

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Maya Angelou Elementary School (0111)

Feeder Pattern - Miami Jackson Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Linda Whye

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

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, 58 percent of students in grades 3 through 5 will score at or above Achievement Level 3 on the reading component of the Florida Comprehensive Achievement Test

Given instruction using the Sunshine State Standards, 77 percent of students in grades 3 through 5 will score at Achievement Level 3 or higher on the math component of the Florida Comprehensive Achievement Test.

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills by a one percentage point increase on the 2008 Administration of the FCAT Writing+ Test when compared to the 2007 administration.

Given instruction using the Sunshine State Standards, students will increase their science content knowledge and scientific skills as evidenced by 48 percent of students in grade 5 scoring at FCAT Achievement Level 3 on the 2008 FCAT Science

Given prior notification in English and Spanish, parents will increase attendance at school events as evidenced by a 5 percentage point increase in participation as demonstrated on attendance logs when compared to the 2007-2008 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.

Given training and resources, 95% of the students at Maya Angelou Elementary School will participate in appropriate technologically based activities for the 2007-2008 academic year. The Attendance Log will serve as a means of documenting student participation in the Computer Lab.

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.

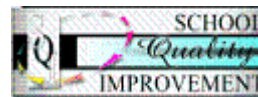
Incorporating Sunshine State Standards and district guidelines, a teacher-made inventory test will be used to measure student progress in singing mechanisms. Students will also be evaluated based on their participation in district competitions, school special event programs and seasonal performances. During this school year, the participants are projected to show maturity in personality and music performance and also score 40% or better on this multi-tasked test.

Maya Angelou Elementary School will improve its rating on the State of Florida Return on Investment (ROI) Index publication from the 47th percentile in 2004 to the 48th percentile on the next publication of the index.

These objectives are designed to improved academic achievement for all students for the 2007-2008 school year. The May 2007 Organizational Performance Improvement Snapshot (OPIS) Survey reveals that weakness 2a, which indicates that the faculty and staff perceive that they may lack input into the organization's plans for the future, scored a mean score of 3.9. Based on this need, Vertical grade level meetings will be held to debrief and disseminate School-wide information, as well as minutes from grade level meetings. These minutes reflect concerns and issues brought forth within each Grade Level or Special Area. OPIS also revealed that 5d, which indicates that the faculty and staff perceive that they may not be recognized for their work, scored a mean score of 3.9. As a result of this, Maya Angelou Elementary School has implemented a weekly Staff Bulletins designed in part to show staff gratitude and appreciation. Also, professional development activities will target teachers' best practices thereby recognizing staff members for their hard work.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

0111 - MAYA ANGELOU ELEMENTARY SCHOOL

VISION

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.

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.

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School Improvement Plan 2007-2008



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School Demographics

Maya Angelou Elementary School is a pre-kindergarten through fifth grade elementary school located in a residential neighborhood in Miami, Florida. We are a controlled School of Choice and share our attendance boundaries with two neighboring elementary schools. Our current enrollment of 700 students represents 84 percent Hispanic, 15 percent African American, one percent White, and 40 percent of these students are English Language Learners.(ELL) One hundred six of our students participate in Special Education (SPED) programs, including specific learning disabilities, gifted, deaf/hard-of-hearing, speech and language, autism, educable mentally handicapped, and SPED pre-kindergarten. We offer an Extended Foreign Language program in grades Kindergarten through Second. Additionally, we offer an academic excellence and tutorial programs for our students. Our average attendance rate is 94 percent which was higher than the previous year. Ninety-three percent of our students receive either free or reduced lunch. Our school is a Title I school which allows us in conjunction with the community to provide all of our students with Supplemental Educational Services (SES).

The students at Maya Angelou Elementary School are served by 56 Instructional staff members and 19 Non Instructional staff members. Fifty-nine percent of the Instructional staff are Hispanic, 29 percent are African American and 13 percent are White. Additionally, 39 percent of the staff has a Master Degree, five percent have a Doctorate, two percent are beginning teachers and six percent of the staff are out of field. The teacher student ratio is about twenty-two to one.

Maya Angelou Elementary School students attend Allapattah Middle School and Miami Jackson Senior High upon graduation.

School Foundation

Leadership:

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 ten 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 1 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: Maria D. Garcia has worked for the Miami-Dade County Public School System for more than twelve 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 ForWord, 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 ELL and SPED students. Finally, Ms. Garcia assists teachers in identifying students with significant academic deficiencies and helps teachers to develop appropriate interventions.

District Strategic Planning Alignment:

The May 2007 Organizational Performance Improvement Snapshot Survey reveals that the strength in the area of Strategic Planning is Item 2b, with a category score of 4.0, which indicates that the faculty and staff know the organization's plans. Results indicated the weakness in this area is Item 2a, with a category score of 3.9, which indicates that the faculty and staff perceive that they lack input into the organization's plans for the future.

Stakeholder Engagement:

The May 2007 Organizational Performance Improvement Snapshot Survey reveals that the strength in the area of Customer and Market Focus is Item 3a, with a category score of 4.4, which indicates that the faculty and staff know who the most important customers are. Results indicated the weakness is Item 3d, with a category score of 4.0, which indicates that the faculty and staff do not know if customers are satisfied or dissatisfied with the work of the organization.

Faculty & Staff:

The May 2007 Organizational Performance Improvement Snapshot Survey reveals that the strength in the area of Human Resources is Item 5e, with a category score of 4.4, which indicates that most staff members agree that Maya Angelou Elementary School has a safe work environment. Results indicated the weakness is Item 5d, with a category score of 3.9, which indicates that the faculty and staff perceive that they may not be recognized for their work.

Data/Information/Knowledge Management:

The May 2007 Organizational Performance Improvement Snapshot Survey reveals that the strengths in the area of Data Management were Items 4b and 4c, with both a category score of 4.3, which indicate that the faculty and staff know how to measure and analyze the quality of their work, as well as use the analyses to make decisions. Results indicated the weakness is Item 4f, with a category score of 4.0, 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:



School Improvement Plan

2007-2008



The May 2007 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 May 2007 Organizational Performance Improvement Snapshot Survey reveals that in the area of Performance/Business strengths were Items 7b and 7g, with a category score of 4.2 for both items. 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, with a category score of 3.5, which indicates that the faculty and staff of Maya Angelou Elementary School lack understanding of the fiscal operation of the school.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Reading Statement

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

Needs Assessment

Results of the 2007 FCAT Reading Test indicate that 57 percent of third grade students, 55 percent of fourth grade students and 67 percent of fifth grade students scored at or above FCAT Achievement Level 3. This demonstrated a decrease of 6 percentage points for third grade, a decrease of 20 percentage points for fourth grade students and an increase of 19 percentage points for fifth grade students as compared to scores of the 2006 administration. Scores indicate that 23 percent of SWD students in grades 3 through 5 have scored at or above FCAT Achievement Level 3, an increase of 13 percentage points as compared to the scores of the 2006 administration. Fifty percent of ELL students scored at or above FCAT Achievement Level 3, an increase of 8 percentage points as compared to the scores of the 2006 administration. Students performance on the 2007 FCAT Reading subtest indicates that 43 percent of students in grade 3, 45 percent of students in grade 4, and 33 percent of students in grade 5 scored below FCAT Achievement Level 3. Scores indicate that 77 percent of SWD students in grades 3 through 5 have scored below FCAT Achievement Level 3. Scores of the 2007 FCAT indicate that 50 percent of ELL students in grades 3 through 5 have scored below Achievement Level 3. The low performing areas for grade 3 were Words/Phrases and Reference/Research. The low performing area for grade 4 was Comparisons and for grade 5 the low performing areas were Words/Phrases and Main Idea/Author's Purpose.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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, 58 percent of students in grades 3 through 5 will score at or above Achievement Level 3 on the reading component of the Florida Comprehensive Achievement Test

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/07	6/05/08	Exchange Meaningful Information	0
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, Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
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	8/20/07	6/5/08	Continuous Improvement Model	0
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	8/20/07	6/5/08	Continuous Improvement Model	5000
Provide a before and after school tutorial program that will provide remedial assistance targeting students identified as scoring at Achievement Levels 1 and 2 as well as LEP and SWD students.	Principal, Assistant Principal, Reading Coaches, Teachers	8/20/07	2/24/08	District-wide Literacy Plan	10000
Communicate assessment data across grade levels by conducting grade level weekly meetings to discuss, analyze, assess, and evaluate students' progress. Data Study Teams comprised of the Principal, School-Site Administrator(s), and Reading Coaches will regularly review and share assessment data. Instructional modifications will be determined by the extraction of deficiency patterns, identification of needed opportunities for professional development, and recognizing students' individual strengths and weaknesses.	Principal, Assistant Principal, Reading Coaches	8/20/07	06/5/08	Continuous Improvement Model	

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 Elements of Vocabulary; SuccessMaker; Waterford; Voyager; Soar to Success and Early Success; and The Florida Reading Initiative.

Professional Development

Comprehensive Research-based Reading Plan; DIBELS; Houghton Mifflin; SuccessMaker; Florida Center for Reading Research Student Center Activity Binders; Soar to Success and Early Success; Shared Inquiry; Best Practices In Reading; and Elements of Vocabulary.

Evaluation

Ongoing monitoring of achievement will be evaluated and analyzed using the results from the 2007 FCAT administration, Bi-Weekly Assessment reports, DIBELS, Accelerated Reader, the District Interim Assessments and SuccessMaker

Mathematics Goal

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

Florida Education Priorities

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

Mathematics Statement

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

Needs Assessment

The analysis of student performance on the 2007 FCAT Mathematics subtest indicates that 71 percent of third grade students, 75 percent of fourth grade students and 75 percent of fifth grade students scored at or above FCAT Achievement Level 3. This demonstrated an increase of 13 percentage points for third grade students; a 9 percentage point increase for fourth grade students; and a 46 percentage point increase for fifth grade students as compared to the scores of the 2006 administration. Sixty-three percent of ELL students scored at or above FCAT Achievement Level 3, an increase of 17 percentage points as compared to scores of the 2006 administration. Student performance on the 2007 FCAT Mathematics subtest indicates that 29 percent of students in grade 3, 25 percent of students in grade 4, and 25 percent of students in grade 5 scored below FCAT Achievement Level 3. The low performing area for third grade was Algebraic Thinking; Fourth grade students performed poorly on Number Sense and Algebraic Thinking. The areas of greatest weakness found on fifth grade results were Number Sense, Measurement, and Algebraic Thinking. Scores on the 2007 FCAT indicate that 37 percent of ELL 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. Deficiencies were found in two out of five strands. The following areas earned 4 points: Algebraic Thinking and Data Analysis. Based on this information, the following needs have been prioritized for the 2007-2008 school year: 1) On-going professional development for teachers in mathematics, 2) Implementation of district-wide mathematics pacing guide for kindergarten through fifth grade, and 3) Utilization of a variety of materials, such as On Target Mathematics and Rally Math, that foster higher order critical thinking skills.

NCLB Subgroup Target

School Improvement Plan

2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 77 percent of students in grades 3 through 5 will score at Achievement Level 3 or higher on the math component of the Florida Comprehensive Achievement Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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, Teachers	08/20/07	6/5/08	Exchange Meaningful Information	10000
Identify the mathematics levels of Limited English Proficient and African-American students to 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	08/20/07	03/31/08	Continuous Improvement Model	5000
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	08/20/07	6/5/08	Continuous Improvement Model	10000
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, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Implement the District-wide scope and sequence to assist teachers in pacing and covering all necessary benchmarks. The pacing guide will ensure efficient time management to maximize instructional delivery of the content.	Principal, Assistant Principal, Math Coach	08/20/07	06/5/08	Continuous Improvement Model	0

Research-Based Programs

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

Professional Development

The following professional development opportunities will be provided for the staff of Maya Angelou Elementary: FCAT Explorer, District Pacing Guide, SuccessMaker, Snapshot, and the Continuous Improvement Model.

Evaluation

On-going monitoring of achievement will be evaluated and analyzed using the results from the 2008 FCAT Administration, monthly Mathematics Assessments and District Interim Assessments.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Writing Statement

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

Needs Assessment

Results of the 2007 FCAT Writing Test indicate that 93 percent of the fourth grade students scored at or above FCAT Achievement Level 3.5. Scores of the FCAT Narrative and Expository Test indicate that students demonstrated achievement by scoring an average of 3.6 in the Narrative Writing and 3.9 in the Expository Writing. Scoring a 4.0 in both Narrative and Expository Writing will be the focus of teacher instruction.

NCLB Subgroup Target

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<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 by a one percentage point increase on the 2008 Administration of the FCAT Writing+ Test when compared to the 2007 administration.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/07	6/5/08	District-wide Literacy Plan	0
Provide professional development opportunities for teachers through modeling of lessons and training on successful writing practices.	Principal, Assistant Principal,Reading Coaches	8/20/07	6/5/08	Exchange Meaningful Information	3000
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, teachers, students	8/20/07	6/5/08	Continuous Improvement Model	0
Use of state scored prompts in order to demonstrate to students how the rubric is used.	Principal,Assistant Principal,Reading Coaches, Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Identify writing levels of all students and establish a school tutorial program for selected students including specific subgroups in order to increase student achievement.	Principal,Assistant Principal,Reading Coaches	8/20/07	6/5/08	Continuous Improvement Model	0

Research-Based Programs

The writing program at Maya Angelou Elementary School is based on the Houghton Mifflin Writing Workshop and Write Source Curriculum, a division of Houghton Mifflin Company.

Professional Development

The following professional development opportunities will be provided for the staff of Maya Angelou Elementary: Write Source professional development, Writing Across the Curriculum, Project CRISS, Melissa Forney's Florida Writes Amazing Race, Regional Curriculum Support Training, and writing workshops for students and teachers.

Evaluation

Scores from the District Pre and Post Writing Tests and the 2008 FCAT Writing+ Tests results will be utilized

Science Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
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Miami-Dade County Public Schools

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Science 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

The analysis of student performance on the 2007 FCAT Science subtest indicated the following trends: fifth grade students demonstrated a Performance Level Score of 23 percent achieving Level 3 or above increasing 19 percentage points over the scores of the 2006 administration. The scores of the 2007 FCAT Science Test need to improve by 30 points in order to meet the State average score of 306. Fifth grade students received an average score of 6 in the content cluster Physical & Chemical, the same average for the District. Fifth grade students received an average score of 7 in the content cluster Earth and Space, this is the average score for the District and 2 points lower for the State's mean score. Life and Environmental received 6 out of 12 possible points. The District average score is 6 for this content cluster. Fifth grade students received an average score of 5 in the content cluster Scientific Thinking, 1 point lower than the District and State's average. Based on this data, the following needs have been prioritized for the 2007-2008 school year: 1). Professional development geared at assisting teachers in mastering Scott Foresman Science, 2). Systematic integration of district-wide pacing guide for the science curriculum. 3). Monthly Kindergarten through Fifth Grade Workshops geared at teaching hands-on science activities to prepare students to increase Science proficiency.

Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their science content knowledge and scientific skills as evidenced by 48 percent of students in grade 5 scoring at FCAT Achievement Level 3 on the 2008 FCAT Science

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop assessments that are driven by the pacing guides, and utilize results as a tool to analyze progress in order to guide instruction.	Principal, Assistant Principal, Math Coach	8/20/07	5/30/08	Continuous Improvement Model	2000
Conduct hands on scientific explorations using inquiry based thinking skills for grades K-5th classes.	Principal, Assistant Principal, Math Coach, teachers	08/20/07	05/30/08	Seamless PreK-12 Curriculum	0
Integrate the Mathematics and Science curricula by ordering supplies to ensure efficient use of classroom teaching to maximize instructional delivery of the content.	Principal, Assistant Principal, Math Coach, teachers	8/20/07	5/30/08	Seamless PreK-12 Curriculum	5000
Implementation of hands on science labs for fifth grade students twice a week.	Assistant Pricipal and Science Coach	8/20/2007	05/30/2008	Continuous Improvement Model	
Quarterly Professional Developments will be held focusing on our low performing strands.	Principal, Assistant Principal and Science Coach	8/20/2007	04/24/2008	Exchange Meaningful Information	

Research-Based Programs

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

Professional Development

The following professional development opportunities will be provided for the staff of Maya Angelou Elementary: Scott Foresman Science Training Sessions, FOSS Workshops, Data Analysis, and Differentiated Instruction.

Evaluation

On going monitoring of achievement will be evaluated using Interim Assessments, as well as the results of the 2008 FCAT Science Administration.

Parental Involvement Goal

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

Florida Education Priorities

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

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District Strategic Plan

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

Parental Involvement Statement

The parental involvement goal for Maya Angelou Elementary School is 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 and Parent Teacher Association meetings exhibit an average of twenty parents. 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 (CIS) to help foster and support parent involvement. Our school goal is to increase parental involvement by 5 percent.

Measurable Objective

Given prior notification in English and Spanish, parents will increase attendance at school events as evidenced by a 5 percentage point increase in participation as demonstrated on attendance logs when compared to the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Survey families to determine interests/needs.	Principal, Assistant Principal, CIS	10/2/2007	10/31/2008	Improve Public Perception	0
Recruit volunteers to assist in the school.	Principal, Assistant Principal, Counselor	9/20/2007	6/5/2008	Parental Choice Options	0
Provide family workshops on academics.	Principal, Assistant Principal, CIS, Counselor	10/2/2007	6/5/2008	Parental Choice Options	2000

Research-Based Programs

The parental involvement component of the School Improvement Plan involves the National PTA Standards.

Professional Development

The following professional development opportunities will be provided: Monthly Title I Community Involvement Workshops, monthly EESAC meetings and Parent Academy courses.

Evaluation

Use workshop attendance rosters, CIS records and Educational Excellence Student Advisory Council attendance rosters to compare family participation across consecutive school years. Compare current Parent Academy enrollment with previous years

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Discipline & Safety 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 secure and students are safe at all times. Many stakeholders feel that children are not safe in our school. Discipline and safety issues throughout the building are impacting the learning environment. The Code of Student Conduct is not being followed by students. An analysis of suspension trends and the number of Student Case Management referrals entered in the computer has increased by 15 percentage points 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a school-wide discipline plan to address issues in the cafeteria, classroom, and at dismissal time.	Principal, Assistant Principal	10/2/2007	6/5/2008	Safe and High-quality Facilities	0
Implement programs such as Character Education, Walksafe Program, Proudly Infusing Non-violence, Anti-Bullying and HIV Awareness throughout the yearly curriculum.	Principal, Assistant Principal, Counselor, K-5 Teachers	8/20/2007	6/5/2008	Student Wellness	0
Develop and implement a school security plan with guidelines for all staff members to adhere to on a daily basis.	Principal, Assistant Principal	9/4/2007	6/5/2008	Safe and High-quality Facilities	0
Create a Critical Incident Plan to assist the school team members to respond and deal with emergency situations at school.	Principal, Assistant Principal	10/2/2007	6/5/2008	Safe and High-quality Facilities	0
Engage in a partnership with the police department and other agencies to speak to the students about safety.	Principal, Assistant Principal, Counselor	8/20/2007	6/4/2008	Safe and High-quality Facilities	0
Provide a workshop to familiarize parents with the Code of Student Conduct and discuss topics related to a non-violent environment.	Principal, Assistant Principal, Counselor, CIS	9/4/2007	6/5/2008	Safe and High-quality Facilities	500

Research-Based Programs

Not Applicable

Professional Development

The following professional development opportunities will be provided for the staff of Maya Angelou Elementary: Workshops on Classroom Management

Evaluation

The success of this goal will be evaluated by the results of Suspension Reports, Critical Incident Reports, and Student Case Management Referrals, Summary report of School Climate Survey, and results of School Assessment Needs.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Technology Statement

The faculty of Maya Angelou Elementary School will facilitate the integration of technology into the curriculum and school administration. Teachers will become skilled and knowledgeable in the application of Technology for the classroom. Technology will be a part of daily student learning. Our technology specialist and our teachers are a vital part of this support system. This technology support falls into three categories: Technology Maintenance, Curriculum Support, and Administration of Technology Issues. In order to enhance teacher effectiveness, student achievement, and instructional management, Maya Angelou Elementary School will make available key technological equipment and staff training.

Needs Assessment

In the changing global economy that exists in our world today, computers and other technological equipment is being used more frequently than ever before. Maya Angelou Elementary School in anticipation of regular use of technology in homes, schools, and businesses, has endeavored to train teachers in the use of various types of technological equipment so that skills and knowledge of computer applications can be acquired and utilized on a daily basis. Student participation shall include on-grade-level instruction and activities to attain higher levels of achievement in all content areas.

Measurable Objective

Given training and resources, 95% of the students at Maya Angelou Elementary School will participate in appropriate technologically based activities for the 2007-2008 academic year. The Attendance Log will serve as a means of documenting student participation in the Computer Lab.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Purchase additional computers and laptops.	Principal	8/20/07	6/5/08	Education Innovation	50000
Continue to support the faculty and monitor the progress of equipment check-out.	Principal, Assistant Principal, Technology Specialist	8/20/07	6/5/08	Other/ Not Applicable	0
Make available technological equipment (i.e. calculators, overhead projectors, digital microscopes, digital cameras, scanners, TV/VCR's, laser printers, etc.)	Principal, Assistant Principal, Technology Specialist	8/20/07	6/5/08	Education Innovation	0
Train the faculty of Maya Angelou Elementary School in using equipment to enhance student activities.	Principal, Assistant Principal, Technology Specialist, Math Coach	8/20/07	6/5/08	Exchange Meaningful Information	0
Provide access to computers in every classroom for students and teachers.	Principal, Assistant Principal, Technology Specialist	8/20/07	6/5/08	Education Innovation	0
Provide software that can be used to enhance instruction and practice in mastering state standards and benchmarks.	Principal, Assistant Principal, Technology Specialist	8/20/07	6/5/08	Education Innovation	2000

Research-Based Programs

Not Applicable

Professional Development

Faculty and staff will receive in-house training on how to utilize and effectively implement numerous technology based activities. In order to assist in improving student performance, teachers will have access to curricular materials and resources that support the use of technology in teaching, learning, and instructional management.

Evaluation

The evaluation will be based on the number of students who visit the Computer Lab. An Attendance Log will serve as the primary means of documenting the percentage of students who utilize various stations in the Lab.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Health & Physical Fitness Statement

It is the goal of the physical education program to provide students with 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. In Physical Education, the students of Maya Angelou Elementary School will acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. Students will become aware of strength, endurance and flexibility in different parts of their bodies and begin to learn ways to increase health-related fitness.

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 30 percent of students in fourth and fifth grades received a gold medal and 47 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disseminate information to parents on nutrition, importance of physical activity, and healthy living.	Principal, Assistant Principal, PE Teachers, CIS	10/2/2007	6/5/2008	Student Wellness	0
Provide grade-level appropriate activities on nutrition and healthy living in the physical education program.	Principal, Assistant Principal, PE Teachers	10/2/2007	6/5/2008	Healthcare & Healthy Choices	0
Administer FITNESSGRAM test to students in grades four and five.	Principal, Assistant Principal, PE Teachers	10/2/2007	6/5/2008	Student Wellness	0
Provide opportunities for students to display skills learned during the school year. (Field Day)	Principal, Assistant Principal, PE Teachers	4/7/08	4/30/08	Student Wellness	0
Provide professional development for teachers on incorporating healthy living, and the importance of nutrition and physical activity to ensure proper growth and body maintenance.	Principal, Assistant Principal, PE Teachers	10/2/2007	6/5/2008	Exchange Meaningful Information	0

Research-Based Programs

Not Applicable

Professional Development

The following professional development opportunities will be provided for the staff of Maya Angelou Elementary: Division of Life Skills bi-weekly workshops, FITNESSGRAM and activities workshop, and Fit to Achieve culminating assembly.

Evaluation

The 2007-2008 administration of the FITNESSGRAM assessment will serve as the evaluative tool in determining if the objective was met.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Electives & Special Areas Statement

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

Needs Assessment

It is evident that a choral music program at Maya Angelou Elementary School benefits 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

Incorporating Sunshine State Standards and district guidelines, a teacher-made inventory test will be used to measure student progress in singing mechanisms. Students will also be evaluated based on their participation in district competitions, school special event programs and seasonal performances. During this school year, the participants are projected to show maturity in personality and music performance and also score 40% or better on this multi-tasked test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Audition and select students for the chorus program.	Principal, Assistant Principal, Music Teachers	10/2/07	6/5/07	Academic Enrichment Opportunities	0
Provide professional development opportunities for the music teachers.	Principal, Assistant Principal, Music Teachers	10/2/07	6/5/08	Exchange Meaningful Information	1000
Provide funding for a teacher to implement the program.	Principal	10/2/07	6/5/2008	Business Process Redesign	1000
Seek opportunities for student performances.	Principal, Assistant Principal, Music Teachers	10/2/06	5/30/07	Improve Public Perception	0
Audition and select students for the Drama Club	Principal, Assistant Principal, Music Teachers	9/28/07	6/5/08	Advanced Academics	

Research-Based Programs

Not Applicable

Professional Development

Teachers will have the opportunity to attend workshops sponsored by the District in various areas such as choral conducting, opera and performance styles. They will also attend workshops at national conferences and conventions like Florida Music Educator's Assc.(FMEA)and the Music Eucator's National Convention.

Evaluation

A teacher-made inventory test will be used to measure student's progress in singing mechanisms. 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 participation in different activities in the school and throughout the county will be included in their assessment.

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Return On Investment Statement

Maya Angelou Elementary School will improve its rating on the State of Florida Return on Investment (ROI) Index publication from the 47th percentile in 2004 to the 48th percentile on the next publication of the index.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2004, Maya Angelou Elementary School ranked at the 47th percentile on the State of Florida ROI Index.

Measurable Objective

Maya Angelou Elementary School will improve its rating on the State of Florida Return on Investment (ROI) Index publication from the 47th percentile in 2004 to the 48th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Collaborate with the District on resource allocation.	Principal, Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base.	Principal, Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0

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 48th percentile

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

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 are reviewed by The Maya Angelou Elementary School EESAC.

School Safety & Discipline:



School Improvement Plan 2007-2008



The Maya Angelou Elementary School EESAC has made safety and discipline one of its priorities for the 2007-2008 year and has an established goal in the School Improvement Plan for reducing suspensions.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	15000
Mathematics	25000
Writing	3000
Science	7000
Parental Involvement	2000
Discipline & Safety	500
Technology	52000
Health & Physical Fitness	0
Electives & Special Areas	2000
Return On Investment	0
Total	106500



School Improvement Plan 2007-2008



Date of Review: _____

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent