# AMELIA EARHART ELEMENTARY SCHL



## 2024-25 Schoolwide Improvement Plan

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# School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

# SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

| ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI) |
| --- |
| A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%. |
| **TARGETED SUPPORT AND IMPROVEMENT (TSI)** |
| A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years. |
| **COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)** |

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP SECTIONS | TITLE I SCHOOLWIDE PROGRAM | CHARTER SCHOOLS |
|---|---|---|
| I.A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b) | |
| I.E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II.A-E: Data Review | | 6A-1.099827(4)(a)(2) |
| III.A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III.B, IV: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| V: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

# Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

# A. School Mission and Vision

**Provide the school's mission statement**

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

**Provide the school's vision statement**

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

# B. School Leadership Team

**School Leadership Team**

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

## Leadership Team Member #1

**Employee's Name**
Lisa K. Wiggins

**Position Title**
Principal

**Job Duties and Responsibilities**

The Principal is the instructional leader of the school. She overseas the curriculum and supports the staff in their instructional practice. She ensures the staff and teachers produce successful outcomes for students in a nurturing, supportive, and safe environment. As the leader she allocates and manages resources for various academic and social emotional learning programs that support

student achievement. She focuses on student learning, professional growth, and continuous improvements which are aligned to the school as well as
the district's mission and vision.

## Leadership Team Member #2

**Employee's Name**
Yailen Julia

**Position Title**
Assistant Principal

**Job Duties and Responsibilities**

The Assistant Principal supports the Principal as an educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. She monitors all systems and structures that directly correlate to
and impact our school culture, social emotional learning, and academic achievement goals and initiatives.

## Leadership Team Member #3

**Employee's Name**
Sandra Palacios

**Position Title**
Instructional Coach

**Job Duties and Responsibilities**

The Instructional coach facilitates the grade level collaborative planning sessions to ensure that the curriculum is aligned to the data that is being analyzed. She also dissects data reports to monitor student progress, develops a scope and sequence to ensure strengthening of the identified and targeted standards. The
coach facilitates coaching cycles and models best practices for teachers to improve classroom instruction and facilitate growth as highly effective educators.

## Leadership Team Member #4

**Employee's Name**
Mariacristina Hutchins

**Position Title**
ELL Compliance Leader

**Job Duties and Responsibilities**

The ELL Compliance Specialist works collaboratively with the leadership team and all teachers to ensure that students who are second language learners are receiving their language support with fidelity. The ELL Compliance Specialist provides in class assistance on the effective use of strategies to support second
language learners. In addition, the ELL Compliance Specialist ensures that student assessments, parent meetings, and ESOL Learning plans are in compliance with state timelines and regulations.

## Leadership Team Member #5

**Employee's Name**
Leopolodo Andara

**Position Title**
School Counselor

**Job Duties and Responsibilities**

The counselor fosters family and community partnerships to support the social-emotional and academic development of all students. The counselor also has the responsibility of monitoring behavior data, conducting intervention meetings for students identified through the MTSS process, providing support and resources for parents, gathering data required for the RtI process.

## Leadership Team Member #6

**Employee's Name**
Cecilia Carrasco

**Position Title**
Social Worker

**Job Duties and Responsibilities**

The Social Worker provides emotional and behavioral support to students as needed. The Social Worker also meets with families to offer strategies and support to assist students in being successful at school. She provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students.

# C. Stakeholder Involvement and Monitoring

**Stakeholder Involvement and SIP Development**
Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 1114(b)(2))*

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

The establishment of a School Improvement Plan (SIP) is vital in attaining success. It serves as a map or guide to improve the quality of instruction and learning. Receiving feedback and input from all stakeholders on the need(s) of the school is essential. Stakeholders can have transparent dialog and collaborative discussions during the Educational Excellence School Advisory Committee (EESAC) meetings. During this meeting the stakeholders are provided with meaningful data and other pertinent information needed so that decisions can be made that are directly aligned with student achievement goals. The varying components of the SIP are shared and discussed with teachers, parents, students, and community business partners to come to a consensus of the set goals and action steps that will support the continuous improvement of student achievement.

**SIP Monitoring**
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

The School Improvement Plan (SIP) will be monitored regularly to ensure its effectiveness. The School Leadership Team will meet weekly to debrief observational notes obtained from walkthroughs and on-going data to determine the fidelity and impact of the implementation of the action steps. Stakeholders will have opportunities through collaborative planning sessions, data chats, faculty meetings, or EESAC meetings to determine whether adequate progress is being made in reducing the achievement gap in particular subgroups. The SIP will be revised and modified as needed by analyzing the areas of deficiency. Purposeful action steps that will increase achievement of students in meeting the State's academic standards will be developed.

# D. Demographic Data

| | |
|---|---|
| **2024-25 STATUS**<br>(PER MSID FILE) | **ACTIVE** |
| **SCHOOL TYPE AND GRADES SERVED**<br>(PER MSID FILE) | **ELEMENTARY**<br>**PK-5** |
| **PRIMARY SERVICE TYPE**<br>(PER MSID FILE) | **K-12 GENERAL EDUCATION** |
| **2023-24 TITLE I SCHOOL STATUS** | **YES** |
| **2023-24 MINORITY RATE** | **99.8%** |
| **2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE** | **100.0%** |
| **CHARTER SCHOOL** | **NO** |
| **RAISE SCHOOL** | **YES** |
| **2023-24 ESSA IDENTIFICATION**<br>*UPDATED AS OF 7/25/2024 | **N/A** |
| **ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)** | |
| **2023-24 ESSA SUBGROUPS REPRESENTED**<br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | **STUDENTS WITH DISABILITIES (SWD)**<br>**ENGLISH LANGUAGE LEARNERS (ELL)**<br>**BLACK/AFRICAN AMERICAN STUDENTS (BLK)**<br>**HISPANIC STUDENTS (HSP)**<br>**ECONOMICALLY DISADVANTAGED STUDENTS (FRL)** |
| **SCHOOL GRADES HISTORY**<br>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.* | **2023-24: A**<br>**2022-23: B***<br>**2021-22: B**<br>**2020-21:**<br>**2019-20: A** |

# E. Early Warning Systems

## 1. Grades K-8

**Current Year 2024-25**

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more school days | 0 | 5 | 7 | 9 | 10 | 6 | | | | 37 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 2 | 18 | 9 | 0 | | | | 29 |
| Course failure in Math | 0 | 0 | 1 | 8 | 7 | 1 | | | | 17 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 8 | 29 | 22 | | | | 59 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 3 | 12 | 14 | | | | 29 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 0 | 11 | 21 | 39 | | | | | | 71 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | 0 | 7 | 2 | 15 | 8 | | | | | 32 |

**Current Year 2024-25**

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 6 | 5 | 29 | 32 | 22 | | | | 94 |

**Current Year 2024-25**

Using the table above, complete the table below with the number of students retained:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained students: current year | 0 | 0 | 0 | 9 | 0 | 0 | | | | 9 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 1 | 0 | | | | 1 |

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students by grade level that exhibited each early warning indicator:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more school days | | 10 | 9 | 16 | 6 | 6 | | | | 47 |
| One or more suspensions | | | | | | | | | | 0 |
| Course failure in ELA | | | 1 | 15 | 5 | 1 | | | | 22 |
| Course failure in Math | | | | 8 | 2 | 4 | | | | 14 |
| Level 1 on statewide ELA assessment | | | | 14 | 16 | 20 | | | | 50 |
| Level 1 on statewide Math assessment | | | | 12 | 19 | 11 | | | | 42 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 15 | 20 | 50 | | | | | | | 135 |

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | | | | 17 | 15 | 10 | | | | 42 |

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained students: current year | | | | 15 | | | | | | 15 |
| Students retained two or more times | | | | | | | | | | 0 |

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

# A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

| ACCOUNTABILITY COMPONENT | 2024 | | | 2023 | | | 2022** | | |
|---|---|---|---|---|---|---|---|---|---|
| | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement * | 58 | 63 | 57 | 57 | 60 | 53 | 55 | 62 | 56 |
| ELA Grade 3 Achievement ** | 49 | 63 | 58 | 39 | 60 | 53 | | | |
| ELA Learning Gains | 60 | 64 | 60 | | | | 68 | | 50 |
| ELA Learning Gains Lowest 25% | 57 | 62 | 57 | | | | 63 | | 50 |
| Math Achievement * | 72 | 69 | 62 | 61 | 66 | 59 | 51 | 58 | 50 |
| Math Learning Gains | 70 | 65 | 62 | | | | 63 | | 59 |
| Math Learning Gains Lowest 25% | 70 | 58 | 52 | | | | 65 | | 54 |
| Science Achievement * | 57 | 61 | 57 | 48 | 58 | 54 | 39 | 64 | 59 |
| Social Studies Achievement * | | | | | | | | 71 | 64 |
| Middle School Acceleration | | | | | | | | 63 | 52 |
| Graduation Rate | | | | | | | | 53 | 50 |
| College and Career Readiness | | | | | | | | | 80 |
| ELP Progress | 56 | 64 | 61 | 51 | 63 | 59 | 62 | | 76 |

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

# B. ESSA School-Level Data Review (pre-populated)

| 2023-24 ESSA FPPI | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL FPPI – All Students | 61% |
| OVERALL FPPI Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the FPPI | 549 |
| Total Components for the FPPI | 9 |
| Percent Tested | 100% |
| Graduation Rate | |

| ESSA OVERALL FPPI HISTORY | | | | | | |
|---|---|---|---|---|---|---|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20* | 2018-19 | 2017-18 |
| 61% | 53% | 60% | 35% | | 66% | 55% |

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

# C. ESSA Subgroup Data Review (pre-populated)

| | 2023-24 ESSA SUBGROUP DATA SUMMARY | | | |
|---|---|---|---|---|
| **ESSA SUBGROUP** | **FEDERAL PERCENT OF POINTS INDEX** | **SUBGROUP BELOW 41%** | **NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%** | **NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%** |
| Students With Disabilities | 64% | No | | |
| English Language Learners | 58% | No | | |
| Black/African American Students | 63% | No | | |
| Hispanic Students | 60% | No | | |
| Economically Disadvantaged Students | 63% | No | | |

| | 2022-23 ESSA SUBGROUP DATA SUMMARY | | | |
|---|---|---|---|---|
| **ESSA SUBGROUP** | **FEDERAL PERCENT OF POINTS INDEX** | **SUBGROUP BELOW 41%** | **NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%** | **NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%** |
| Students With Disabilities | 46% | No | | |
| English Language Learners | 51% | No | | |

## 2022-23 ESSA SUBGROUP DATA SUMMARY

| ESSA SUBGROUP | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
|---|---|---|---|---|
| Black/African American Students | 32% | Yes | 1 | |
| Hispanic Students | 54% | No | | |
| Economically Disadvantaged Students | 51% | No | | |

## 2021-22 ESSA SUBGROUP DATA SUMMARY

| ESSA SUBGROUP | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
|---|---|---|---|---|
| Students With Disabilities | 42% | No | | |
| English Language Learners | 63% | No | | |
| Native American Students | | | | |
| Asian Students | | | | |
| Black/African American Students | 42% | No | | |

| | **2021-22 ESSA SUBGROUP DATA SUMMARY** | | | |
|---|---|---|---|---|
| **ESSA SUBGROUP** | **FEDERAL PERCENT OF POINTS INDEX** | **SUBGROUP BELOW 41%** | **NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%** | **NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%** |
| Hispanic Students | 62% | No | | |
| Multiracial Students | | | | |
| Pacific Islander Students | | | | |
| White Students | | | | |
| Economically Disadvantaged Students | 61% | No | | |

## D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

### 2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2022-23 | C&C ACCEL 2022-23 | ELP PROGRESS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 58% | 49% | 60% | 57% | 72% | 70% | 70% | 57% | | | | | 56% |
| Students With Disabilities | 51% | 14% | 74% | | 92% | 77% | | 93% | | | | | 44% |
| English Language Learners | 54% | 40% | 57% | 52% | 74% | 72% | 67% | 54% | | | | | 56% |
| Black/African American Students | 50% | | | | 75% | | | | | | | | |
| Hispanic Students | 59% | 48% | 58% | 52% | 72% | 69% | 68% | 55% | | | | | 56% |
| Economically Disadvantaged Students | 55% | 40% | 61% | 61% | 72% | 76% | 84% | 62% | | | | | 52% |

## 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2021-22 | C&C ACCEL 2021-22 | ELP PROGRESS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 57% | 39% | | | 61% | | | 48% | | | | | 51% |
| Students With Disabilities | 50% | 38% | | | 61% | | | 46% | | | | | 37% |
| English Language Learners | 55% | 37% | | | 61% | | | 41% | | | | | 60% |
| Black/African American Students | 18% | | | | 45% | | | | | | | | |
| Hispanic Students | 59% | 40% | | | 61% | | | 47% | | | | | 61% |
| Economically Disadvantaged Students | 55% | 33% | | | 62% | | | 48% | | | | | 59% |

## 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| Subgroup | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2020-21 | C&C ACCEL 2020-21 | ELP PROGRESS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 55% | | 68% | 63% | 51% | 63% | 65% | 39% | | | | | 76% |
| English Language Learners | 56% | | 72% | 68% | 53% | 68% | 71% | 40% | | | | | 76% |
| Students With Disabilities | 28% | | 43% | 47% | 38% | 54% | 60% | 20% | | | | | 44% |
| Native American Students | | | | | | | | | | | | | |
| Asian Students | | | | | | | | | | | | | |
| Black/African American Students | 25% | | 57% | | 25% | 57% | | 46% | | | | | |
| Hispanic Students | 58% | | 70% | 63% | 55% | 65% | 65% | 41% | | | | | 76% |
| Multiracial Students | | | | | | | | | | | | | |
| Pacific Islander Students | | | | | | | | | | | | | |
| White Students | | | | | | | | | | | | | |
| Economically Disadvantaged Students | 55% | | 70% | 64% | 52% | 64% | 64% | 41% | | | | | 76% |

# E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

| | | 2023-24 SPRING | | | | |
|---|---|---|---|---|---|---|
| SUBJECT | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| Ela | 3 | 38% | 56% | -18% | 55% | -17% |
| Ela | 4 | 54% | 55% | -1% | 53% | 1% |
| Ela | 5 | 37% | 56% | -19% | 55% | -18% |
| Math | 3 | 53% | 65% | -12% | 60% | -7% |
| Math | 4 | 69% | 62% | 7% | 58% | 11% |
| Math | 5 | 57% | 59% | -2% | 56% | 1% |
| Science | 5 | 40% | 53% | -13% | 53% | -13% |

# III. Planning for Improvement

# A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

**Most Improvement**

Which data component showed the most improvement? What new actions did your school take in this area?

According to the 2024 Math FAST PM3 data results, 58% of the 3rd  grade student population scored a level 3 or higher.  Compared to the 2023 proficiency percentage of 32%, there is an increase of 26 percentage points.

 The significant increase in proficiency demonstrated by the 3rd  grade student population proved that the 3rd grade Math teachers provided rigorous and meaningful instruction which addressed the students' academic needs and effectively reduced the learning gap. The contribution to this improvement can be attributed to differentiated instruction, data chats, and ongoing collaboration.  In addition, collaborative instructional planning and resources used by teachers was effective.  These resources were implemented for remediation and/or enrichment during the teacher led small group instruction.  Significant learning gains from the FAST PM1 to the PM3 was evident among the different student subgroups.

**Lowest Performance**

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to the 2024 ELA FAST PM3 data results, 48% of the 3rd grade student population scored a level 3 or higher.

 This data finding demonstrates that additional support is needed in this grade level.  Students were not grasping grade level benchmarks neither through whole nor teacher-led small group instruction.  Our school had a greater number of students transferring from other public/private schools or new arrivals from other countries.  A large percentage of these students were entering Amelia Earhart one

or more grade levels below.  This impacted the number of students attending intervention, and/or needing additional support.  These students' ongoing data indicated that they were at risk of not being proficient and/or being retained.  There was an additional need for professional development in tracking ongoing student data utilizing reports from Performance Matters and Student Data Trackers in order to provide effective and targeted instruction in Reading.

**Greatest Decline**
Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

According to the 2024 ELA FAST PM3 data results, 51% of the 5th grade student population scored a level 3 or higher.  Compared to the 2023 proficiency percentage of 75%, there is a decrease of 24 percentage points.  Additionally, only 25% of the 5th grade student population demonstrated learning gains.

 Our diverse student population had varying social and academic needs that hindered student progress.  The students in 5th  grade lacked the foundational skills and prerequisites needed to master the ELA benchmarks.  This impacted the number of 5th grade students who needed additional support and remediation in the area of ELA.  The multi student barriers that were affecting student mastery of the benchmarks were not addressed effectively in the delivery of instruction for small and whole groups.

**Greatest Gap**
Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

According to the 2024 ELA FAST PM3 data results, 48% of the 3rd grade student population scored a level 3 or higher.  Compared to the state's proficiency percentage of 55%, there is a 7 percentage points difference.

Our diverse student population had varying social and academic needs that hindered student progress.  There was an influx of students transferring from other public/private schools or new arrivals from other countries, a large percentage of these students were in 3rd grade.  Third grade had a greater percentage of students that were one or more grade levels below; they lacked foundational skills and prerequisites needed to master the Florida B.E.S.T ELA benchmarks.  Careful review of what was being implemented successfully or not, based on grade level expectations of the Florida ELA B.E.S.T. Standards and essential practices, needed to be conducted with more frequency in order to make adequate modifications to address students in each of the subgroups. The multi student barriers that were affecting student mastery of the benchmarks were not addressed

effectively in the delivery of instruction for small and whole group. These factors impacted the number of 3rd grade students who needed additional support and remediation in the area of ELA.

**EWS Areas of Concern**

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

According to the 2023-2024 Early Warning System Data in Power of BI, 23% of the student population had between 16-30 absences throughout the school year.  This is 3 percentage points higher than the district (20%).  Also, the percentage of students in 2nd and 5th grade (32%)  who were absent 0-5 days were among the highest of all grade levels.

Despite of our school-wide attendance plan, student absences and/or early dismissals are still a concern. The students in the SPED self-contained units had excessive absences due to their ailments.  However, throughout the 2023-2024 school year an increase of student absences was seen in 2nd grade, 4th grade, and 5th grade in comparison to prior school years.  If students were not in school, they were not learning what was being taught and placed them in jeopardy of falling behind, therefore, impacting their overall academic performance.   It is necessary that we revamp our attendance plan so that it includes additional initiatives that encourage student attendance.

**Highest Priorities**

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The following are the school improvement top five priorities for the upcoming 2024-2025 school year:

1.	Increase fidelity and effectiveness of differentiated small-group instruction to improve progress for students in the varying subgroups.  This will help reduce the number of students that are identified at risk for underachievement.
2.	Targeted interventions for reading and math for students who scored a level 2 or low level 3 in grades 3-5.
3.	Professional development and/or training will be provided so that teachers are able to correctly select, use and apply mathematical language and concrete resources to deepen the students' understanding in conceptual math which will lead to the effective application of problem solving.
4.	The School Leadership Team (SLT) will conduct continuous improvement meetings and classroom walkthroughs weekly.   Walkthrough forms will be utilized to capture instructional trend data that will determine whether or not the action steps are being implemented with fidelity.  Ongoing data will be analyzed to ensure adequate progress is being made across all grade levels; an

emphasis will be placed on 3rd grade in the areas of reading and math and on 5th grade in the area of reading .

5. Improve attendance further by developing and implementing additional practices that will motivate students to maintain perfect and/or improve their attendance.

# B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

## Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Small-group Instruction

### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 FAST PM3 ELA data results, 51% of the students in grade 5 were proficient. This is a significant decrease compared to the 75% proficiency observed in the 2023 FAST PM3 ELA results, representing a decline of 24 percentage points. The Targeted Element of Differentiated Small-group Instruction was selected due to these data findings, which indicated that the proficiency percentage for grade 5 not only decreased but also fell below the District's average in the area of ELA.

It was identified that we did not effectively address the foundational gaps through data-driven student remediation. Therefore, there is a pressing need to implement differentiated instructional approaches and scaffolded student activities during small-group instruction that focus on ELA standards and skills. This strategy is intended to ensure students develop stronger foundational skills.

By incorporating the Targeted Element of Differentiated Small-group Instruction with a focus on the ELA B.E.S.T. standards, we aim to provide tailored learning experiences that allow students to learn at their own pace and demonstrate their understanding more effectively. This approach is designed to maximize the learning potential of all students and improve overall proficiency in ELA.

### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the Targeted Element of Differentiated Small-group instruction, there will be an increase of 10 percentage points in fifth-grade proficiency; from 51% to 61%, as measured by the 2025 ELA FAST Reading PM3.

### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The SLT will conduct weekly walkthroughs to assess the impact of differentiated small group instructional lesson plans developed during collaborative planning sessions. Continuous data from biweekly assessments and iReady will be used to gauge and monitor student progress, guiding instructional practices. This process will serve as a tool to evaluate the implementation and effectiveness of the differentiated strategies embedded within the delivery of instruction. Adjustments to instructional lessons will be made based on ongoing student data to ensure differentiation and maximize mastery of targeted benchmarks.

**Person responsible for monitoring outcome**
Sandy Palacios, Instructional Coach

**Evidence-based Intervention:**
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**
Differentiated instruction is a teaching strategy that will provide effective small group instruction for all subgroups. The various learning modalities implemented will positively impact long-term student achievement and contribute to closing the achievement gap. Differentiated instructional lesson plans will enable careful review of their effectiveness based on grade-level expectations of the B.E.S.T. Standards. During collaborative planning, essential practices will be conducted to make necessary modifications to the instructional plans, strategically targeting student deficiencies. These modifications will address the needs of students in each subgroup, ensuring that the diverse needs of all students are met.

**Rationale:**
The evidence-based strategy of differentiated instruction was chosen as a result of the data findings from the 2024 ELA FAST PM3 for grade 5. This significant data suggests that further instructional planning for both whole and small groups should concentrate on specific standards tailored to student needs. Developing instructional plans that allow for differentiated instruction will be beneficial in increasing student achievement for the students who have regressed or are demonstrating deficiency.

**Tier of Evidence-based Intervention:**
Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**
List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**
Collaborative Planning Sessions

**Person Monitoring:**                             **By When/Frequency:**
Sandra Palacios, Instructional Coach               August 27, 2024 / Ongoing Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Teachers will participate in collaborative planning sessions to discuss ongoing data from biweekly assessments and iReady, along with their content area needs, to create flexible student groups. They will develop differentiated, standards-aligned instructional plans for targeted subgroups, guiding student grouping based on identified needs. The Instructional Coach, Sandra Palacios, will review ongoing data to assess the effectiveness and fidelity of small group instruction led by teachers. These data reports will be systematically recorded and stored in data binders or digitally to ensure accurate tracking. The School Leadership Team (Lisa Wiggins, Yailen Julia, Sandra Palacios) will oversee this process to ensure that the instructional strategies are being implemented as planned and to evaluate their impact on student learning.

### Action Step #2
Professional Development

**Person Monitoring:**                             **By When/Frequency:**
Sandra Palacios, Instructional Coach               August 13, 2024 / One Time

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Provide professional development opportunities for teachers who need assistance with whole and small group differentiated instruction. The Instructional Coach, Sandra Palacios, will review student data reports and follow-up with walkthroughs during scheduled DI on a biweekly basis to ensure the effectiveness and fidelity of small group teacher-led instruction.

### Action Step #3
Data Chats

**Person Monitoring:**                             **By When/Frequency:**
Sandra Palacios, Instructional Coach               September 27, 2024 - One Time

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
The SLT will facilitate Student Data Chats and Collaborative Data Chats after FAST PM1 and iReady AP1. The SLT, Lisa Wiggins, Sandra Palacios, and Yailen Julia, will ensure that the data obtained from the FAST PM1 and iReady AP1 are effectively utilized to inform instruction and identify areas for student support by conducting biweekly walkthroughs. The findings, successes, and areas for improvement will be recorded and shared during SLT meetings to inform future Data Chats and overall school improvement efforts.

## Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

## Instructional Practice specifically relating to Collaborative Planning

### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 FAST Math data results, 76% of the students in grades 3-5 were proficient, indicating a 15 percentage point increase compared to the 2023 results. The Targeted Element of Collaborative Planning was selected due to this significant improvement. Scheduled collaborative planning sessions with the instructional coach will continue to provide guidance and support to the instructional staff. Together, the instructional coach and teachers will develop engaging lessons focused on the B.E.S.T. standards to further increase mastery. These collaborative sessions will encourage teachers to share strategies, address concerns, and problem-solve to better implement diverse learning modalities that enhance student engagement. This approach will foster knowledge creation and integration across subject areas.

**Measurable Outcome**
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of Collaborative Planning, a 4 percentage point increase in student proficiency in grades 3-5 will be evident as measured by the summative assessment, 2025 FAST Math PM3, in comparison to the 2024 FAST Math PM3.

**Monitoring**
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The SLT will conduct weekly walkthroughs using a metric system to measure the impact of instructional lesson plans developed during collaborative planning and implementation of strategies. The Leadership Team's notes will capture the instructional look-fors identified in previous Leadership Team meetings that will maximize student learning and minimize learning loss. The SLT will conduct quarterly data chats using Power of BI, iReady, FAST Progress Monitoring, and online assessment data reports to monitor that students are making adequate progress in the targeted areas.

**Person responsible for monitoring outcome**
Sandra Palacios, Instructional Coach

**Evidence-based Intervention:**
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
**Description of Intervention #1:**
Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based intervention of Instructional Support. This support will provide teachers with the necessary guidance and assistance to develop instructional lessons aligned with pacing guides and responsive to ongoing data findings, ensuring learning barriers are addressed. These lessons will emphasize the B.E.S.T.

standards for both whole-class and teacher-led small group instruction across all subgroups. The teacher-led instructional plans will strategically target identified standards and benchmarks to positively impact long-term student achievement and incremental progress toward closing the achievement gap.

**Rationale:**
Instructional Support fosters collaborative practices that promote a cohesive school environment. It encourages key stakeholders to actively engage in effective differentiation, anticipate student misconceptions, and explore alternative approaches within lessons. The Instructional Coach and teachers collaborate to analyze B.E.S.T. standards, sharing best practices and strategies to address potential barriers and challenges. Developed instructional lessons feature engaging, purposeful activities aligned with B.E.S.T. standards. This approach promotes knowledge creation across subject areas, enhancing student learning outcomes.

**Tier of Evidence-based Intervention:**
Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**
No


**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**
Collaborative Planning Sessions

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Sandra Palacios, Instructional Coach | August 20, 2024 / Ongoing Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Create and establish a collaborative planning schedule with clearly defined protocols, planning timeframe, and expected products. The School Leadership Team (Lisa Wiggins, Yailen Julia, and Sandra Palacios) will conduct weekly walkthroughs to measure the impact of collaborative planning on increasing student mastery of the B.E.S.T. standards. The SLT's notes will capture the instructional look-fors identified in previous SLT and/or collaborative planning meetings.

**Action Step #2**
Instructional Lesson Plans (GRRM)

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Sandra Palacios, Instructional Coach | August 20, 2024 / Ongoing Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
During Collaborative Planning sessions instructional teacher-directed lesson plans will be developed using the Gradual Release Responsibility Model (GRRM) to maximize student outcome. The Instructional Coach (Sandra Palacios) will participate in collaborative planning sessions to ensure that student needs are guiding lesson development and will review lesson plans and/or conduct student product reviews to check for differentiation, particularly for identified subgroups. Instructional delivery will be monitored to confirm that lessons are delivering high-quality instruction, with feedback provided as necessary.

**Action Step #3**
Student Progress

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Sandra Palacios, Instructional Coach | August 20, 2024 / Ongoing Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers and Leadership Team will utilize weekly collaborative planning time to monitor student progress using current data reports from multiple sources (topic assessment, iReady, and PM1, and weekly assessments) to identify instructional and curricular needs of students. Findings will be incorporated to lesson plans as secondary standards. The SLT (Lisa Wiggins, Yailen Julia, and Sandra Palacios) will conduct weekly walk-throughs. Observational notes from the walk-throughs will be utilized to ensure implementation of strategies to maximize student learning and minimize risks. Data from formative assessments will be reviewed monthly during Leadership Team meetings to track student progress and ensure that students are showing growth on remediated standards.

# Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

## Instructional Practice specifically relating to ELA required by RAISE (specific questions)

### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The Florida Department of Education's (FDOE) Reading Achievement Initiative for Scholastic Excellence (RAISE) program identifies schools:

- where at least 50% of students in grades K-3 are not on track to pass the grade 3 ELA assessment
- with students in grades 3-5 where at least 50% of students score below a level 3 on the statewide English Language Arts (ELA) assessment.

According to the 2024 FAST PM3 ELA data results, 48% of the students in grade 3 were proficient. This indicates that 52% of the third grade students scored below a level 3; 7 percentage points below in comparison to the state's average of 55% for third grade students. Based on the review of this data, Amelia Earhart Elementary meets the criteria of RAISE.

During the 2023-2024 school year, observations from SLT walkthroughs and data analysis revealed that teacher lectures were the predominant method used throughout the instructional ELA block. Student product reviews showed that reading responses closely followed teacher models. While these instructional practices offered necessary support, they lacked opportunities for collaborative and independent practice, which are crucial for students to apply and reinforce their knowledge. To

address this, we will implement the Targeted Element of Gradual Release of Responsibility Model (GRRM) across all grade levels (K-5).

## Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the 2024 iReady Placement Summary Report  the following percentages in each grade level are in critical need:

4% of 2nd grade (1st Grade 2023-2024)
26% of 3rd grade (2nd Grade 2023-2024)

According to these data results, the focus relating to ELA RAISE will be Gradual Release of Responsibility Model (GRRM).  The GRRM provides students with an instructional delivery framework that allows for students to be guided through the learning process with the use of explicit instruction. The structured approach allows the gradual shift from teacher-centered instruction to student-centered learning.

## Grades 3-5: Instructional Practice specifically related to Reading/ELA

According to the 2024 iReady Placement Summary Report  the following percentages in each grade level are in critical need:

38% of 4th grade (3rd Grade 2023-2024)
43% of 5th grade (4th Grade 2023-2024)

According to these data results, the focus relating to ELA RAISE will be Gradual Release of Responsibility Model (GRRM).  The GRRM provides students with an instructional delivery framework that allows for students to be guided through the learning process with the use of explicit instruction. The structured approach allows the gradual shift from teacher-centered instruction to student-centered learning.

## Grades K-2: Measurable Outcome(s)

With the implementation of the GRRM, the following measurable outcomes will be evident on the new ELA progress monitoring system:

- an additional 4% of the First Grade student population will score at grade level
- an additional 10% of the Second Grade student population will score at grade level

**Grades 3-5: Measurable Outcome(s)**

With the implementation of the GRRM, the following measurable outcomes will be evident on the new ELA progress monitoring system:


- an additional 8% of the Third Grade student population will score at grade level
- an additional 8% of the Fourth Grade student population will score at grade level

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The School Leadership Team (Lisa Wiggins, Yailen Julia, and Sandra Palacios) will conduct weekly instructional rounds that will focus on the following:
 effective implementation of the GRRM during the delivery of whole/small group instruction, ensure small-group instructional lesson plans are aligned to current data with differentiation for Tier 2 and Tier 3 students   On-going data for Tier 2 and Tier 3 students from FAST PMs, iReady, and PowerBi will be analyzed monthly by the SLT to monitor ensure adequate progress is being made by targeted students.  Additional support will be provided to students who are not progressing adequately.

**Person responsible for monitoring outcome**

Sandra Palacios, Instructional Coach

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Within the Targeted Element of the Gradual Release of Responsibility Model, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Using data from assessments, observations, and other sources will assist in informing teaching practices and making instructional decisions by identifying individual students' strengths, weaknesses, and learning needs, enabling teachers to tailor instruction more effectively. The data will help determine which students need more targeted support and which areas require additional focus. This information can be used to form small groups based on similar needs or skill gaps. The data will also provide insights into which aspects of the Gradual Release of Responsibility Model might need more emphasis, such as additional guided practice or independent work, based on student progress and performance. By using the GRRM and data-driven instruction, students will receive targeted, scaffolded support to help them achieve mastery of the B.E.S.T. Reading standards.

**Rationale:**

Data-driven instruction will ensure that teachers are using on-going data to realign small group/whole group instructional lesson plans to strategically target student needs. This practice will allow teachers to make immediate adjustments and /or improvements based on the data to maximize on the learning

resources/materials to continuously improve student learning through the Gradual Release Responsibility Model (GRRM). By implementing the Guided Reading and Resource Management (GRRM) framework alongside data-driven instructional strategies, students will benefit from tailored and scaffolded support. The integration of these practices ensures that instruction is responsive to student progress and areas for improvement, fostering a more effective and personalized learning experience.

**Tier of Evidence-based Intervention:**
Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**
Data Analysis - T2 & T3

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Sandra Palacios, Instructional Coach | August 14, 2024 / Ongoing Bi-Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
The SLT will analyze data reports (FAST, iReady, and PowerBi) to identify students that are Tier 2 (one grade level below) and Tier 3 (two or more grade levels below). The Instructional Coach, Sandra Palacios, will review student data reports during collaborative planning sessions to ensure effectiveness and fidelity of small group teacher-led instruction and intervention.

**Action Step #2**
Collaborative Planning Sessions

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Sandra Palacios, Instructional Coach | August 20, 2024 / Ongoing Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Teachers will participate in collaborative planning sessions to discuss data and identify areas in need of improvement in order to develop small group teacher-led standards-aligned instructional plans for targeted subgroups. The SLT (Lisa Wiggins, Yailen Julia, and Sandra Palacios) will conduct walkthroughs to measure the impact of collaborative planning on increasing identified instructional look-fors. Student product reviews will be done during collaborative planning sessions to ensure identified primary and secondary standards are being targeted during small group instruction.

**Action Step #3**
Professional Development

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Sandra Palacios, Instructional Coach | August 13, 2024 / Ongoing Bi-Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Provide professional development and/or support opportunities for teachers who need assistance with small group differentiated instruction. The SLT (Lisa Wiggins, Yailen Julia, and Sandra Palacios)

will conduct walkthroughs to measure the impact of collaborative planning on increasing identified instructional look-fors. Student product reviews will be done during collaborative planning sessions to ensure identified primary and secondary standards are being targeted during small group instruction.

# IV. Positive Culture and Environment

## Area of Focus #1

Student Attendance

### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 Attendance and EWI tab on PowerBi, 27% of the student population had between 16-30 absences throughout the school year. This is 5 percentage points higher than the T1 schools (22%). Also, there was also a slight increase in percentage points for students with 6-10 absences, 25% to 29%. The school-wide attendance plan was implemented to help reduce the number of student absences. If students are not in school, they are not learning what is being taught and could be in jeopardy of falling behind, therefore, impacting their academic progress and performance. Students who frequently attend school feel more connected to their learning environment and develop strong social skills that influence their academic progress towards achievement.

### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the attendance initiative, a decrease of 5 percentage points (27% to 22%) for students with 16-30 absences and a decrease of 5 percentage points (29% to 24%) for students with 6-10 absences will be evident in the 2025 MTSS Attendance Summary.

### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The daily attendance bulletin will be reviewed and parent contact will be made. The Attendance Review Committee (ARC) will meet monthly to review attendance for students who have been identified by homeroom teachers. A monthly calendar with scheduled truancy meetings will be distributed to teachers.

### Person responsible for monitoring outcome

Yailen Julia, Assistant Principal

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**
To ensure students learn and achieve their fullest potential, it is crucial that they attend school regularly and stay engaged in the learning process. The Attendance Initiatives aim to reduce student absences across all grade levels. These initiatives include a comprehensive school-wide attendance plan where teachers will track and monitor student absences. This plan will incorporate both proactive and reactive strategies to prevent chronic truancy and intervene before students risk academic setbacks. Additionally, the school-wide plan will focus on engaging families, enhancing social-emotional learning, and fostering a positive school climate to promote consistent student attendance.

**Rationale:**
To improve student attendance, an attendance monitoring plan will be developed and implemented with fidelity, targeting students who are truant or have a pattern of arriving late or leaving early. The Administration/Attendance Review Team will review the school-wide Attendance Plan with teachers, students, and parents.

**Tier of Evidence-based Intervention:**
Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**

**Action Step #1**
Attendance Data

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Yailen Julia, Assistant Principal | September 27, 2024 / One Time |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
The Attendance Review Committee (ARC) will meet to analyze attendance data from the previous school year (2023-2024) in order to identify students who had more than five excused/unexcused absences. These students will be monitored and provided support to improve attendance. Yailen Julia (Assistant Principal) and Leopoldo Andara (Counselor) will utilize daily attendance reports to monitor identified students.

**Action Step #2**
School-wide Attendance Plan

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Yailen Julia, Assistant Principal | August 12, 2024 / Ongoing Bi-Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
The School-wide Attendance Plan will be reviewed with faculty and staff. ARC meetings will be held on a biweekly basis. Updates will be provided at bi-weekly Staff & Faculty Meetings. Yailen Julia

(Assistant Principal) and Leopoldo Andara (Counselor) will utilize daily attendance reports to monitor identified students. A running record of attendance letters being sent home will be kept to monitor student absences.

**Action Step #3**
Attendance Contract

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Yailen Julia, Assistant Principal | September 27, 2024 / One Time |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
The SLT will have an initial meeting with the parents of identified students to complete an attendance contract. Yailen Julia (Assistant Principal) and Leopoldo Andara (Counselor) will utilize daily attendance reports to monitor identified students. The attendance contract will be shared with the student and teacher.

# V. Title I Requirements (optional)

# A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

**Dissemination Methods**

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

https://www.ameliaearhartelementary.net/

To ensure the effective dissemination of the School Improvement Plan (SIP) and its progress to all stakeholders—including students, families, school staff and leadership, and local businesses and organizations—a structured and inclusive approach will be implemented. This plan will ensure that the SIP and its updates are communicated clearly, comprehensively, and in a manner accessible to everyone.

**Students**
- Teachers will incorporate the SIP's key goals and progress into classroom discussions and activities. Age-appropriate presentations will be made during homeroom periods.
- Organize sessions where students can learn about the SIP's goals, their roles, and how they can contribute to school improvement.
- Use age-appropriate language and visual aids (e.g., infographics, charts) to explain the SIP's goals and progress.
- Facilitate interactive sessions to engage students and gather their feedback.

**Families**
- Include SIP discussions in parent-teacher conferences, providing parents with information on how the plan affects their children.
- Post the SIP and progress updates on the school's website and parent portal. Provide downloadable versions in multiple languages as needed.
- Host informational meetings at convenient times for parents, offering translation services if

needed.

**School Staff and Leadership**
- Regularly update staff on SIP goals and progress during staff meetings and professional development sessions.
- Use internal memos and emails to share detailed updates and relevant data with school staff and leadership.
- Provide comprehensive briefings with data and actionable items, allowing for feedback and discussion.
- Ensure that all documents and communications are clear and provide context for the SIP's objectives and progress.

**Local Businesses and Organizations**
- Invite community members, such as but not limited to local businesses and organizations, to EESAC meetings  to discuss the SIP with. Highlight potential partnerships and collaborative opportunities.
- Post updates on the school's social media channels and/or website to reach a broader audience.
- Provide concise executive summaries of the SIP and progress, focusing on key points relevant to community stakeholders.
-  Offer opportunities for businesses and organizations to get involved, such as through sponsorships, volunteer opportunities, or advisory roles.

**Consistency and Timeliness**
- Ensure that information is shared consistently and in a timely manner. Regular updates should be scheduled (e.g., quarterly) and communicated through the chosen methods.
- Provide different methods, such as surveys, suggestion boxes, email addresses for stakeholders to offer feedback and ask questions about the SIP.

This plan ensures that all stakeholders are well-informed about the School Improvement Plan and its progress, fostering transparency, engagement, and community support.

**Positive Relationships With Parents, Families and other Community Stakeholders**
Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made

publicly available. (ESEA 1116(b-g))

## Strategies for Building Positive Relationships

Amelia Earhart will:

- Utilize  the school's website and/or social media outlets to provide regular updates on school events, student progress, and important announcements.
- Schedule regular parent-teacher conferences to discuss individual student progress, address concerns, and set goals collaboratively.
-  Implement surveys and feedback forms to gather input from parents and families about their experiences and needs, ensuring their voices are heard in school decisions.

## Engagement and Involvement Opportunities

Amelia Earhart will:

- Organize workshops on topics such as academic support, parenting strategies, and understanding the curriculum to empower families with knowledge and skills.
- Create opportunities for parents and community members to volunteer in various school activities, events, and programs, fostering a sense of community and shared purpose.
- Host school-wide events, such as open houses, family nights, and community events, to strengthen connections and create a welcoming environment.

## Supportive Resources and Services

Amelia Earhart will:

- Maintain a resource center with materials and information on supporting students at home, accessing community services, and navigating the education system.
- Provide translation services and multilingual materials to ensure non-English-speaking families can fully participate in school activities and access important information.

## Community Partnerships

Amelia Earhart will:

- Partner with local businesses, non-profits, and community organizations to support school programs, provide resources, and enhance educational opportunities.
- Schedule and advertise the EESAC meetings to parents, community members, and local leaders.  During EESAC meetings the school will offer guidance and collaborate on school improvement initiatives.

## Transparent Reporting and Accountability

Amelia Earhart will:

- Share regular updates on student progress and school improvement efforts, ensuring parents

- and families are aware of their child's achievements and areas for growth.
    - Conduct reviews during the EESAC meetings of the School Improvement Plan (SIP) and Parental and Family Engagement Plan (PFEP) with stakeholders to assess effectiveness and make necessary adjustments.

**Parental and Family Engagement Plan (PFEP) Webpage:**

The school's Parental and Family Engagement Plan (PFEP) is publicly available on our website. You can access the PFEP and related information through the following link:

https://www.ameliaearhartelementary.net/

This page includes details about our engagement strategies, upcoming events, and resources to help parents and families actively participate in their child's education and the school community.

By implementing these strategies and maintaining open communication, the school aims to build strong, positive relationships with parents, families, and community stakeholders, ultimately supporting student success and fulfilling the school's mission.

**Plans to Strengthen the Academic Program**
Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

Our school is committed to strengthening our academic program by focusing on several key initiatives aimed at increasing both the quantity and quality of learning time while providing an enriched and accelerated curriculum. One of our primary strategies involves enhancing our instructional practices through ongoing professional development for teachers. This includes workshops and collaborative planning sessions focused on effective teaching strategies, differentiated instruction, and the integration of technology to enhance learning experiences.

To maximize learning time, we are implementing structured schedules that prioritize core academic subjects and allow for dedicated time for interventions and enrichment activities. This structured approach ensures that every minute of the school day is utilized purposefully to support student learning and growth.

Additionally, we are enriching our curriculum by incorporating challenging and engaging content aligned with rigorous academic standards. Our curriculum enhancements are designed to cater to the diverse learning needs of our students and provide them with the skills and knowledge necessary for future success.

Part II of our School Improvement Plan (SIP) focuses on these areas of academic enhancement and

program enrichment. By setting clear goals, implementing evidence-based strategies, and regularly assessing our progress, we are committed to providing an educational experience that prepares all students to excel academically and thrive in a rapidly changing world. Through these efforts, we aim to strengthen our academic program, increase learning opportunities, and ensure that every student reaches their full potential.

**How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

The plan for the academic program is developed through a coordinated and integrated approach that aligns with various Federal, State, and local services, resources, and programs. This comprehensive planning is done with the collaboration of various stakeholders.  It ensures that the academic program supports and complements other essential services, creating a holistic support system for students. Here's how this integration is achieved:  Overall, this integrated approach ensures that the academic program is robust, inclusive, and responsive to the diverse needs of students, leveraging a wide range of resources and services to foster their success.

# B. Component(s) of the Schoolwide Program Plan

## Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

The school ensures the provision of counseling, school-based mental health services, specialized support services, mentoring, and other strategies to enhance students' skills outside the academic realm through a comprehensive approach. The school counselor offers individual and group sessions to address emotional and social needs, helping students develop coping strategies and manage stress. Collaborations with  the mental health professional provides on-campus services such as assessments and therapy, ensuring timely support for students' mental health. Specialized support services, including speech, occupational, and physical therapy, help students overcome obstacles to their academic and personal growth. Mentoring programs pair students with teachers, staff, or community volunteers who offer guidance and encouragement, fostering goal-setting and self-esteem. Social-emotional learning (SEL) is integrated into the curriculum to teach empathy, self-awareness, and relationship-building. Extracurricular activities like sports, arts, clubs, and community service allow students to explore interests and develop teamwork and leadership skills. The school actively engages parents and families through workshops and resources, ensuring a supportive home environment. Crisis intervention protocols provide immediate support for students in acute distress, and ongoing professional development equips staff to identify and support students' needs effectively. Peer support programs promote a supportive community, encouraging students to seek help from their peers. These strategies create a nurturing environment that addresses students' holistic needs, promoting overall development and preparing them for success both inside and outside the academic sphere.

### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

At Amelia Earhart Elementary, we prioritize preparation for and awareness of postsecondary opportunities and the workforce through foundational steps that set the stage for future success. Career awareness programs introduce students to various professions through career days, guest speakers, and field trips, helping them understand the range of possibilities available. Teachers

integrate career-related themes into the curriculum, showing the real-world applications of academic subjects. Essential skills such as critical thinking, problem-solving, teamwork, and communication are emphasized, along with technology and digital literacy to meet modern workforce demands. Social-emotional learning (SEL) programs develop crucial personal and professional skills like self-awareness, self-management, and responsible decision-making. We engage parents and the community through workshops and informational sessions about postsecondary education and career planning, while enrichment programs such as STEM clubs and art classes broaden students' interests and skills. Collaborations with local middle and high schools ensure a smooth transition for students, with information about advanced coursework and career and technical education programs shared with families. Early exposure to postsecondary education is facilitated through visits to local colleges and technical schools, making higher education a tangible goal. Additionally, career exploration activities like job shadowing and project-based learning tasks provide students with hands-on experiences. These comprehensive strategies ensure our students are well-prepared and aware of future postsecondary opportunities and workforce expectations, fostering a mindset of lifelong learning and career readiness.

**Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

At Amelia Earhart Elementary, we implement a schoolwide tiered model to prevent and address problem behavior, coordinated with early intervening services under the Individuals with Disabilities Education Act (IDEA). This model follows a multi-tiered system of supports (MTSS) framework, which includes three tiers of intervention. Tier 1 consists of universal strategies and positive behavior interventions implemented schoolwide to promote a positive and inclusive environment. This includes setting clear expectations, teaching social-emotional skills, and recognizing and rewarding positive behavior. Tier 2 provides targeted support for students who exhibit at-risk behaviors, involving small group interventions and focused strategies such as social skills groups and check-in/check-out systems. Tier 3 offers intensive, individualized support for students with persistent behavior issues, including behavior intervention plans and one-on-one counseling. Coordination with IDEA services ensures that students with disabilities receive appropriate accommodations and interventions. This comprehensive approach, involving collaboration among teachers, counselors, and specialists, ensures that all students receive the support they need to succeed academically and socially, addressing behavioral issues early and effectively.

**Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit

and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

At Amelia Earhart Elementary, professional learning and other activities for teachers, paraprofessionals, and school personnel are designed to improve instruction and the use of data from academic assessments, while also focusing on recruiting and retaining effective teachers, especially in high-need subjects. We provide ongoing professional development workshops and training sessions that focus on data-driven instruction, where staff learn to analyze and interpret data from various assessments to inform their teaching practices and address student needs effectively. Collaborative planning time is scheduled regularly, allowing teachers to work together to develop data-informed lesson plans and share best practices. Additionally, we offer mentorship programs for new teachers, pairing them with experienced educators to provide guidance, support, and professional growth opportunities. To attract and retain teachers in high-need subjects, we actively participate in job fairs, advertise openings through social-media platforms, and create a supportive and inclusive school culture that values professional growth. Paraprofessionals receive specialized training to support classroom instruction and student learning, ensuring they are well-equipped to assist in implementing effective teaching strategies. Through these comprehensive efforts, we aim to enhance the instructional capabilities of all staff, ultimately improving student outcomes and fostering a positive, collaborative school environment.

## Strategies to Assist Preschool Children
Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

At Amelia Earhart Elementary, we implement several strategies to assist preschool children in transitioning smoothly from early childhood education programs to our Prekindergarten school program.  We establish clear communication and collaboration channels between the community and our elementary school.  We also organize orientation sessions and open houses where incoming preschool families can visit the school, meet teachers, explore classrooms, and familiarize themselves with the school environment.

To support the social-emotional transition, we implement buddy systems pairing incoming preschoolers with older students who serve as mentors, helping them adjust to the new school setting.  Additionally, we offer parent workshops and resources to help families navigate the transition process and support their child's adjustment.

Throughout the transition period, ongoing assessments and observations help us monitor each child's progress and identify any additional support needed. By fostering a welcoming and supportive environment, addressing individual needs, and maintaining strong communication with families and preschool partners, we aim to ensure a successful and positive transition for preschool children entering our elementary school programs.

# VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

**Process to Review the Use of Resources**

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

**Specifics to Address the Need**

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

# VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

## BUDGET

| ACTIVITY | FUNCTION/ OBJECT | FUNDING SOURCE | FTE | AMOUNT |
|---|---|---|---|---|
| **Plan Budget Total** | | | | 0.00 |