict will be referred to student mediators in order to resolve their disagreements in a peaceful manner. At least eighty-five percent of student mediations will be resolved in a peaceful manner as demonstrated by a mediation log reflecting such resolution.

Given an emphasis on technology in education, teachers will effectively use technology to improve student achievement by using research-based programs a minimum of three 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-five percent of students meeting high standards on the "push-up" portion of the 2006-2007 administration of the FITNESSGRAM Test.



# School Improvement Plan 2007-2008



Given the emphasis on the benefits of participating in the arts, music, chess and physical fitness programs, the number of students enrolled in the before and after school sponsored activities will increase by ten percentage points during the 2007-2008 school year compared to the 2006-2007 school year as documented by before and after school participation logs.

Amelia Earhart Elementary School Return On Investment (ROI) percentile ranking will increase by at least one percentage point.

The average rating of the Organizational Performance Improvement Snapshot survey tool was 4.1 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 for improvement were identified as: Strategic Planning, Human Resources, Process Management, and Business Results.

Two areas in 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, 3.6), and "I can get the resources I need to do my job" (average rating 4.1). 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", available resources will be discussed and shared through faculty meetings and EESAC meetings.



# School Improvement Plan 2007-2008



## 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.

## 1521 - 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 together 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 the academic performance and develop life skills for functioning independently in our information age for all our students. We will provide parents and guardians opportunities to improve adult literacy. In addition, 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 culmination.

### CORE VALUES



# School Improvement Plan 2007-2008



## 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**

---

Amelia Earhart Elementary School was built in 1963 on 10.59 acres of land in the city of Hialeah, it includes one building and six portables. Amelia Earhart Elementary School is part of the Hialeah Senior High School Feeder Pattern. The majority of our students transition into Hialeah Middle School which is a "C" school. In the past year Amelia Earhart Elementary School has renovated the restrooms to meet the American Disabled Act (ADA) requirements. Currently, the school has an enrollment of six hundred and five students, consisting of ninety-one percent Hispanic, seven percent Black, and two percent White. The school is a Title I school, with seventy-seven percent of the students receiving free or reduced lunch. The school has a twenty-four percent mobility.

Amelia Earhart Elementary School serves pre-kindergarten to fifth grade students. Our academic programs include Gifted, General, English Language Learner (ELL) 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. Ninety-eight ESE students are self-contained, twenty-four students receive services through a pull-out model, and twenty-nine students receive services through the Inclusion model.

Amelia Earhart Elementary School has a staff of eighty-five full and part-time staff members. Of the full-time staff members, there are two administrators, one Exceptional Student Education (ESE) specialist, twenty-four general education and sixteen Exceptional Student Education (ESE) teachers, one counselor, one media specialist, twenty-one paraprofessionals, seven clerical staff, and six custodians. The school also has computer specialist, one security monitor, one Title 1 Community Involvement Specialist (CIS), one lunchroom monitor, and two speech pathologist. The Leadership Team consists of two administrators, one ESE specialist, one reading coach and one counselor. The ethnic breakdown of the classroom teaching staff is sixty two Hispanic, fifteen 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. Our general education and special education classes meet the requirements of the No Child Left Behind Act through the federal Small Class Size Reduction Program with a class average size of 21 for general education and a class size of ten for self-contained SPED programs.. Our students' success at Amelia Earhart Elementary School is through our tutorial programs offered, before, during, after, and Saturday school. The tutorials are designed to strengthen students' learning deficits. Our attendance trend has shown improvement with an increase to 93.7, reflecting growth as well as the need for continuing improvement.

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.

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.

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.

Dr. Hernandez, Principal and Mrs. Dotres, Assistant Principal work as a team, along with teachers, to ensure the academic success of each child. 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. Support is provided to new teachers to the profession as mandated by Miami-Dade County Public Schools. Teachers participate in professional development 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 coach and administration will provide additional support and assistance.

Support for all teachers is provided 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 Performance Evaluation and Growth System (IPEGS) will be used to evaluate all teachers. 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 is analyzed and the results shares with tutorial teachers to ensure an effective program that positively impacts student achievement. 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 The No Child Left Behind Act(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 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 4.3 approval rate on a scale of one to five for the area of leadership.

### **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 4.1, 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 share the long term plans of the school as discussed and approved by the EESAC committee at regular faculty meetings and parent night functions.

### **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 4.4 or a ninety-two percent approval rating of satisfaction on a scale of one (1) to five (5), for the area of stakeholder engagement.

### **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 4.2 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 provided by the District. A needs-assessment will be completed by beginning teachers to identify major areas where support is needed (classroom management, planning, etc.). The school's reading coach and administrators will provide additional support and assistance.

Support for all teachers will be provided 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 in-class demonstrations as needed. The Instructional Professional Evaluation and Growth System (IPEGS) will be used to evaluate all teachers.

### **Data/Information/Knowledge Management:**





# School Improvement Plan

## 2007-2008



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 4.2 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 provided by the District. A needs-assessment will be completed by beginning teachers to identify major areas where support is needed (classroom management, planning, etc.). The school's reading coach and administrators will provide additional support and assistance.

Support for all teachers will be provided 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 in-class demonstrations as needed. The Instructional Professional Evaluation and Growth System (IPEGS) will be used to evaluate all teachers.

### **Education Design:**

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 4.2 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. 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 is analyzed and the results shares with tutorial teachers to ensure an effective program that positively impacts student achievement.

### **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 six consecutive years. Implementing the process has also resulted in a high level of satisfaction. This is supported by an average score of 4.4 in the Measurement, Analysis, and Knowledge Management section and an average score of 4.6 in Business Results 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.



# School Improvement Plan 2007-2008



---

## ***Schools Graded 'C' or Below***

---

### **Professional Development:**

No Applicable

### **Disaggregated Data :**

### **Informal and Formal Assessments:**

### **Alternative Instructional Delivery Methods :**

***Schools Offering Primarily Grades 6 through 12***

**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**

<input type="checkbox"/>	Different Innovative Approaches to Instruction
<input type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input type="checkbox"/>	Small Learning Communities (SLC)
<input type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input type="checkbox"/>	Master Schedules Based on Student Needs
<input type="checkbox"/>	Parental Access and Support
<input type="checkbox"/>	Applied and Integrated Courses
<input type="checkbox"/>	Academic and Career Planning

Not Applicable

### Reading Goal

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

**Florida Education Priorities**

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"/>

**Reading 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 2007 FCAT Reading indicate that sixty-six percent of students tested in grades three through five met high standards in reading and eighty-one percent of students made a year's worth of progress in reading. The results also indicate that sixty-seven percent of struggling students made a year's worth of progress in reading as noted on the state's Annual Report Card 2007. The school met the reading criteria for the Federal, No Child Left Behind Act.

A content cluster comparative analysis of student data in grades three through five reflects the following areas of need:

Grade three demonstrated a need for improvement in Main Idea/Purpose with a mean of only fifty-three percent of points earned with Words/Phrases and Reference/Research as additional areas of concern;

Grade four demonstrated a need for improvement in Comparisons with a mean of only fifty-three points earned and Words/Phrases as an additional area of concern;

Grade five demonstrated need for improvement in Words/Phrases with mean of only fifty-six percent of points earned.

Additionally, students need to be engage in reading informational text and engaging in research activities in order to enhance higher order thinking skill and to increase fluency.

**NCLB Subgroup Target**



# School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

### Measurable Objective

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop and implement a school-wide accountability system for students' reading logs.	Teachers, Administration, Parents, Students	8/20/07	6/5/08	Continuous Improvement Model	0
Implement the PDSA (Plan, Do, Study, Act) model for continuous improvement.	EESAC, Administration, Classroom Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Develop and implement a school reading symbol to recognize students for increasing reading proficiency. (The Reading Prince & Princess at Amelia Earhart Elementary).	Teachers, Administration	8/20/07	6/05/08	Continuous Improvement Model	800
Implement an Afterschool Academics Excellence Program for targeted students twice a week.	Administrator, Chess Coordinator	08/20/07	06/05/08	Continuous Improvement Model	0
Disaggregate and analyze data from the 2007 FCAT Reading Test and bi-weekly assessments to identify areas of weaknesses in student performance to guide instructional practice.	Administration, Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
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	9/10/07	5/30/08	Continuous Improvement Model	40000
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 twenty-fifth percentile in the 2007 FCAT Reading Test.	Administration	8/20/07	6/05/08	Continuous Improvement Model	0

### 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.

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)



# School Improvement Plan 2007-2008



## **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 and monitored as mandated by the district.

Summative-Achievement of this objective will be demonstrated by students improving their reading skills as evidenced by seventy-one percent of students meeting high standards as documented on the 2008 FCAT Reading Test.

## Mathematics Goal

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

#### **Florida Education Priorities**

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

### **Mathematics 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 2007 FCAT Mathematics indicate that seventy-five percent of students tested in grades three through five met high standards in mathematics and seventy-four percent of students made a year's worth of progress in mathematics. All criteria in mathematics were met under the Federal, No Child Left Behind Act.

A content cluster comparative analysis of student data in grades three through five reflects the following areas of need:

Grade three demonstrated a need for improvement in Algebraic Thinking with a mean of only fifty percent of points earned.

Grade four demonstrated a need for improvement in Number Sense with a mean of only fifty-five percent of points earned.

Grade five demonstrated a need for improvement in Data Analysis with a mean of only fifty-two percent of points earned.

### **NCLB Subgroup Target**





# School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

### Measurable Objective

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disaggregate and analyze data from the 2007 FCAT Mathematics Test and ongoing assessments to identify areas of weaknesses in student performance to guide instructional practice.	Administration	8/20/07	6/05/08	Continuous Improvement Model	0
Implement EDA supplementary mathematics program. (Acaletics)	Administration, Classroom Teachers, EDA Consultants	8/20/07	6/05/08	Continuous Improvement Model	0
Administer school-devised assessment by mathematics strands to track students' progress on the Sunshine State Standards.	Administration, Classroom Teachers, Administration	8/20/07	6/05/08	Continuous Improvement Model	0
Develop an instructional focus calendar, following the District pacing guide delineating when benchmarks will be taught.	Administration, Classroom Teachers, Administration	8/20/07	6/05/08	Continuous Improvement Model	0
Implement a school-wide implementation of mathematics journals.	Teachers, Administration	08/20/07	6/05/08	Academic Enrichment Opportunities	0
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	9/10/07	5/30/08	Continuous Improvement Model	4000

### 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 in order to improve any deficits found. Teachers will attend the district's ongoing professional development activities targeting mathematics instruction.

### 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 eighty-one percent of students meeting high standards as documented by scores on the 2008 FCAT Mathematics Test.

## Writing Goal

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

#### **Florida Education Priorities**

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"/>

### **Writing 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 2007 FCAT Writing+ Test indicate that ninety-eight percent of the fourth grade students met high standards in writing by scoring 3.5, a decrease of two percentage points below the 2006 FCAT Writing+ administration score. The school did not meet the writing criteria for the Federal, No Child Left Behind Act.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

### Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their skill proficiency in writing as evidenced by maintaining ninety percent or more of students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disaggregate and analyze data from the 2007 FCAT Writing and ongoing assessments (narrative and expository) to identify areas of weaknesses in student performance to guide instructional practice.	Administration, Classroom Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
Maintain a writing portfolio for each student to document growth in students' writing skills and to increase writing proficiency.	Administration, Classroom Teachers	08/20/07	5/30/08	Continuous Improvement Model	0
Form and implement ongoing flexible groupings whereby students' academic needs are targeted to improve students' writing proficiency.	Administration, Classroom Teachers, Administration	8/20/07	5/30/08	Continuous Improvement Model	0
Administer a monthly school-wide writing prompt.	Administration, Classroom Teachers, Reading Coach, Administration	9/10/07	5/30/08	Continuous Improvement Model	0
Provide After School Tutorial Programs using a pre and post writing tests 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	8/20/07	5/30/08	Continuous Improvement Model	4000
Establish a grade four Writing Wizard to recognize grade four students who write outstanding essays.	Administration, Classroom Teachers, Reading Coach,	9/10/07	5/30/08	Continuous Improvement Model	0

### 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 professional development in the writing process, based on results from completed needs-assessment surveys. Teachers will attend professional development activities provided by the Districts as indicated below.

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 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 Pre and Post-test Assessment Reports.

Summative- Achievement of this objective will be demonstrated by students maintaining their writing skills as evidenced by ninety percent or more of grade four students meeting the State standards of 3.5 or above as documented by scores on the 2008 FCAT Writing+ test.

### Science Goal

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

**Florida Education Priorities**

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

**Science 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**

The results of the 2007 FCAT Science Test indicate that forty-three percent of students tested in fifth grade met high standards in science, a thirty-three percent increase as compared to the 2006 FCAT Science Test. The results also indicate that the area in need of improvement is Earth and Space Science with a mean scale score of forty-seven percent.

### Measurable Objective

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grade five will increase by twenty-five percentage points on the 2008 FCAT Science test as compared to the 2007 administration of the FCAT Science test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the PDSA (Plan, Do, Study, Act) model for continuous improvement.	Classroom Teachers, Administration	8/20/07	6/05/08	Continuous Improvement Model	0
Implement a school-wide science fair, whereby all classes participate.	All Pre-kindergarten-grade five classroom teachers, Administration	5/01/08	5/30/08	Continuous Improvement Model	0
Disaggregate and analyze pertinent data from the 2007 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	8/20/07	6/05/08	Continuous Improvement Model	0
Administer a fifth grade 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	9/10/07	9/11/07	Continuous Improvement Model	0
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, kindergarten-grade five Teachers, and Science Lab Teacher	8/20/07	6/05/08	Continuous Improvement Model	0
Implement an After School and Saturday Tutoring Program.	Administration and Teachers	09/20/07	05/30/08	Continuous Improvement Model	4000

### Research-Based Programs

Scott Foresman Series

### 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 as it relates to unwrapping the annually assessed science benchmarks

### 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 sixty-eight percent of fifth grade students meeting high standards as documented by scores on the 2008 FCAT Science Test.

## Parental Involvement Goal

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

#### *Florida Education Priorities*

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"/>

#### *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 type="checkbox"/>

### **Parental Involvement Statement**

Amelia Earhart Elementary School will improve parental and family involvement to create a successful relationship between the school community and home setting. This will enable us to achieve high academic standards.

### **Needs Assessment**

Based on the results of the 2006-07 Title I Parent Outreach Monthly School Report the data reveals a decrease in parental attendance at school sponsored activities during the third nine weeks.

### Measurable Objective

Given the school wide emphasis on parental involvement, the school will demonstrate an increase of five percentage points in the number of parental and community contacts as evidenced by comparing the Title I Parent Outreach Monthly School Report for the 2006- 2007 to the 2007- 2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage parents to join and support the PTA	Teachers, CIS, Administration	8/20/07	6/05/08	Other/ Not Applicable	0
Survey the parents in order to know different areas of interest.	Administration, Teachers, Community Involvement Specialist	8/20/2007	6/05/08	Other/ Not Applicable	0
Provide workshops for parents that introduce them to the school's website and parent Portal.	Administration, Teachers, Community Involvement Specialist	8/20/2007	6/05/08	Other/ Not Applicable	0
Offer a family math, science and FCAT night where parents are taught in depth information about Sunshine States Standard.	Administrator, Teachers, Counselor, Community Involvement Specialist	8/20/2007	6/05/08	Other/ Not Applicable	0
Provide a school resource fair.	Administration, Teachers, Counselor, Community Involvement Specialist	8/20/2007	6/05/08	Other/ Not Applicable	0

### Research-Based Programs

PTSA resources and services

### Professional Development

The school will follow the district's protocol for providing training for parents. 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 of the 2006-07 and the 2007-08 Title I Administration Parental Involvement Monthly School Report.



## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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

### **Discipline & Safety 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 has increased. Given the importance of providing a safe learning environment for all stakeholders of the school, there is a need to decrease the number of referrals based on student conflict and to establish a methodology, such as mediation and a mediation team, so that students can peacefully settle their disagreements in a peaceful manner through conflict resolution techniques.

### Measurable Objective

Given an emphasis on the Code of Student Conduct and on a safe and orderly environment, students involved in disputes and conflict will be referred to student mediators in order to resolve their disagreements in a peaceful manner. At least eighty-five percent of student mediations will be resolved in a peaceful manner as demonstrated by a mediation log reflecting such resolution.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Visit all classroom to explain the Code of Student Conduct and consequences of breaking the rules.	Administration, Counselor	08/20/07	06/05/08	Other/ Not Applicable	0
Train the student mediation team.	Administration, Counselor	08/20/07	10/30/08	Other/ Not Applicable	0
Disseminate information to parents about student mediators and conflict resolution at parent workshops.	Administration, Teachers, Security Monitors, Community Involvement Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
Increase the number of teachers who refer students to student mediation as a means to curtail student conflicts.	Administration, Counselor, Security Monitor, Teachers	08/20/07	06/05/08	Other/ Not Applicable	0

### Research-Based Programs

Conflict Resolution Materials

### Professional Development

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

- Antbullying workshops
- MDCPS Conflict Resolution workshops

### Evaluation

When the number of student mediations showing conflict was resolved, peer student mediation report forms, will be compared to the number of mediations unable to be resolved, this objective will be met when at least eighty-five percent of mediations showing resolution via the conflict resolution mediation process.



# School Improvement Plan 2007-2008



## Technology Goal

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

#### **Florida Education Priorities**

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

### **Technology Statement**

Teachers will 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:

- A Majority of students need to increase information and technology literacy skills to prepare them to be successful in a technological challenging society.
- A 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).
- A 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.
- A Majority of teachers feel, because of the increasing popularity of the Web and time constraints during the day for working parents that 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.
- A Majority of teachers feel that there is a need to stay abreast with technology advancements, therefore, indicating a need for 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 three 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create and implement effective lessons and assessments, utilizing United Streaming to enhance learning across the curriculum.	Administration K-5 Classroom teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Intergrate digital cameras into Reading, Language Arts and Science in grades three through five.	Administrators, Teachers, Technology Mentor	08/20/07	5/30/08	Other/ Not Applicable	0
Utilize research-based Integrated Learning Systems to Increase reading and math achievement (All general education and ESE students)	Administrators, Technology Mentor	8/20/07	6/05/08	Other/ Not Applicable	0
Utilize Accelerated Reader to increase reading achievement. (All general education students, and selected ESE).	Administration Classroom Teachers	8/20/07	5/30/08	Other/ Not Applicable	0
Create "Class Home Page" website that will be regularly updated to increase communication between home and school.	Administration Technology Mentor	08/20/07	06/05/08	Other/ Not Applicable	0
Utilize Waterford Early Ready Program and FCAT Explorer (ESOL I and II's self-contained and pull-out kindergarten-grade five) to increase reading achievement.	Administration Classroom Teachers	8/20/07	6/05/08	Other/ Not Applicable	0

### 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 professional development sessions 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 three hours per month; and by implementing a minimum of six 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 lesson plans and post-survey results.

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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"/>

### **Health & Physical Fitness Statement**

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

### **Needs Assessment**

There is 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. Last year forty-three percent of students tested in the fourth and fifth 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-five percent of students meeting high standards on the “push-up” portion of the 2006-2007 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Assign students home learning activities chosen to improve over all physical fitness and build upper body strength.	Administration Physical Education Teachers	8/20/2007	6/05/07	Other/ Not Applicable	0
Engage students in a variety of push-up game activities.	Administration Physical Education Teachers	8/20/2007	6/05/07	Other/ Not Applicable	0
Involve students in a variety of push-up techniques.	Administration Physical Education Teachers	8/20/2007	6/05/07	Other/ Not Applicable	0
Instruct students in proper warm-up and stretching activities.	Administration Physical Education Teachers	8/20/2007	6/05/07	Other/ Not Applicable	0
Engage students in various push-up lead-up activities.	Administration Physical Education Teachers	8/20/2007	6/05/07	Other/ Not Applicable	0

### Research-Based Programs

FITNESSGRAM

### Professional Development

Following the protocol for professional development established by the district, teachers will:

- Attend a M-DCPS Physical Education Workshop dedicated to improving Physical Fitness and push-up performance.
- Visit teacher resource web sites containing a variety of instructional push-up activities.

### Evaluation

Forty-two percent of tested students in fourth and fifth grade will meet high standards on the push-up portion of the 2007-2008 FITNESSGRAM.

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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"/>

### **Electives & Special Areas Statement**

The students at Amelia Earhart Elementary School will have the opportunity to participate in areas of interest and special talent in order to develop an appreciation for the arts, music, chess and physical fitness through extra curricular offerings.

### **Needs Assessment**

Twenty-five percent of the intermediate population at Amelia Earhart Elementary participated in the Chess Club during the 2006-07 school year through the Academic Excellence Program (AEP). Additional programs targeting music, the arts and physical fitness need to be established through the after school care program. Additional extra curricular activities need to be considered in order to promote other areas of interests and talents.



### Measurable Objective

Given the emphasis on the benefits of participating in the arts, music, chess and physical fitness programs, the number of students enrolled in the before and after school sponsored activities will increase by ten percentage points during the 2007-2008 school year compared to the 2006-2007 school year as documented by before and after school participation logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide field trips to cultural and athletic events in order to impact awareness in music, the arts and physical fitness.	Administration, Teachers, Community Involvement specialist and After Care Program	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement after school sponsored activities for music, the arts and physical fitness.	Administration, Teachers, After School Program	8/20/2007	6/5/2008	Other/ Not Applicable	0
Offer students the opportunity to participate in various school sponsored performances for parent and the community.	Administration, Teachers, Community Involvement Specialist, After School Program	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue to participate in district and area chess competitions.	Administration, Chess Facilitators, Community Involvement specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue to offer the Chess Club through the Academic Excellence Program.	Administration, Chess Facilitator,	8/20/2007	6/5/2008	Other/ Not Applicable	0

### Research-Based Programs

N/A

### Professional Development

The school will follow the District's protocol for providing professional development. Selected teachers will be offered the opportunity to attend in-services targeting music, chess and physical fitness.

### Evaluation

Success towards this objective will be documented by a ten percentage points increase in enrollment in the extra curricular programs as evidenced by 2007-2008 before and after care program activity logs.

## Return On Investment Goal

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

#### *Florida Education Priorities*

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"/>

### **Return On Investment Statement**

Amelia Earhart Elementary School will increase its ranking at the tenth 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 Florida Department of Education (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 Return On Investment (ROI) percentile ranking will increase by at least one percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Administration, EESAC Members	11/16/06	5/22/07	Other/ Not Applicable	0
Consider shared use of facilities, partnering with the community agencies.	Administration, EESAC Members	12/7/06	1/11/07	Other/ Not Applicable	0

### Research-Based Programs

Scott Foresman textbook  
 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:

Money Matters Workshop  
 Region and District Budget Meetings  
 Grant Writing 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**

---

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.



# School Improvement Plan 2007-2008



## **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***

---

<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	40800
Mathematics	4000
Writing	4000
Science	4000
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
<b>Total</b>	<b>52800</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

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*