Amelia Earhart Elementary School

2022-23 Schoolwide Improvement Plan

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Amelia Earhart Elementary School

5987 E 7TH AVE, Hialeah, FL 33013

http://aearhart.dadeschools.net/

Demographics

Principal: Lisa Wiggins K

Start Date for this Principal: 8/19/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (58%) 2020-21: (33%) 2018-19: A (66%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

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.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities	
Wiggins, Lisa	Principal		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.
Palacios, Sandra	Reading Coach		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 ahttps://www.floridacims.org/plans/46239/edit/35005#abody4s highly effective educators.
	Assistant Principal		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.
Carrasco, Cecilia	Other	Social Worker	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.

Demographic Information

Principal start date
Friday 8/19/2011, Lisa Wiggins K

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

416

Identify the number of instructional staff who left the school during the 2021-22 school year.

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	56	62	65	68	66	66	0	0	0	0	0	0	0	383
Attendance below 90 percent	0	7	15	13	10	7	0	0	0	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	11	23	6	2	0	0	0	0	0	0	0	43
Course failure in Math	0	1	3	7	5	1	0	0	0	0	0	0	0	17
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	14	9	0	0	0	0	0	0	0	34
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	18	8	0	0	0	0	0	0	0	34
Number of students with a substantial reading deficiency	0	1	11	29	19	11	0	0	0	0	0	0	0	71

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	4	17	17	6	0	0	0	0	0	0	0	46

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	12	1	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Friday 7/15/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	34	49	48	61	57	71	0	0	0	0	0	0	0	320
Attendance below 90 percent	13	9	8	10	7	11	0	0	0	0	0	0	0	58
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	11	14	16	0	0	0	0	0	0	0	41
Course failure in Math	0	0	2	0	0	5	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	11	14	16	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide FSA Math assessment	0	0	0	8	9	16	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	10	29	30	48	0	0	0	0	0	0	0	117

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	11	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	34	49	48	61	57	71	0	0	0	0	0	0	0	320
Attendance below 90 percent	13	9	8	10	7	11	0	0	0	0	0	0	0	58
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	11	14	16	0	0	0	0	0	0	0	41
Course failure in Math	0	0	2	0	0	5	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	11	14	16	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide FSA Math assessment	0	0	0	8	9	16	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	10	29	30	48	0	0	0	0	0	0	0	117

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	11	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	55%			39%			56%	62%	57%
ELA Learning Gains	68%			31%			66%	62%	58%
ELA Lowest 25th Percentile	63%			44%			74%	58%	53%
Math Achievement	51%			37%			67%	69%	63%
Math Learning Gains	63%			18%			66%	66%	62%
Math Lowest 25th Percentile	65%			42%			84%	55%	51%
Science Achievement	39%			17%			49%	55%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	59%	60%	-1%	58%	1%
Cohort Comparison		0%				
04	2022					
	2019	61%	64%	-3%	58%	3%
Cohort Comparison		-59%				
05	2022					
	2019	39%	60%	-21%	56%	-17%
Cohort Comparison		-61%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	74%	67%	7%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	80%	69%	11%	64%	16%
Cohort Comparison		-74%				
05	2022					
	2019	41%	65%	-24%	60%	-19%
Cohort Comparison		-80%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	44%	53%	-9%	53%	-9%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	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
SWD	28	43	47	38	54	60	20				
ELL	56	72	68	53	68	71	40				
BLK	25	57		25	57		46				
HSP	58	70	63	55	65	65	41				
FRL	55	70	64	52	64	64	41				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	10	26		29	26						
ELL	39	27	38	36	20	50	14				
BLK	13			13							
HSP	42	31	44	39	18	41	18				
FRL	39	29	44	36	18	42	17				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	41	67	71	53	64	78	43				
ELL	56	69	77	68	68	88	41				
BLK	48	67		71	67						
HSP	57	66	74	66	66	86	47				
FRL	55	65	76	67	66	85	48				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	76
Total Points Earned for the Federal Index	480
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2022 data findings:
According to the ELA District/Tiered EWI Comparison in PowerBi:
-3% of grades 3-5 earned Level 1 in the FSA ELA in comparison to the 21% of T1W/T2/T3; 18 percentage points lower.
-Grades 3-5 earning Level 3 or higher increased 16 percentage points from 39% in 2021.
-The ELA LG subgroups increased by 37 percentage points.
-The ELA LG25 subgroups increased by 19 percentage points.

According to the ELA FSA Data Summary:
-The ELA LG25 subgroups in grades 3-5 earned above 50% proficiency, except 4th grade (48%).
According to the State, District, School Report Card:
-13% of the ELA SWD subgroup earned Level 3 in comparison to the District's 18%; 5 percentage points lower.

According to the Math District/Tiered EWI Comparison in PowerBi:
-3% grades 3-5 earned Level 1 in the FSA Math in comparison to the 22% of T1W/T2/T3; 19 percentage points less.
-Grades 3-5 earning Level 3 or higher increased 15 percentage points from 37% in 2021
-The Math LG subgroups increased by 45 percentage points
-The Math LG25 subgroups increased by 23 percentage points.

According to the Math FSA Data Summary:
-Grade 5 earned 33% Math proficiency.
-Grade 5 LG subgroup earned 39% Math proficiency.

According to the School Grade Components in PowerBi, the Science Subgroups Achievement levels have remained below 50% in the last three years: 2019-49%, 2021-17%, 2022-39%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

According to the ELA FSA Data Summary:
-The ELA LG25 subgroups in grades 3-5 earned above 50% proficiency, except 4th grade (48%).

According to the State, District, School Report Card:
-13% of the ELA SWD subgroup earned Level 3 in comparison to the District's 18%; 5 percentage points lower.

According to the Math District/Tiered EWI Comparison in PowerBi:
-Grade 5 earned 33% Math proficiency.
-Grade 5 LG subgroup earned 39% Math proficiency.

According to the School Grade Components in PowerBi, the Science Subgroups Achievement levels have remained below 50% in the last three years: 2019-49%, 2021-17%, 2022-39%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors to this need for improvement:

-Students who were below 2 or more grade levels needed pre-requisite skills to master grade-level standards.
-Small group data-driven instruction was not as effective due to social distancing.
-44% of 3rd grade students demonstrated substantial reading deficiency.
-16% of students in grades 3-5 had an attendance record below 90%
-Student accountability decreased due to the 3rd-5th grade ELA/Math Student Data Trackers that weren't implemented to the fullest. Therefore, students were not able to track assessment data, identify areas of growth, and need of additional support that provided students with immediate feedback on their academic performance.

New actions being taken to address the need for improvement:
-Collaborative planning and data-chats will continue to be implemented to identify and target the needs of all student subgroups.
-A scope and sequence plan will be developed to scaffold the pre-requisite skills needed to master grade-level standards.
-Multiple strategies and/or best practices will be used to scaffold learning.
-Additional support during small group instruction will be provided in the areas of reading and math to remediate and/or reteach targeted skills.
-Differentiated instruction during whole/small group lessons will be implemented with fidelity. These lessons will share the same student goal while providing tailored instruction to meet individual learning needs.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

2022 data findings:
According to the ELA District/Tiered EWI Comparison in PowerBi:
-3% of grades 3-5 earned Level 1 in the FSA ELA in comparison to the 21% of T1W/T2/T3; 18 percentage points lower.
-Grades 3-5 earning Level 3 or higher increased 16 percentage points from 39% in 2021.
-The ELA LG subgroups increased by 37 percentage points.
-The ELA LG25 subgroups increased by 19 percentage points.

According to the ELA FSA Data Summary:
-The ELA LG25 subgroups in grades 3-5 earned above 50% proficiency

According to the Math District/Tiered EWI Comparison in PowerBi:
-3% grades 3-5 earned Level 1 in the FSA Math in comparison to the 22% of T1W/T2/T3; 19 percentage points less.
-Grades 3-5 earning Level 3 or higher increased 15 percentage points from 37% in 2021
-The Math LG subgroups increased by 45 percentage points
-The Math LG25 subgroups increased by 23 percentage points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

CONTRIBUTING FACTORS:
- GRRM was implemented across curriculums as a guide to gradually transition learning from the teacher, to independent student learning where the student practiced and applied what was learned.
- Collaborative data-chats with the Curriculum Coach were scheduled which guided problem-solving and decision-making to better address the varying student needs and instructional practices.
- Collaborative planning with the Curriculum Coach was scheduled to develop data-driven instructional plans for whole/small group instruction for ELA and Math. The goal was to identify areas of concern and/ or trends, share best practices and strategies that ensured rigorous tasks were planned for mastery of targeted standard(s).
- Teacher data chats were conducted after each iReady diagnostic.

NEW ACTIONS:
- Additional instructional small group support will be provided for SWD, L25, and ELL level 1-2 subgroups in the areas of ELA and Math to reduce the teacher to student ratio. This will allow teachers to work closely with each student on specific learning objectives, reinforce skills, and check for student understanding.
- Alignment of additional research-based resources supporting targeted areas identified through weekly data for students who were at 50-65% proficiency in ELA weekly assessments, Math and Science topic assessments.
- Additional 30 minutes of Math for small groups to target prerequisite skills needed to master grade level standard(s).

What strategies will need to be implemented in order to accelerate learning?

Strategies that need to be implemented to accelerate learning:
- Additional instructional support for SWD, L25, and ELL level 1-2 subgroups during small group instruction in the areas of ELA and Math.
- Alignment of additional research-based resources supporting targeted areas identified through weekly data for students who were at 50-65% proficiency in ELA weekly assessments, Math and Science topic assessments.
- Additional 30 minutes of Math for small groups to target prerequisite skills needed to meet mastery of grade level standard.
- Adjustment of instruction & reteaching that focuses on accelerating student achievement & mastery of the Florida Standards.
- Intense focus on ELA and Math Florida BEST standards alignment when developing targeted small group instructional plans.
- Interventions-RTI
- Scheduled collaborative planning with Curriculum Coach to develop data-driven instructional plans for whole and small group instruction.
- Increase student-centered learning and technology integration (SAMR Model) across all curriculums
- Implementation of checks-for-understanding to provide immediate corrective feedback or remediation

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The following professional development opportunities will be provided at the school to support teachers and leaders:
- New B.E.S.T standards in ELA and Math
- Horizons (Discovery & Elevate) intervention program for Tier 2 and Tier 3 students
- Data-analysis of multiple data points such as iReady reports and Performance Matters reports. (Ongoing through Collaborative Planning)
- Data-driven differentiated small group instructional plans and delivery. (Ongoing through Collaborative Planning)
- Implementation of the Gradual Release Responsibility Model across all curriculum. (October 2022)
- Integration of accessible technology to engage student learning. (October 2022)
- Training and support on the use and implementation of Schoology (Ongoing through Collaborative Planning)
- Social and Emotional support strategies (Monthly via Faculty & Staff Meeting)
- Curriculum Coach support for individual teachers to reinforce specific needs (Ongoing through Collaborative Planning)
- Alignment of student research-based resources to student data (Ongoing through Collaborative Planning)
- Flexible student grouping based on student-data (Ongoing through Collaborative Planning)
- The PLST will survey teachers to develop sessions to address specific needs

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

To ensure sustainability of improvement, Amelia Earhart ES will implement school-wide activities focusing on Social-Emotional Learning skills. These activities will be integrated in weekly lessons across all grade levels and curriculum. The SEL activities will vary in modality to ensure participation and engagement of all learners. The skills learned within the SEL activities will help students better cope with emotional stress and solve problems, effectively. On-going surveys will be utilized to evaluate and gauge the effectiveness and fidelity of the strategies and practices being implemented. Results of the on-going surveys will provide essential feedback to modify the strategies and practices in place to better meet the need of students, parents, and/or instructional staff. Greater emphasis will be placed to increase parental involvement. The SLT and PTA will collaborate to provide parents with opportunities to gain knowledge of different learning strategies to support student achievement. The teacher will relate to parents not as a partner but an advisor who guides them through academic support for their child. Collaborative planning will be scheduled with the Curriculum Coach to develop data-driven instructional plans for whole and small group instruction for ELA and Math. The goal of the collaborative planning session will be to share best practices and strategies that ensure rigorous tasks are planned for students to master the targeted standard(s). The SLT will conduct walkthroughs to ensure fidelity and consistency of implemented strategies and/or practices.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2022 FSA Math data results, 44% of the students in grade 3 and 33% of the students in grade 5 were proficient. In comparison tot he district this indicates 16 percentage points less in grade 3 and 21 percentage points less in grade 5. The Targeted Element of Collaborative Planning was selected due to the data findings that indicated the proficiency percentage for grades 3 and 5 are less than the district's average. Scheduled collaborative planning sessions with the instructional coach will provide guidance and support to the instructional staff. The instructional coach and staff will develop engaging lessons that will focus on the B.E.S.T standards in order to increase mastery. Collaboration will encourage teachers to share and discuss strategies, concerns, and problem-solve to meet the learning modalities and needs of our diverse student population.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	A 5 percentage point increase in student proficiency in Math in grades 3 and 5 will be evident in the summative assessment for grades 4 and 5.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The SLT will conduct weekly walkthroughs to measure impact of instructional lesson plans developed during collaborative planning and implementation of strategies to maximize student learning and minimize learning loss. The Leadership Team's notes will capture the instructional look-fors identified in previous Leadership Team meetings.
Person responsible for monitoring outcome:	Sandra Palacios (spalacios@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Collaborative planning will provide the opportunity to develop instructional lessons according to pacing guides and data while addressing barriers. These lessons will focus on the B.E.S.T. standards for whole and teacher-led instruction for all subgroups. The teacher-led instructional plans will strategically target identified standards that can have an effect on long-term student achievement and incremental progress towards closing the achievement gap.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Collaborative planning allows teachers to share best practices and strategies on the different B.E.S.T. standards across all curriculums while addressing possible barriers and challenges. The instructional lessons developed will include engaging and purposeful activities that are aligned to the B.E.S.T. standards that will maximize student learning.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14-Create and establish a common planning schedule with clearly defined protocols, planning timeframe, and expected products.

Person Responsible	Sandra Palacios (spalacios@dadeschools.net)

8/22-10/14-During Collaborative Planning sessions instructional teacher-directed lesson plans will be developed using the Gradual Release Responsibility Model (GRRM) to maximize student outcome.

Person Responsible	Sandra Palacios (spalacios@dadeschools.net)

8/22-10/14-Teachers and Leadership Team will utilize weekly collaborative planning time to monitor student progress and identify instructional and curricular needs of students.

Person Responsible	Lisa Wiggins (pr1521@dadeschools.net)

8/22-10/14-The instructional coach will provide guidance and support during collaborative planning sessions with analyzing on-going data, creating flexible small groups, and aligning research-based resources.

Person Responsible	Sandra Palacios (spalacios@dadeschools.net)

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2022 FSA ELA data only 48% of students in the LG25 subgroup in 4th grade are making learning gains and 48% of 3rd grade students are proficient. Also, the FSA Math data indicates only 44% of 3rd grade and 33% of 5th grade students are proficient, and 39% of 5th grade students made learning gains. This data suggests that we need to place a greater emphasis on small group instruction to strategically target the identified students needs. We did not address with fidelity the foundational gaps identified through data chats with student remediation. Therefore, we need to provide additional support through teacher-led small group differentiated instruction. The varying instructional approaches and student activities of the reading and math concepts and/or standards will ensure students gain strong foundations. Small group instruction will provide a variety of opportunities for students to learn and demonstrate their understanding in order to maximize the learning of all students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	A minimum of a 5 percentage point increase in learning gains and/or student proficiency will be shown in the areas of ELA and Math in the FAST summative assessment for the following groups: 4th Grade Math LG25, 3rd Grade Math, 5th Grade ELA LG,, and 5th grade ELA
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will analyze the effectiveness of small group instruction by conducting regular walkthroughs to ensure that quality instruction is taking place. The SLT will analyze on-going data reports to determine if targeted students and subgroups are making adequate progress. Product reviews will be conducted during collaborative planning sessions to ensure research-based resources are being strategically aligned to student data to meet individualized academic needs.
Person responsible for monitoring outcome:	Sandra Palacios (spalacios@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within the targeted elements of Small Group Instruction, our school will focus on the evidenced based strategy of: Data-Driven Decision Making. Data-Driven Decision Making is a systematic process embedded in the instructional planning of small group instruction. Multiple data reports are used at every level to make informed decisions for small/whole group instruction, intervention, and subgroups. This allows for all stakeholders to develop attainable goals and effectively group students and differentiate instruction to target identified needs in order to minimize the learning gaps.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The implementation of data-driven decision making for small group instruction will ensure that teachers are providing our diverse student population with the adequate support to meet all learning modalities. The instructional plans for small group instruction will include explicit scaffolded lessons that will remediate and/or enhance the students' learning. Small group instruction will be implemented daily across all grade levels which help eliminate the achievement gap.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22 - 10/14 -Teachers will meet with the Curriculum Coach to analyze iReady AP3 and Spring 2022 FSA/ SAT-10 data to create small groups based on student deficiencies.

Person Responsible	Sandra Palacios (spalacios@dadeschools.net)

8/22 - 10/14 - Teachers will implement a daily teacher-led center schedule for small group instruction.

Person Responsible	Sandra Palacios (spalacios@dadeschools.net)

8/22 - 10/14 - Data-trackers will be provided to students so that they can review their previous data, set personal goals, reflect on their on-going work, conduct weekly reviews on their on-going data, and share their progress with their parents.

Person Responsible	Sandra Palacios (spalacios@dadeschools.net)

8/22 - 10/14 - Collaborative planning sessions will be held weekly to provide the necessary support and guidance to strategically align best practices and research-based resources that will maximize student outcome.

Person Responsible	Sandra Palacios (spalacios@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Attendance Initiatives	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2022 Attendance and EWI tab on PowerBi, student attendance improved compared to 2020-2021. The amount of students absent 0-5 days decreased from 39% to 27%, a 12 percentage point decrease. The school-wide attendance assisted in reducing the number of students with less than 5 absences. However, there was only a slight decrease in percentage points for students with 6-10 absences, 28% to 24%. 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	A decrease of 7 percentage points will be evident in the 2023 MTSS Attendance Summary for students with 6-10 absences.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The daily attendance bulletin will be reviewed and immediate 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:	Lisa Wiggins (pr1521@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	In order for students to learn and achieve their fullest potential, it is critical that they are in school and engaged in the learning process. The Attendance Initiatives will help decrease student absences throughout all grade levels. The Attendance Initiatives include, but are not limited to, a school-wide attendance plan in which teachers will track and monitor student absences. This plan will be implemented to present both proactive and reactive strategies to prevent chronic truancy and intervene before a student is at risk of jeopardizing academic loss. The school-wide plan will also aim to engage families,

implemented for this Area of Focus.	increase social-emotional learning, and create a positive school climate to promote student attendance.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	In order to improve student attendance, an attendance monitoring plan will be developed and fully implemented with fidelity to target students that are truant and/or have a trend of arriving late or leaving early. The Administration/Attendance Review Team will review the school-wide Attendance Plan with teachers, students, and parents.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14 -The Attendance Review Committee (ARC) will meet to analyze attendance data from the previous school year (2021-2022) in order to identify students who had more than five excused/unexcused absences. These students will be monitored and provided support to improve attendance.

Person Responsible	Lisa Wiggins (pr1521@dadeschools.net)

8/22-10/14-The School-wide Attendance Plan will be reviewed with faculty and staff. Updates will be provided at bi-weekly Staff & Faculty Meetings.

Person Responsible	Lisa Wiggins (pr1521@dadeschools.net)

8/22-10/14-The SLT will have an initial meeting with the parents of identified students to complete an attendance contract.

Person Responsible	Lisa Wiggins (pr1521@dadeschools.net)

8/22-10/14-ARC will review attendance reports weekly in order to identify students and classes who maintain perfect attendance, as well as students who have been absent. Students and classes with perfect attendance will be recognized through morning announcements and bulletin boards. Students with absences will be monitored.

Person Responsible	Lisa Wiggins (pr1521@dadeschools.net)

#4. Transformational Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the Staff School Climate Data Results, 41% of the instructional staff either felt neutral and/or disagreed with their ideas being listened to and considered. This data indicates there is a need to develop teacher leaders by involving them in school-wide initiatives and/or processes. Increasing the involvement of teacher leaders will help strengthen morale and positively impact student achievement. Therefore, the Targeted Element of Instructional Leadership Team will be implemented.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the Targeted Element of Instructional Leadership Team, an increase of our teachers will feel their ideas are being listened to and considered. The percentage of teachers agreeing on the Staff School Climate Survey will increase by 15 percentage points.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The School Leadership Team will identify staff members that are experts and/or express high interest in specific areas that will serve as leads with new schoolwide initiatives and programs. The increase involvement of teachers will create a shared leadership environment that will be conducive to student achievement. To ensure success of this targeted element, teacher leads will provide support and/or development to other staff members to increase teacher capacity.
Person responsible for monitoring outcome:	Lisa Wiggins (pr1521@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Shared Leadership. The system of Shared Leadership will increase leadership capacity among all staff and faculty members. This will allow ample opportunities for teachers, staff, parents, and principals to work collaboratively in the decision-making and problem-solving process. The Shared Leadership will encourage and support an engaging school climate that will foster student achievement. A stronger camaraderie among faculty and staff will be developed since there will be a shared purpose and accountability.
Rationale for Evidence-based Strategy: Explain the rationale for	Shared leadership will increase the involvement of stakeholders in the decision making and implementation of action steps in our school. Collaboration among faculty and staff will become more evident. It will encourage and value teacher initiatives which will in turn influence student performance. This process will allow the SLT to create buy in, bringing additional creative and innovative solutions towards the improvement of the school.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22 - 10/14 - Teachers will be provided opportunities to share knowledge learned in professional developments with other faculty and staff members either during faculty and staff meetings and/or collaborative planning sessions.

Person Responsible	Sandra Palacios (spalacios@dadeschools.net)

8/22 - 10/14 - The SLT will review the notes from the collaborative planning sessions to provide feedback and/or address concerns.

Person Responsible	Lisa Wiggins (pr1521@dadeschools.net)

8/22 - 10/14 - The SLT will conduct monthly surveys to receive input from faculty and staff regarding professional development needs.

Person Responsible	Sandra Palacios (spalacios@dadeschools.net)

8/22 - 10/14 -The SLT will spotlight faculty and staff achievements, creative ideas or innovative teaching strategies during faculty meetings as recognition.

Person Responsible	Lisa Wiggins (pr1521@dadeschools.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

According to the Reading Placement Report on PowerBI the following percentages in each grade level are in critical need:
6% of 1st grade (Kinder 2021-2022)
32% of 2nd grade (1st Grade 2021-2022)
42% of 3rd grade (2nd Grade 2021-2022)

Based on these data results, the Area of Focus relating to Reading/ELA 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 relating to Reading/ELA

According to the Reading Placement Report on PowerBI the following percentages in each grade level are in critical need:
25% of 4th grade (3rd Grade 2021-2022)
35% of 5th grade (4th Grade 2021-2022)

Based on these data results, the Area of Focus relating to Reading/ELA 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.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

With the implementation of the GRRM, the following measurable outcomes will be evident on the new ELA progress monitoring system:
- an additional 2% of the Kindergarten student population will score at grade level
- an additional 8% 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: Measureable 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 the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The School Leadership Team (SLT) 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 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:
Select the person responsible for monitoring this outcome.

Wiggins, Lisa, pr1521@dadeschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Within the Targeted Element of the Gradual Release of Responsibility Model, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven Instruction allows for the alignment of appropriate research-based strategies and resources to meet the individual needs of students that are one or more grade level(s) below (Tier 2 or Tier 3). Data-driven instruction will assist in narrowing achievement gaps. iReady and PowerBi reports will be utilized not only to drive instructional planning but also to monitor student progress.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

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.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
8/22 - 10/14/2022 Literacy Leadership - The SLT will analyze data reports (FSA, SAT-10, and PowerBi) to identify students that are Tier 2 (one grade level below) and Tier 3 (two or more grade levels below) Literacy Coaching - 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. Assessment - Teachers will participate in data chats and progress monitoring protocols utilizing ongoing data reports. Professional Learning -Provide professional development opportunities for teachers who need assistance with small group differentiated instruction. .	Wiggins, Lisa, pr1521@dadeschools.net
8/22 - 10/14/2022 Literacy Leadership - The leadership team will provide support and secure the resources and services needed to address continuing needs for differentiated instruction, Tier 2 and Tier 3 intervention Literacy Coaching - The Reading Coach and teachers will utilize the collaborative planning sessions to gather research-based resources and materials to utilize during differentiated instruction for student remediation. Assessment - Ongoing assessment data results will be analyzed by the SLT to identify students that are not making adequate progress. Professional Learning - Schedule and/or provide opportunities for professional development through face to face in person or virtual trainings, and live or on-demand webinars.	Palacios, Sandra, spalacios@dadeschools.net
8/22 - 10/14/2022 Literacy Leadership - The SLT will conduct data chats with teachers after the FAST PM1 and iReady AP1. Literacy Coaching - Provide teachers the opportunity to observe model lessons utilizing the GRRM framework and/or coaching from an instructional leader or other highly effective mentor teacher. Assessment - Assessments will be administered within the administrative window to determine student learning gaps for targeted instruction and immediate remediation. Professional Learning -Teacher and instructional support staff will be provided with extended follow-up opportunities and experiences after participating in a professional development and/or training to ensure understanding of the newly gained knowledge.	Palacios, Sandra, spalacios@dadeschools.net
8/22 - 10/14/2022 Literacy Coaching - Academic Recovery Coach will attend ELA ICADS and Academic Recovery Coach Meetings.	Palacios, Sandra, spalacios@dadeschools.net

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Amelia Earhart Elementary will continue to implement activities that will build the capacity for strong parental involvement by engaging parents in virtual or in person workshops. To ensure effective involvement of parents we plan to create structures and increase parental involvement activities that will promote the importance of student achievement. We will continue to encourage stakeholder involvement and engagement through the use of virtual or in-person platforms. To keep all stakeholders connected opportunities will be provided through presentations focusing on different aspects related to student achievement and social-emotional learning. Faculty and Staff meetings will provide opportunities for collaborative discussions that will continue to sustain a safe learning environment where students, faculty, and staff are stimulated and supported. Teachers will conduct student check-ins, elicit ideas in regards to their likes, dislikes, strengths and areas of support to ensure student well-being. All faculty and staff of Amelia Earhart Elementary School will work together to promote rigorous, relevant, and differentiated learning opportunities for all students.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The following stakeholders will continue to work collaboratively to ensure a positive school culture and environment that promotes student academic achievement: Principal, Assistant Principal, Curriculum Coach, ELL Liaison, Social Worker. The Principal is responsible for establishing a schoolwide vision of commitment to high standards and the success of all students. She allocates and manages resources for various academic and social emotional learning programs that support student achievement. 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. The Curriculum Coach facilitates the grade level collaborative planning sessions to ensure curriculum is aligned to the data that is being analyzed. She also monitors student progress and 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. 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. The ELL Liaison monitors and facilitates the ELL Program while also maintaining the program's documentation. She provides instructional support to the ELL teachers in their implementation of ESOL strategies to ensure comprehensible instruction in ELA. She provides student support by utilizing ESOL strategies.