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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 0111 - Maya Angelou Elementary School

*FeederPattern:* Miami Jackson Senior

*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Linda Whye

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Maya Angelou Elementary School*

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Maya Angelou Elementary is a Pre-kindergarten through fifth grade school located in Miami, Florida. The student body is predominately Hispanic. Eighty-seven percent of the students are eligible for free or reduced priced meals. In order to meet the needs of our students and community, the Educational Excellence School Advisory Council will address the areas of Faculty and Staff and Performance Results. Priority will be given to ensuring that stakeholders understand the fiscal operations of the school, as well as receive recognition for accomplishments.

Given instruction using the Sunshine State Standards, students in grades 3 through 5 will improve their reading skills by a 3 percentage point increase in the number of students scoring at FCAT achievement Level 3 on the FCAT Reading.

Given instruction using the Sunshine State Standards, 50 percent of students in grades 3 through 5 who scored in the lowest 25th percentile will reach FCAT Achievement Level 3.

Given instruction using the Sunshine State Standards, students in grades 3 through 5 will improve their mathematics skills by a 3 percentage point increase in the number of students scoring at Achievement Level 3 or higher on the 2006 FCAT Mathematics. Given instruction using the Sunshine State Standards, LEP students will increase their mathematics performance as evidenced by a 11 percentage point increase in the number of students scoring at Achievement Level 3 or higher on the Mathematics Subtest during the 2006 administration of FCAT. Given instruction using the Sunshine State Standards, SWD students will improve their mathematics scores as evidenced by a 33 percentage point increase on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by a 1 percentage point increase on the 2006 Administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade 5 will increase their science content knowledge and scientific skills as evidenced by a mean scale score to meet or exceed the District mean scale score on the 2006 FCAT Science.

Given prior notification in English and Spanish, families will boost attendance at school events as evidenced by a 5percentage point increase in participation as demonstrated on attendance logs when compared to the 2004-2005 school year.

Given a school-wide concern on discipline and safety, preventive measures will be implemented and monitored as evidenced by a 5 percentage point decrease in the number of suspensions at the school site, as documented in the suspension report and an 5 percentage points increase in the number of parents, students and staff who agree our school is safe and secure as indicated in the results of the 2005-2006 School Climate Survey summary report.

Given training and resources, 90 percent of the faculty of Maya Angelou Elementary School will utilize the Pinnacle Excelsior electronic gradebook to generate on-time report cards for the 2005-2006 academic year as evidenced by the reports created by the office of Information technology Services (ITS).

Given instruction using the Sunshine State Standards along with the District Physical Fitness Assessment Test, students will demonstrate an annual increase of 2 percentage points in the number of award recipients as measured by the FITNESSGRAM physical fitness assessment test, based on the previous year's percentage of award winners.

The success of the program will be evaluated based on the participation in district competitions and the number of school special event programs and seasonal performances as compared to the previous year.

Maya Angelou Elementary School will improve its rating on the State of Florida ROI index publication from the 56th percentile in 2003 to the 58th percentile on the next publication of the index.

These objectives are designed to improved academic achievement for all students for the 2005-2006 school year.

# MIAMI-DADE COUNTY PUBLIC SCHOOLS

## VISION

We are committed to provide educational excellence for all.

## MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

## CORE VALUES

### *Excellence*

We pursue the highest standards in academic achievement and organizational performance.

### *Integrity*

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

### *Equity*

We foster an environment that serves all students and aspires to eliminate the achievement gap.

### *Citizenship*

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## **Maya Angelou Elementary School**

### VISION

The vision of Maya Angelou Elementary School is to strive to develop a community of life-long learners instilled with the belief that a positive outlook, hard work, perseverance, and respect for humanity are the keys to a successful future.

### MISSION

The mission of Maya Angelou Elementary School is to work together with the home and the community to empower our students to achieve educational success through a diverse curriculum while providing a nurturing environment that consistently identifies and addresses the needs of the whole child, fosters multicultural understanding, and fuels the desire for life long learning.

## CORE VALUES

### Excellence

We pursue the highest standards in academic achievement and organizational performance.

### Integrity

We build positive relationships through honesty, respect, and compassion, which enhance the self-esteem, safety, and well-being of our students, families, and staff.

### Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

### Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## *School Demographics*

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Maya Angelou Elementary School is a pre-kindergarten through fifth grade elementary controlled School of Choice. Our current enrollment of 699 students represents 81 percent Hispanic, 17 percent African American, one percent White, and 40 percent Limited English Proficient. A great portion of our student body, 87 percent, receives either free or reduced lunch. One hundred seven of our students participate in Exceptional Student Education (ESE) programs, including specific learning disabilities and , gifted, deaf/hard-of-hearing, speech and language, and autism, educable mentally handicapped pre-kindergarten. Additionally, we offer Teaching Enrichment Activities to Minorities (TEAM), an academic excellence and tutorial programs for our students.

# *School Foundation*

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## ***Leadership:***

The 2005 Organizational performance Improvement Snapshot Survey reveals that the strength is Item 1a, which indicates that most faculty and staff understand the school's mission. Results indicated the weakness is Item 1g, which indicates that school personnel do not always perceive that their opinions are taken into consideration.

## ***District Strategic Planning Alignment:***

The 2005 Organizational Performance Improvement Snapshot Survey reveals that the strength is item 2b, which indicates that the faculty and staff know the organization's plans. Results indicated the weakness is Item 2a, which indicates that the faculty and staff perceive that they lack input into the organization's plans for the future.

## ***Stakeholder Engagement:***

The 2005 Organizational Performance Improvement Snapshot Survey reveals that the strength is item 3a, which indicates that the faculty and staff know who the most important customers are. Results indicated the weakness is Item 3d, which indicates that the faculty and staff do not ask if customers are satisfied with the work of the organization.

## ***Faculty & Staff:***

The 2005 Organizational Performance Improvement Snapshot Survey reveals that the strength is item 5e, which indicates that most staff members agree that Maya Angelou Elementary School has a safe work environment. Results indicated the weakness is Item 5d, which indicates that the faculty and staff perceive that they may not be recognized for their work.

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

The 2005 Organizational Performance Improvement Snapshot Survey reveals that the strengths were items 4a and 4b, which indicates that the faculty and staff know how to measure, as well as analyze the quality of their work. Results indicated the weakness is Item 4f, which indicates that the faculty and staff perceive that they lack the information on how the organization is doing. Faculty and staff at Maya Angelou Elementary School are monitored through PACES, Professional Development Plans (PDP), certification, and annual evaluations.

## ***Education Design:***

The 2005 Organizational Performance Improvement Snapshot Survey reflects that the Faculty and staff members at Maya Angelou Elementary School know how to measure, analyze, and modify the quality of their work; have control over their processes; and perceive that the products of their work results as having high quality and excellence. The students at Maya Angelou Elementary School are provided with extended learning opportunities through activities beyond the school day that promote achievement in academic subjects. Before/after school tutorials are offered to assist students who need remediation within the core subject areas. Teachers target the students' deficiencies and work on strategies to enhance their skills within these areas. A before and after school Academic Excellence Program is offered to foster higher order critical thinking skills. The 8-Step Continuous Improvement Model is utilized to promote data-driven decision-making.

***Performance Results:***

The 2005 Organizational Performance Improvement Snapshot Survey reveals that in the area of Performance/Business strengths were items 7b and 7g. Stakeholders overwhelmingly perceive the organization as having high standards and ethics, as well as one that meets standards for high quality. Results indicated the weakness is Item 7c, which indicates that the faculty and staff of Maya Angelou Elementary School lack understanding of the fiscal operation of the school.



# ***Additional Requirements***

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

Maya Angelou Elementary School participates in the annual Teacher Fair as well as collaborates with local university teacher pre-service programs to recruit student interns that may be hired in the future. In order to retain the highly qualified faculty, the school supports its teachers by providing staff development and opportunities for professional growth.

## **• Highly Qualified, Certified Administrators:**

Linda C. Whye, Principal: Linda C. Whye has held several positions working in schools with high concentrations of economically-disadvantaged students. In addition to being a classroom teacher, Dr. Whye has served in the capacity of Reading Resource Teacher, Title I Coordinator, District Title I Reading Supervisor, and Assistant Principal. She has presented workshops at both the Florida Reading Association and the International Reading Association conventions. She currently has memberships with the International Reading Association and the National Association of Elementary School Principals.

During her nine years as an elementary school principal, Dr. Whye has led two schools on their growth towards achievement on the Florida Comprehensive Assessment Test (FCAT). Increased achievement on the FCAT can be attributed to grade level long-range planning and monthly assessments. Data analysis was then used to help guide instruction. She initiated the adoption of the Calvert School curriculum for the grades K-2. She has served on several district committees including the Title I Joint Task Force and as an assessor for administrative applicants. Dr. Whye has completed her doctoral studies at Barry University.

Maria D. Garcia, Assistant Principal, has worked for the Miami-Dade County Public School System for more than eleven years. In her experience, she has worked in several schools with a high concentration of economically disadvantaged students. Ms. Garcia has worked in a variety of settings as she was a classroom teacher and a Technology Coordinator. In her experience as a Technology Coordinator, she was highly trained in several technology programs that helped increase academic achievement. These programs include Fast Forward, Compass Learning, Assess2Learn, FCAT Explorer, Brainchild, and Accelerated Reader.

As an assistant principal, Ms. Garcia has diligently worked with curriculum and the implementation of all instructional programs. She closely works with all grade-levels to analyze data and track student progress. She provides opportunities for staff members to participate in professional growth experiences, emphasizing the accommodation for LEP and ESE students. Finally, Ms. Garcia assists the teachers in identifying students with significant academic deficiencies and helps teachers to develop appropriate interventions.

## **• Teacher Mentoring:**

Maya Angelou Elementary School addresses mentoring as set forth in the District's PACES manual. New teachers are paired with experienced teachers, as well as with a Professional Growth Team. The Professional Growth Team allows for mentor teachers to meet with new teachers to assist them with lesson planning and instructional strategies in order to ensure a successful year.

Maya Angelou Elementary School's teachers are continuing participants of the University of Florida Lastinger Center Teacher Fellowship Program. The goal of the Lastinger Center is to create a learning community, facilitate professional development, share best practices, and foster collegial conversations about student achievement. Faculty members attended a four-day seminar at the University of Florida during the summer and will participate in monthly workshops after school. The principal will join

other principals within the state of Florida as a participant in the Principal Fellowship Program.

Maya Angelou Elementary School utilizes a team of resource teachers to enhance teacher instruction. The teachers guide instruction through demonstrations, model lessons, participate in in-house staff development, and assist in the creation and monitoring of the monthly assessments and district mandated assessments. The Reading Coaches and the Mathematics Coach also monitor and assist in data analysis.

### **• School Advisory Council:**

The Educational Excellence School Advisory Council (EESAC) at Maya Angelou Elementary School fosters an environment that supports the school's vision and mission. The council accomplishes this by collaborating with site leadership, parents, teachers, and community representatives through an open forum every third Wednesday of each month. Progress of the School Improvement Plan (SIP) goals, as well as available human and fiscal resources, are discussed and analyzed in order to facilitate student achievement. Recommendations are made in keeping with the Plan-Do-Check-Act cycle of the Continuous Improvement Model.

### **• Extended Learning Opportunities**

Maya Angelou Elementary School provides a before, during and after school tutorial program for students seeking additional assistance in reading, writing, and mathematics from September to March. There is also a before and after school Academic Excellence Program with a focus on journalism, drama, and geography.

### **• School Wide Improvement Model**

Maya Angelou Elementary School has embraced the 8-Step Continuous Improvement Model (CIM), a data-driven, results-oriented improvement model successfully implemented fully by the Brazensport School District in Texas.

## GOAL 1: READING

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### ***GOAL 1 STATEMENT:***

The students will demonstrate the required state mastery level in reading.

### ***Needs Assessment***

Results of the FCAT Reading Test indicate that 49 percent of third grade students, 44 percent of fourth grade students, and 57 percent of fifth grade students scored at or above FCAT Achievement Level 3. This demonstrated a decrease of 1 percentage point for third grade students, a decrease of 19 percentage points for fourth grade students, and an increase of 30 percentage points for fifth grade students as compared to scores of the 2004 administration. Scores indicate that 10 percent of the SWD in grades 3 through 5 have scored at or above FCAT Achievement Level 3, an increase of 3 percentage points as compared to the scores of the 2004 administration. Thirty-nine percent of LEP students scored at or above FACT Achievement Level 3, an increase of 3 percentage points as compared to the scores of the 2004 administration. Student performance on the 2005 FCAT Reading subtest indicates that 51 percent of students in grade 3, 56 percent of students in grade 4, and 43 percent of students in grade 5 scored below FCAT Achievement Level 3. Scores indicate that 90 percent of SWD students in grades 3 through 5 have scored below FCAT Achievement Level 3. The low performing area for grades 3 through 5 was Words and Phrases. Scores on the 2005 FCAT indicate that 61 percent of LEP students in grades 3 through 5 have scored below Achievement Level 3.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3 through 5 will improve their reading skills by a 3 percentage point increase in the number of students scoring at FCAT achievement Level 3 on the FCAT Reading.

Given instruction using the Sunshine State Standards, 50 percent of students in grades 3 through 5 who scored in the lowest 25th percentile will reach FCAT Achievement Level 3.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase reading skills and monitor student progress through the use of individualized instruction, utilizing NCS Learn's Integrated Learning System, SuccessMaker, and Accelerated Reader.	Principal, Assistant Principal, Reading Coaches, Technology Facilitator, Media Specialist	8/8/05	5/24/06
Develop and implement a timeline scope and sequence identifying benchmarks for each skill area. Monitor improvement monthly using teacher generated assessments and results.	Principal, Assistant Principal, Reading Coaches	8/8/05	5/24/06
Provide a before and after school tutorial program that will provide remedial assistance targeting students identified as scoring at Achievement Levels 1 and 2.	Principal, Assistant Principal, Reading Coaches,	8/8/05	2/24/06
Utilize Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to improve intervention for struggling readers in grades K-3 and fourth and fifth grade students identified as scoring at Achievement Levels 1 and 2.	Principal, Assistant Principal, Reading Coaches,	8/8/05	5/24/06
Provide professional development opportunities for teachers through modeling of lessons and training on current reading trends and concepts that directly impact student learning.	Principal, Assistant Principal, Reading Coaches	8/8/05	5/24/06
Conduct grade level meetings to analyze data, assess and evaluate students' progress, adjust curriculum maps, and share best practices.	Principal, Assistant Principal, Reading Coaches	8/8/05	5/24/06

## **Research-Based Programs**

The core reading program used at Maya Angelou Elementary School is Houghton Mifflin. Additional supplemental resources that support the reading program are SuccessMaker, Voyager, Soar to Success, and Early Success.

## **Professional Development**

Comprehensive Research Based Reading Plan, Best Practices in Reading, DIBELS, CRISS, 8-Step Continuous Improvement Model, Houghton Mifflin, Snapshot, SuccessMaker, Diagnostic Assessments of Reading (DAR), Voyager, Soar to Success, and Early Success.

## **Evaluation**

Ongoing monitoring of achievement will be evaluated and analyzed using the results from the 2006 FCAT administration, Monthly Assessment reports, DIBELS, AR, Snapshot, Edusoft, and SuccessMaker.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **GOAL 2 STATEMENT:**

The students will demonstrate the required state mastery level in mathematics.

### **Needs Assessment**

The analysis of student performance on the 2005 FCAT Mathematics subtest indicates that 46 percent of third grade students, 51 percent of fourth grade students, and 57 percent of fifth grade students scored at or above FCAT Achievement Level 3. This demonstrated an increase of 2 percentage points for third grade students; a 5 percentage point decrease for fourth grade students, and a 15 percentage point increase for fifth grade students as compared to the scores of the 2004 administration. Scores indicate that 17 percent of SWD in grades 3 through 5 have scored at or above FCAT Achievement Level 3, an increase of 10 percentage points as compared to the scores of the 2004 administration. Thirty-nine percent of LEP students scored at or above FCAT Achievement Level 3, an increase of 5 percentage points as compared to scores of the 2004 administration. LEP students' scores were 5 percentage points short of AYP. Student performance on the 2005 FCAT Mathematics subtest indicates that 54 percent of students in grade 3, 49 percent of students in grade 4, and 43 percent of students in grade 5 scored below FCAT Achievement Level 3. Scores indicate that 83 percent of SWD in grades 3 through 5 have scored below FCAT Achievement Level 3. The low performing area for third grade was Number Sense; Fourth grade students performed poorly on Data Analysis and Measurement. The areas of greatest weakness found on fifth grade results were Measurement and Number Sense. Scores on the 2005 FCAT indicate that 61 percent of LEP students in grades 3 through 5 have scored below FCAT Achievement Level 3. Students require remediation on all of the tested benchmarks and strands of greatest weaknesses. The weaknesses were found in the following areas averaging between 3 and 5 points earned by content: Number Sense, Data Analysis, and Measurement. Based on this information, the following needs have been prioritized for the 2005-2006 school year: 1) On-going professional development for teachers in mathematics,

2) Implementation of district-wide mathematics scope and sequence for fifth grade, and 3) Utilization of a variety of materials that foster higher order critical thinking skills.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3 through 5 will improve their mathematics skills by a 3 percentage point increase in the number of students scoring at Achievement Level 3 or higher on the 2006 FCAT Mathematics. Given instruction using the Sunshine State Standards, LEP students will increase their mathematics performance as evidenced by a 11 percentage point increase in the number of students scoring at Achievement Level 3 or higher on the Mathematics Subtest during the 2006 administration of FCAT. Given instruction using the Sunshine State Standards, SWD students will improve their mathematics scores as evidenced by a 33 percentage point increase on the 2006 administration of the FCAT.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor student improvement through Monthly Mathematic Assessments. Conduct grade level meetings to analyze data, assess and evaluate students' progress, adjust curriculum maps, and share best practices	Principal, Assistant Principal, Math Coach	8/8/05	5/24/06
Identify the mathematic levels of students within the SWD subgroups identified in the AYP report and provide a school tutorial program to increase student achievement. The remedial assistance will target students who are identified scoring Achievement Levels 1 and 2.	Principal, Assistant Principal	8/8/05	2/24/06
Increase mathematics skills and monitor all students' progress through the use of individualized instruction utilizing NCS Learn's Integrated learning system, SuccessMaker.	Principal, Assistant Principal, Technology Specialist	8/8/05	5/24/06
Implement the district-wide scope and sequence to assist teachers in pacing and covering all necessary benchmarks. The scope and sequence will ensure efficient time management to maximize instructional delivery of the content.	Principal, Assistant Principal, Math Coach	8/8/05	5/24/06
Provide professional development opportunities for teachers through modeling of lessons, and training on current math trends and concepts that directly impact student learning.	Principal, Assistant Principal, Math Coach	8/8/05	5/24/06

## **Research-Based Programs**

The core mathematics program used at Maya Angelou Elementary School is Harcourt-Brace. An additional supplement resource that supports the program is SuccessMaker.

## **Professional Development**

FCAT Explorer, Implementing Scope and Sequence, SuccessMaker, Snapshot, and Continuous Improvement Model

## **Evaluation**

On going monitoring of achievement will be evaluated and analyzed using the results from the 2006 FCAT Administration and monthly Mathematics Assessments.

## GOAL 3: WRITING

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **GOAL 3 STATEMENT:**

The fourth grade students will demonstrate the required state mastery level on the FCAT Writing Test.

### **Needs Assessment**

Results of the 2005 FCAT Writing Test indicate that 76 percent of the fourth grade students scored at or above FCAT Achievement Level 3.5. Scores of the FCAT Narrative Test indicate that students demonstrated achievement in Narrative Writing by scoring an average of 3.6. An assessment of the Expository Writing data indicates a need to increase the student writing level from 3.1 to a 3.5 or higher.

### NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by a 1 percentage point increase on the 2006 Administration of the FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide professional development opportunities for teachers through modeling of lessons and training on successful writing practices.	Principal, Assistant Principal, Reading Coaches	8/8/05	5/24/06
Identify writing levels of all students and establish a school tutorial program for selected students including SWD and LEP subgroups in order to increase student achievement.	Principal, Assistant Principal, Reading Coaches	8/8/05	5/24/06
Develop writing skills through a variety of methods including monthly writing prompts, journal writing, creative writing, modeling of writing process, writing across the curriculum, peer editing, conferencing, and shared writing.	Principal, Assistant Principal, Reading Coaches	8/8/05	5/24/06
Use of state scored prompts in order to demonstrate to students how the rubric is used.	Principal, Assistant Principal, Reading Coaches	8/8/05	5/24/06
Develop writing skills and knowledge of key components to successful writing through the use of FCAT Performance Task scoring for fourth grade students.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers	8/8/05	5/24/06

### Research-Based Programs

Houghton Mifflin Writing Workshop

### Professional Development

Zelda Glazer Writing Institute, Writing Across the Curriculum, Project CRISS, Houghton Mifflin Writing Workshop training, and Region Curriculum Support Training

### Evaluation

Scores from the District Pre and Post Writing Tests and the 2006 FCAT Writing results will be utilized.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 4 STATEMENT:***

Fifth grade students will increase their science content knowledge and scientific skills as evidenced by scores meeting the State and/or the District average.

### ***Needs Assessment***

Based on the analysis of student performance on the 2005 FCAT Science subtest indicated the following trends: fifth grade students demonstrated a mean scale score of 258, increasing 21 points over the scores of the 2004 administration. The scores of the 2005 FCAT Science Test need to improve by 28 points in order to meet the State average score of 296. Fifth grade students received an average score of 7 in the area of Physical & Chemical, 1 point lower than the mean scale score for the District and the State. Fifth grade students received an average score of 5 in the area of Earth and Space, 1 point lower than the mean scale score for the District and 2 points lower for the State's mean scale score. Life and Environmental needs to improve by 1 point in order to meet the District average score of 7. Fifth grade students received an average score of 6 in the area of Scientific Thinking, 1 point lower than the District and State mean scale average. Based on this data, the following needs have been prioritized for the 2005-2006 school year: 1) Professional development using Full Option Science System (FOSS) for all teachers in science, 2) Systematic integration of district-wide scope and sequence for the science curriculum. 3) Full implementation of a hands-on science lab for fifth grade students, and 4) Continuous availability of school-based resources for inquiry-based investigations.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will increase their science content knowledge and scientific skills as evidenced by a mean scale score to meet or exceed the District mean scale score on the 2006 FCAT Science.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Integrate the Mathematics and Science curricula in order to ensure efficient time management to maximize instructional delivery of the content.	Principal, Assistant Principal, Math Coach	8/8/05	5/24/06
Conduct hands on scientific explorations using inquiry based thinking skills for all science classes.	Principal, Assistant Principal, Math Coach	8/8/05	5/24/06
Develop assessments that are driven by the scope and sequence, and utilize data as a tool to analyze progress in order to guide instruction.	Principal, Assistant Principal, Math Coach	8/8/05	5/24/06

## Research-Based Programs

The core science program used at Maya Angelou Elementary School is McGraw-Hill. Full Option Science System (FOSS) is used as a supplemental resource.

## Professional Development

FOSS Workshops; District Workshops

## Evaluation

On going monitoring of achievement will be evaluated using the quarterly assessments, as well as the results of the 2006 FCAT Science Administration.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 5 STATEMENT:***

To increase family participation in school-wide activities.

### ***Needs Assessment***

A study of family participation levels at school sponsored activities at Maya Angelou Elementary School reveals that while parent participation at events such as student performances, Student of the Month breakfasts and Awards Assemblies is high, other events such as family workshops, Open House, PTA, and EESAC meetings exhibit low parent turn-out. In an attempt to reverse this trend, we have determined that our needs for this school year include: motivating parents to take part in school sponsored events, improving parents' understanding of grade level expectations, and providing support for our Community Involvement Specialist to help foster and support parent involvement.

## Measurable Objective

Given prior notification in English and Spanish, families will boost attendance at school events as evidenced by a 5percentage point increase in participation as demonstrated on attendance logs when compared to the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Survey families to determine interests/needs.	Principal, Assistant Principal, CIS	8/8/05	10/31/06
Provide child care at family workshops.	Principal, Assistant Principal, CIS	8/8/05	5/24/06
Provide family workshops on academics.	Principal, Assistant Principal, CIS, Counselor	9/5/05	5/24/06
Recruit volunteers to assist in the school.	Principal, Assistant Principal, Counselor	8/8/05	5/24/06
Foster Parent Involvement in EESAC.	Principal, Assistant Principal, EESAC Chair	8/8/05	5/24/06

## Research-Based Programs

8 Step Continuous Improvement Model and National PTA Standards

## Professional Development

Monthly Title I Community Involvement Workshops, monthly EESAC meetings

## Evaluation

Use workshop attendance rosters, CIS Records, and EESAC attendance rosters to compare family participation across consecutive school years



## GOAL 6: DISCIPLINE & SAFETY

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

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

**GOAL 6 STATEMENT:**

Improve safety and promote a non-disruptive educational environment for our school.

**Needs Assessment**

The results from the School Climate Survey indicate safety and security as a concern. Preventive measures need to be followed by all stakeholders to ensure the building is secured and students are safe at all times. Many stakeholders feel that children are not safe in our schools. Discipline and safety issues throughout the building are impacting the learning environment. The Code of Student Conduct is not being followed by students or enforced by many parents. Several discipline problems spiral from the cafeteria into the classrooms. An analysis of suspension trends, the number of referral scans entered in the computer, and number of students being sent to the office has increased by 20 percentage point from the previous year.

## Measurable Objective

Given a school-wide concern on discipline and safety, preventive measures will be implemented and monitored as evidenced by a 5 percentage point decrease in the number of suspensions at the school site, as documented in the suspension report and an 5 percentage points increase in the number of parents, students and staff who agree our school is safe and secure as indicated in the results of the 2005-2006 School Climate Survey summary report.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish a committee to develop a Discipline Plan to deal with issues in the cafeteria, classroom, and at dismissal time.	Principal, Assistant Principal	10/3/05	5/24/06
Develop and implement a School Security Plan with guidelines for all staff members to adhere to on a daily basis.	Principal, Assistant Principal	9/1/05	5/24/06
Provide a parent workshop to enforce the Code of Student Conduct and discuss topics related to a non-violent environment.	Principal, Assistant Principal, Counselor, CIS	9/1/05	5/24/06
Implement mandatory programs such as Character Education, Proudly Infusing Non-violence, and HIV Awareness throughout the yearly curriculum.	Principal, Assistant Principal, Counselor, K-5 Teachers	8/8/05	5/24/06
Engage partnership with police department and other agencies to speak to the students about safety.	Principal, Assistant Principal, Counselor	8/8/05	5/24/06
Create a Critical Response Plan to assist the school team members to respond and deal with emergency situations at school.	Principal, Assistant Principal	10/3/05	5/24/06

## Research-Based Programs

Not Applicable

## Professional Development

Workshops on Classroom Management

## **Evaluation**

Suspension Reports, Critical Incident Reports, referral and scam logs sent to the office, Summary report of School Climate Survey, and results of School Assessment Needs

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

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

### ***GOAL 7 STATEMENT:***

The Faculty of Maya Angelou Elementary School will utilize the Pinnacle Excelsior gradebook program to manage grades and generate report cards for the 2005-2006 academic year.

### ***Needs Assessment***

The District has selected Maya Angelou Elementary School to be included in the first wave of eighty schools to implement the Excelsior online gradebook. In order to comply with this mandate, the following needs must be addressed: 1) Teachers must be given training and resources to use the software, 2) More laptops and teacher computer stations must be purchased, and 3) Parents will need information on how to access their children's data online.

## Measurable Objective

Given training and resources, 90 percent of the faculty of Maya Angelou Elementary School will utilize the Pinnacle Excelsior electronic gradebook to generate on-time report cards for the 2005-2006 academic year as evidenced by the reports created by the office of Information technology Services (ITS).

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Train the Gradebook Managers and the Attendance Manager.	Principal, Assistant Principal, ITS Personnel	8/1/05	5/24/06
Train the faculty of Maya Angelou Elementary School.	Principal, Assistant Principal, Technology Specialist	8/8/05	5/24/06
Purchase additional computers and laptops.	Principal	8/8/05	5/24/06
Continue to support the faculty and monitor the progress of the program.	Principal, Assistant Principal, Technology Specialist	8/8/05	5/24/06
Communicate with district ITS personnel.	Principal, Assistant Principal, Technology Specialist, Data Input Clerk	8/8/05	5/24/06
Provide information for the parents on how to access grades online.	Principal, Assistant Principal, Parent Involvement Committee	1/6/06	5/24/06

## Research-Based Programs

Not Applicable

## Professional Development

The entire faculty will receive in-house training on how to utilize the electronic gradebook.

## Evaluation

The evaluation will be the Electronic Gradebook/Bubble Sheet Parallel Test Discrepancy Report.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

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

### ***GOAL 8 STATEMENT:***

It is the goal of the physical education program to provide students educational opportunities to participate in physically active programs and health programs which will enhance positive attitudes toward personal involvement in a continued physically active and healthy lifestyle. Through participation, students' interest for proper fitness and overall wellness will develop.

### ***Needs Assessment***

Physical education provides students with the opportunity to become physically fit through various activities that include cardio-respiratory endurance, muscular strength and endurance, muscular flexibility, and body composition. Results from the previous year's percent of physical fitness award winners indicate that 85 percent of students received a gold medal and 10 percent of students received a silver medal.

## Measurable Objective

Given instruction using the Sunshine State Standards along with the District Physical Fitness Assessment Test, students will demonstrate an annual increase of 2 percentage points in the number of award recipients as measured by the FITNESSGRAM physical fitness assessment test, based on the previous year's percentage of award winners.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer FITNESSGRAM test to students in grades one through five.	Principal, Assistant Principal, PE Teachers	10/3/05	5/24/06
Disseminate information to parents on nutrition, importance of physical activity, and healthy living.	Principal, Assistant Principal, PE Teachers, CIS	10/3/05	5/24/06
Monitor the implementation of teaching nutrition and healthy living in the physical education program.	Principal, Assistant Principal, PE Teachers	10/3/05	5/24/06
Provide professional development for teachers on incorporating healthy living, and the importance of nutrition and physical activity to proper growth and body maintenance.	Principal, Assistant Principal, PE Teachers	10/3/05	5/24/06

## Research-Based Programs

Not Applicable

## Professional Development

Division of Life Skills bi-weekly workshops, FITNESSGRAM and activities workshop, and Fit to Achieve culminating assembly.

## Evaluation

2005-2006 administration of the FITNESSGRAM assessment will serve as the evaluative tool in determining if the objective was met.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

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

### ***GOAL 9 STATEMENT:***

The goal of the special area of music is to increase students' knowledge of the technical skills in singing by establishing a school chorus.

### ***Needs Assessment***

It has become evident that providing a choral music program at Maya Angelou Elementary School would benefit students by improving their knowledge and practice of musical skills via a performance environment. The ensemble will provide opportunities for its members to develop their proficiency in performance in school tasks and county-wide competitions. Besides technical skills, the programs will emphasize critical thinking skills and promote self-confidence. It will focus on motivating the students to personal successes while stressing discipline, self-control, and teamwork, areas which will also positively impact student academic achievement.



## Measurable Objective

The success of the program will be evaluated based on the participation in district competitions and the number of school special event programs and seasonal performances as compared to the previous year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide funding for a teacher to implement the program.	Principal	10/3/05	5/24/06
Audition and select students for the chorus program.	Principal, Assistant Principal, Music Teachers	10/3/05	5/24/06
Seek opportunities for student performances.	Principal, Assistant Principal, Music Teachers	10/3/05	5/24/06
Provide professional development opportunities for the music teachers.	Principal, Assistant Principal, Music Teachers	10/3/05	5/24/06

## Research-Based Programs

Not Applicable

## Professional Development

Teachers will have the opportunity to attend workshops sponsored by the school District in various areas such as choral conducting, opera, and performance styles. They will also attend workshops at national conferences and conventions like FMEA, ACDA, and MENC.

## Evaluation

Evaluation of choir members will be a continuous process. Each student's evaluation will be based on the child's performance capabilities, tone quality, ability to carry his or her own part on the musical score, and blend and balance with other singers. Their performances in different activities in the school and throughout the county will be tallied in their assessment.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

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

***GOAL 10 STATEMENT:***

Maya Angelou Elementary School will rank at or above the 58th percentile state-wide in the Return On Investment, ROI index of value, and cost effectiveness of its programs.

***Needs Assessment***

The most recent data supplied from the FLDOE indicates that in 2003, Maya Angelou Elementary School ranked at the 56th percentile on the State of Florida ROI index.

## Measurable Objective

Maya Angelou Elementary School will improve its rating on the State of Florida ROI index publication from the 56th percentile in 2003 to the 58th percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	8/8/05	5/24/06
Collaborate with the District on resource allocation.	Principal, Assistant Principal	8/8/05	5/24/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base.	Principal, Assistant Principal	8/8/05	5/24/06

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

On the next State of Florida ROI index publication, Maya Angelou Elementary School will rank at or above the 58th percentile.

## *EESAC Compliance*

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

### ***Budget:***

The Maya Angelou Elementary School EESAC allocated funds to support the objectives of the School Improvement Plan.

### ***Training:***

Members of The Maya Angelou Elementary School EESAC are notified of training made available through The District. In addition, members are given access to materials made available through the State of Florida.

### ***Instructional Materials:***

The Maya Angelou Elementary School EESAC reviews instructional materials for purchase with EESAC funds.

### ***Technology:***

The Maya Angelou Elementary School EESAC reviewed technology available in the school and its usage by students and staff.

### ***Staffing:***

The Maya Angelou Elementary School EESAC reviewed staff positions as specified in the School Improvement Plan.

### ***Student Support Services:***

The Maya Angelou Elementary School EESAC reviewed student support needs of the school. The EESAC solicited input from parents, students, community, and staff as to the needs of our student body.

### ***Other Matters of Resource Allocation:***

The Maya Angelou Elementary School EESAC has consistently been made aware of all school resources as they pertain to the school's curriculum and School Improvement Plan.

***Benchmarking:***

Data from monthly assessments administered to students in grades 3-5 is reviewed by The Maya Angelou Elementary School EESAC.

***School Safety & Discipline:***

The Maya Angelou Elementary School EESAC has made safety and discipline one of its priorities for the 2005-2006 year and has an established goal for reducing suspensions in the School Improvement Plan.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

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*Principal*

---

*EESAC Chair*

---

*UTD Steward*

---

*EESAC Parent Representative*

---

*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

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*Region Superintendent*