

Miami-Dade County Public Schools

AMELIA EARHART ELEMENTARY SCHL



2025-26 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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

lwiggins@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

The Principal is the instructional leader of the school. She oversees 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

yjulia@dadeschools.net

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

spalacios@dadeschools.net

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

chutchins@dadeschools.net

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

Leopoldo Andara

landara@dadeschools.net

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

ccarrasco@dadeschools.net

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.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 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.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.	2024-25: A 2023-24: A 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	43	60	64	100	105	74				446
Absent 10% or more school days	0	4	7	9	12	5				37
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	0	0	2	15	13	0				30
Course failure in Math	0	0	1	6	10	1				18
Level 1 on statewide ELA assessment	0	0	0	21	5	17				43
Level 1 on statewide Math assessment	0	0	0	17	11	13				41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	6	12	10	35	16	27				106
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	1	6	10	0	0				19

Current Year 2025-26

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	1	6	30	13	18				68

Current Year 2025-26

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	7	0	1				8
Students retained two or more times	0	0	0	0	1	1				2

Prior Year (2024-25) 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		5	7	9	10	6				37
One or more suspensions										0
Course failure in English Language Arts (ELA)			2	18	9					29
Course failure in Math			1	8	7	1				17
Level 1 on statewide ELA assessment				8	29	22				59
Level 1 on statewide Math assessment				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)		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)		7	2	15	8					32

Prior Year (2024-25) 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		6	5	29	32	22				94

Prior Year (2024-25) 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				9						9
Students retained two or more times					1					1

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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	70	65	59	58	63	57	57	60	53
Grade 3 ELA Achievement	59	65	59	49	63	58	39	60	53
ELA Learning Gains	80	65	60	60	64	60			
ELA Lowest 25th Percentile	97	62	56	57	62	57			
Math Achievement*	73	72	64	72	69	62	61	66	59
Math Learning Gains	69	66	63	70	65	62			
Math Lowest 25th Percentile	75	59	51	70	58	52			
Science Achievement	60	63	58	57	61	57	48	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	61	66	63	56	64	61	51	63	59

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	644
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
72%	61%	53%	60%	35%		66%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	73%	No		
English Language Learners	72%	No		
Black/African American Students	69%	No		
Hispanic Students	72%	No		
Economically Disadvantaged Students	72%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	70%	59%	80%	97%	73%	69%	75%	60%					61%
Students With Disabilities	61%		78%		91%	74%							60%
English Language Learners	68%	58%	80%	97%	74%	69%	80%	59%					61%
Black/African American Students	64%				73%								
Hispanic Students	70%	60%	81%	97%	73%	68%	75%	61%					62%
Economically Disadvantaged Students	70%	60%	83%	100%	71%	71%	77%	59%					61%

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%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	47%	60%	-13%	57%	-10%
ELA	4	70%	59%	11%	56%	14%
ELA	5	43%	60%	-17%	56%	-13%
Math	3	49%	69%	-20%	63%	-14%
Math	4	74%	68%	6%	62%	12%
Math	5	51%	62%	-11%	57%	-6%
Science	5	45%	56%	-11%	55%	-10%

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 2025 ELA FAST PM3 data results, 59% of the 3rd grade student population scored a level 3 or higher. Compared to the 2024 proficiency percentage of 48%, there is an increase of 11 percentage points.

The notable improvement in proficiency among 3rd grade students demonstrates the impact of the ELA teachers' rigorous and purposeful instruction, which effectively met students' academic needs and helped close learning gaps. This progress can be largely attributed to the use of differentiated instruction, data-driven conversations, and continuous teacher collaboration. Additionally, the success of collaborative instructional planning and targeted resources played a key role. These resources were strategically used during teacher-led small group instruction to support both remediation and enrichment. Significant academic growth from FAST PM1 to PM3 was evident across various 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 2025 MATH FAST PM3 data results, 42% of the 5th grade student population made learning gains.

The data indicates that this grade level requires additional support. Students were struggling to meet grade-level benchmarks, both in whole-class settings and during teacher-led small group instruction. Our school experienced a higher influx of students transferring from other public or private schools, as well as new arrivals from other countries. A significant portion of these students entered Amelia Earhart one or more grade levels behind, which increased the demand for additional academic assistance. Ongoing data showed that these students were at risk of not achieving proficiency. Furthermore, there was a clear need for professional development focused on monitoring student progress using reports from Performance Matters and Student Data Trackers to deliver effective, targeted Math instruction. Due to time constraints, the implementation of hands-on activities to

reinforce conceptual math skills was not consistently carried out.

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 2025 MATH FAST PM3 data results, 42% of the 5th grade student population made learning gains; a 6 point decrease from 2023-2024.

The data indicates that grade 5 requires additional support in the area of Math learning gains, as students demonstrated a decline in performance and continued struggles with foundational skills. Many students were unable to consistently meet grade-level benchmarks in both whole-class instruction and teacher-led small groups. This challenge was compounded by an influx of transfers from other public and private schools, as well as new arrivals from other countries, many of whom entered Amelia Earhart one or more grade levels behind. As a result, the demand for targeted academic support increased significantly, and ongoing data revealed that these students remained at risk of not achieving proficiency.

To address these concerns, an adjustment to the instructional pace is necessary to ensure more frequent small-group rotations to at least once a week, such as a dedicated “DI Wednesday”, to provide students with differentiated instruction focused on their areas of need. In addition, professional development will be prioritized to strengthen teachers’ capacity in monitoring progress through Performance Matters reports and Student Data Trackers to deliver more precise, data-driven Math instruction. Furthermore, the consistent integration of hands-on activities to reinforce conceptual understanding will be emphasized, as time constraints previously limited their use.

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 2025 MATH FAST PM3 data results, 49% of the 3rd grade student population scored a level 3 or higher. Compared to the T1 school’s proficiency percentage of 74%, there is a 25 percentage points difference.

Our diverse student population presented a wide range of social and academic challenges that impeded student progress. There was a significant influx of students transferring from other public and private schools, as well as new arrivals from other countries, with a large portion concentrated in the 3rd grade. Many of these 3rd graders were performing one or more grade levels below their peers, lacking the foundational skills and prerequisite knowledge essential for mastering the Florida B.E.S.T. Math benchmarks.

A thorough and frequent review of instructional strategies, aligned with the Florida Math B.E.S.T.

Standards and essential practices, was necessary to identify what was working and where adjustments were needed. This ongoing evaluation would enable targeted modifications to better support students across various subgroups. However, multiple barriers affecting students' mastery of math benchmarks were not adequately addressed during both whole group and small group instruction. Small-group instruction, in particular, did not occur with the intended frequency due to time constraints, limiting opportunities for targeted support.

These challenges contributed to an increased number of 3rd grade students requiring additional remediation and support in math. Furthermore, the spiral review strategy—which is designed to provide students with repeated exposure and reinforcement of math concepts learned in earlier quarters—was not implemented with fidelity. This lack of consistent reinforcement limited students' opportunities to solidify their understanding and retain critical skills over time.

EWS Areas of Concern

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

According to the 2024-2025 Early Warning System Data in Power of BI, 22% of the student population had between 6-10 absences throughout the school year. This is 4 percentage points higher than the district (18%). Also, the percentage of students in 3rd and 4th grade (21 students - 57%) who have attendance below 90% were among the highest of all grade levels (37 students total).

Despite the implementation of our school-wide attendance plan, student absences and early dismissals continue to be a concern. Excessive absences were noted among students in the SPED self-contained units, often due to medical needs. In addition, during the 2024–2025 school year, there was a noticeable increase in absences among students in grades 2, 3, and 4 compared to previous years. When students are not present in school, they miss critical instruction, which places them at risk of falling behind academically and negatively impacts overall performance. To address this ongoing challenge, it is essential to revise and strengthen our attendance plan by incorporating new initiatives designed to encourage consistent 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 2025-2026 school year:

1. Increase fidelity and effectiveness of differentiated small-group instruction to improve progress for students in the varying subgroups and primary grade levels. 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. Improve attendance further by developing and implementing additional practices that will

motivate students to maintain perfect and/or improve their attendance.

4. 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.
5. 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 .

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 Collaborative Planning

Area of Focus Description and Rationale

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 2025 FAST ELA data results, 70% of the students in grades 3-5 were proficient, indicating a 12 percentage point increase compared to the 2024 results. The Targeted Element of Collaborative Planning was chosen to build on the notable progress already demonstrated in this area. Regularly scheduled planning sessions with the instructional coach will continue to provide guidance and support for instructional staff. In these sessions, teachers and the coach will collaboratively design engaging, standards-aligned lessons aimed at increasing student mastery of the B.E.S.T. standards. Collaborative planning will also serve as a forum for sharing best practices, addressing instructional challenges, and developing strategies to implement diverse learning modalities that drive student engagement. This process will strengthen cross-curricular knowledge sharing and integration, ultimately enhancing instructional effectiveness and improving student outcomes.

Measurable Outcome

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.

Our school aims to increase ELA proficiency in grades 3-5 from 70% in 2024 to at least 72% by the end of the 2025-2026 school year, as measured by the FAST PM3 assessment; resulting in a 2-percentage-point gain in grades 3–5.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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

Lisa K. Wiggins, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Within the Targeted Element of Collaborative Planning, our school will emphasize the evidence-based intervention of Instructional Support. Through this support, teachers will receive guidance to design lessons aligned with pacing guides and responsive to ongoing data analysis, ensuring that learning barriers are addressed. Instruction will be driven by the B.E.S.T. standards and implemented through both whole-class and small-group settings across all student subgroups. Teacher-led plans will intentionally target identified standards and benchmarks to strengthen long-term student achievement and promote steady progress toward closing the achievement gap.

Rationale:

Instructional Support fosters collaborative practices that contribute to a cohesive and effective school environment. It engages key stakeholders in purposeful differentiation, helps anticipate student misconceptions, and encourages exploration of alternative instructional approaches. The Instructional Coach and teachers work together to analyze the B.E.S.T. standards, exchanging best practices and strategies to address potential learning barriers. Lessons developed through this collaboration feature meaningful, engaging activities aligned with the B.E.S.T. standards. This process promotes cross-curricular knowledge sharing and integration, ultimately enhancing instructional quality and improving 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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning Sessions

Person Monitoring:

Sandra Palacios, Instructional Coach

By When/Frequency:

August 19, 2025 / 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:

Sandra Palacios, Instructional Coach

By When/Frequency:

August 19, 2025 / 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:

Sandra Palacios, Instructional Coach

By When/Frequency:

August 19, 2025 / Weekly

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

Teachers and the Leadership Team will use weekly collaborative planning sessions to monitor student progress through current data reports from multiple sources, including topic assessments, iReady, PM1, and weekly assessments. Insights gained will be used to identify instructional and curricular needs, with relevant findings incorporated into 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 #2

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

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

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 2025 FAST PM3 Math data, 69% of students in grades 3–5 made learning gains, a slight decrease from the 70% observed in 2024, representing a 1 percentage point decline. Notably, Grade 5 learning gains are 15 points below the district average of 57%. Based on these findings, the Targeted Element of Differentiation was selected, as the data indicate that learning gains not only

decreased but also lag behind district expectations, highlighting the need for targeted instructional support in Math.

It was determined that foundational gaps were not sufficiently addressed through data-driven student remediation. Consequently, there is a critical need to implement differentiated instructional strategies and scaffolded activities during both whole-group and small-group instruction, with a focus on Math standards and skills. This approach is intended to strengthen students' foundational understanding.

By implementing the Targeted Element of Differentiation in alignment with the Math B.E.S.T. standards, we aim to provide personalized learning experiences that allow students to progress at their own pace and demonstrate mastery more effectively. This strategy is designed to maximize each student's learning potential and improve overall Math proficiency and learning gains.

Measurable Outcome

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.

Our school aims to increase Math learning gains in grades 3-5 from 69% in 2024-2025 to at least 72% by the end of the 2025-2026 school year, as measured by the Math FAST PM3 assessment; there will be an increase of 3 percentage points. Specifically, we plan to increase Grade 5 learning gains from 42% in 2024-2025 to 50%; a 8 point increase.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The SLT will conduct weekly walkthroughs to assess the impact of differentiated whole- and 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:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Differentiated instruction is a targeted teaching strategy designed to provide effective whole- and small-group instruction for all student subgroups. By incorporating multiple learning modalities, this approach aims to improve long-term student achievement and help close the achievement gap. Differentiated lesson plans will be continuously reviewed for effectiveness based on grade-level expectations aligned to the B.E.S.T. Standards. During collaborative planning, teachers will engage in essential practices to adjust instructional plans as needed, strategically addressing areas of student need. These modifications ensure that the diverse learning needs of all students are met and that each subgroup receives instruction tailored to their strengths and challenges.

Rationale:

The evidence-based strategy of Differentiation was selected based on the 2025 Grade 3-5 Math FAST PM3 data, which highlighted gaps in student learning gains. This finding indicates the need for targeted differentiated instructional planning that addresses both whole-group and small-group learning, focusing on specific standards aligned to student needs. By implementing differentiated instructional plans, teachers can provide tailored learning experiences that support students at varying levels of proficiency, strengthen foundational skills, and increase overall achievement and learning gains, particularly for those demonstrating deficiencies.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Math Manipulatives

Person Monitoring:

Sandra Palacios, Instructional Coach

By When/Frequency:

August 28, 2025 / Bi-weekly

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

The Instructional Coach will integrate training on the use of manipulatives within the Big Ideas Mathematics Curriculum, as well as interactive resources from the Pacing Guide, during Collaborative Planning sessions. Through this training, teachers will gain the instructional strategies necessary to effectively implement these resources in their classrooms. The leadership team will monitor the implementation of this evidence-based intervention through weekly classroom walkthroughs to assess both fidelity and instructional effectiveness. The impact of this initiative will be measured using progress monitoring data from Topic Assessments via Performance Matters.

Action Step #2

Data-Driven Instruction

Person Monitoring:

Sandra Palacios, Instructional Coach

By When/Frequency:

September 5, 2025 /

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

Teachers will administer topic assessments within the designated testing window to collect data and monitor student learning. This data will guide differentiated instruction, allowing teachers to target specific areas of concern and adjust lessons to meet the needs of all students. The leadership team will monitor the implementation of data-driven instruction through weekly classroom walkthroughs to ensure fidelity and effective use of strategies. Data chats during collaborative planning session with teachers, facilitated by the Instructional Coach, will provide opportunities to analyze how data is informing instructional decisions. The impact of this step will be documented in data trackers.

Action Step #3

Collaborative PM1 & AP1 Data Chats

Person Monitoring:

Lisa Wiggins, Principal

By When/Frequency:

October 1, 2025 / 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 #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

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.

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 2025 FAST PM3 ELA data results, 48% of the students in grade 3 were proficient. This indicates that 52% (raw) of the third grade students scored below a level 3; 9 percentage points below in comparison to the state's average of 57% for third grade students scoring a level 3 or above. Based on the review of this data, Amelia Earhart Elementary meets the criteria of RAISE.

During the 2024-2025 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 2025 STAR Reading Report the following percentages in each grade level are in critical need:

65% of 1st grade scored below a level 3 (Kinder 2024-2025)

70% of 2nd grade scored below a level 3 (1st Grade 2024-2025)

61% of 3rd grade scored below a level 3 (2nd Grade 2024-2025)

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 2025 ELA FAST Report the following percentages in each grade level are in critical need:

52% of 4th grade scored below a level 3 (3rd Grade 2024-2025)

26% of 5th grade scored below a level 3 (4th Grade 2024-2025)

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)

Our school aims for the following with the implementation of the GRRM:

- an additional 5% of the First Grade student population will score at or above level 3

- an additional 10% of the Second Grade student population will score at or above level 3

These measurable outcomes will be evident on the FAST STAR PM3 of the 2025-2026 school year:

Grades 3-5: Measurable Outcome(s)

Our school aims for the following with the implementation of the GRRM:

- an additional 5% of the Third Grade student population will score at or above a level 3
- an additional 3% of the Fourth Grade student population will score at or above a level 3

These measurable outcomes will be evident on the ELA FAST PM3 of the 2025-2026 school year:

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Within the Targeted Element of the Gradual Release of Responsibility Model (GRRM), our school will implement the evidence-based strategy of Data-Driven Instruction. Assessment results, classroom observations, and other data sources will guide teaching practices by identifying students' strengths, weaknesses, and specific learning needs. This information will allow teachers to tailor instruction more effectively, form targeted small groups, and address skill gaps with precision. Data will also inform which components of the GRRM require greater emphasis, such as guided practice or independent application, based on student progress and performance. Through the integration of data-driven instruction and the GRRM, students will receive scaffolded, differentiated support that promotes mastery of the B.E.S.T. Reading standards.

Rationale:

Data-driven instruction ensures that teachers use ongoing assessment data to realign whole-group and small-group lesson plans, strategically targeting student needs. This approach allows teachers to make immediate adjustments and improvements, maximizing instructional resources and materials to strengthen student learning within the Gradual Release of Responsibility Model (GRRM). By implementing the GRRM framework in conjunction with data-driven strategies, students receive tailored and scaffolded support that addresses their individual learning needs. The integration of these practices creates responsive instruction that adapts to student progress and areas for growth, fostering a more personalized and effective 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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Data Analysis - T2 & T3

Person Monitoring:

Sandra Palacios, Instructional Coach

By When/Frequency:

August 29, 2025 / 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:

Lisa Wiggins, Principal

By When/Frequency:

August 26, 2025 / Weekly

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

Teachers will engage in collaborative planning sessions to analyze data, identify areas for improvement, and develop standards-aligned, teacher-led small group instructional plans that address the needs of 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 or Support

Person Monitoring:

Sandra Palacios, Instructional Coach

By When/Frequency:

August 12, 2025 / Weekly

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

Offer professional development and targeted support opportunities to strengthen teachers' capacity in

planning and delivering effective small-group differentiated instruction, ensuring they are equipped with strategies to address diverse learner needs and promote student achievement. 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 Learning 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 2025 Attendance and EWI tab on PowerBi, 22% of the student population had between 16-30 absences throughout the school year. This is 2 percentage points higher than the the 2024-2025 school year. The school-wide attendance plan was implemented to reduce student absences and promote consistent learning. When students are not present, they miss essential instruction and risk falling behind, which can negatively affect their academic progress and performance. Consistent attendance, on the other hand, fosters stronger connections to the learning environment and supports the development of social skills that contribute to academic growth and overall 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 (22% to 17%) for students with 16-30 absences will be evident in the 2026 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:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To ensure students reach their fullest potential, consistent school attendance and active engagement in learning are essential. The Student Attendance initiatives are designed to reduce absences across all grade levels through a comprehensive, school-wide plan. Teachers will track and monitor attendance while implementing both proactive and responsive strategies to prevent chronic truancy and address issues before they lead to academic setbacks. The plan also emphasizes family engagement, social-emotional learning, and cultivating a positive school climate which are all critical components in promoting regular attendance and supporting student success.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Attendance Data

Person Monitoring:

Yailen Julia, Assistant Principal

By When/Frequency:

September 26, 2025 / 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 (2024-2025) 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:

Yailen Julia, Assistant Principal

By When/Frequency:

August 11, 2025 / Bi-Weekly

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 (2024-2025) 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 #3

Attendance Matters

Person Monitoring:

Yailen Julia, Assistant Principal

By When/Frequency:

September 30, 2025 / Monthly

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

The School Counselor will conduct classroom presentations on a quarterly basis focusing on the importance of attendance which supports the district-wide initiative of "Attendance Matters". Yailen Julia (Assistant Principal) and Leopoldo Andara (Counselor) will utilize daily attendance reports to monitor school-wide attendance. Attendance updates will be shared with faculty and staff at bi-weekly faculty meetings.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 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 Family Engagement Plan (PFEP) is made

publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(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 or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district 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) and rationale (i.e., data) you have determined will be used this year 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 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00