

Maya Angelou Elementary School



2017-18 Schoolwide Improvement Plan

Maya Angelou Elementary School

1850 NW 32ND ST, Miami, FL 33142

<http://maya.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Maya Angelou Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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.

b. Provide the school's vision statement.

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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Maya Angelou Elementary celebrates the diversity of our students' culture. We celebrate Hispanic Heritage month and Black History month where students display family projects about their culture. We also encourage the students to share their cultural values and we respect their beliefs. We hold Parent meetings, such as Open House and Title I meeting where we share the expectations for our students and how we can address their areas of needs. We also have a Meet and Greet at the beginning of the year where parents come and meet their child's teachers and classrooms. Here at Maya Angelou Elementary, we ensure to create an atmosphere of respect, high expectations and a very caring, nurturing and loving environment where our students can feel safe all the time. We also have a Community Involvement Specialist that keeps contact with the Allapattah community and becomes a bridge to maintain the communication between school, parents and community. The CIS also provides support to the parents by providing workshops and holds meetings to assist parents in acquiring the necessary skills to help their children to be successful at school. Family Literacy and Math Nights are held where information is provided by our Instructional Coaches to assist parents that need help in academics ensuring a thriving academic journey.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Maya Angelou Elementary provides an environment that is conducive to learning where all the students feel safe and welcomed when they arrive everyday. The school security monitors are visible at all doors. The security makes sure all the doors are locked after the second late bell rings. This allows for all visitors who enter the building to only enter through the front door where they must sign in and show identification before entering the main office. The school has a Critical Response Plan in the event of a crisis, the plan provides for the safety of everyone in the building and community. Students are supervised at all times during the school day as well as before and any after-school activities. Students are given incentives to follow the school's Code of Student Conduct and understand that rules are made to make us safe and students recognize the consequences of violating these rules. The school has implemented Safety Patrols and the Do the Right Thing program in order to model good behavior and citizenship. School administrators, Instructional Coaches and supports personnel are visible and available throughout the building in the morning drop-off and dismissal for any student or parents who needs assistance.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Maya Angelou Elementary has an established school-wide discipline plan in place which is aligned to the district's Code of Student Conduct and is followed by all staff members.

The administration and teachers have a student orientation meeting with all students the first week of school to clearly set expectations for behavior in the classroom, cafeteria and hallways. The staff will reinforce these rules and use behavioral consequences in an educational manner in order to help students appreciate the purpose of rules, the importance of making amends, and taking responsibility for improving their behavior. The faculty handbook outlines the procedures for implementing an orderly and respectful school environment. The parents are also aware of the Code of Student Conduct and have signed an acknowledgement that they have reviewed it.

Maya Angelou Elementary School implements the District's Values Matter Miami which focuses on nine core values.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Maya Angelou Elementary ensures the social-emotional needs of all students are being met by providing individual counseling, group counseling, mentoring and other student services resources. The school implements the Values Matter Miami program into the curriculum in order to promote a positive and respectful environment. The school will infuse monthly activities and lessons which highlight the nine core values. Selected students who demonstrate the core value for the month will be recognized.

Those students having difficulties following expected behaviors will be provided with additional support. Students are referred to the Multi-Tiered Support Team and are provided with the appropriate interventions through a Behavioral Intervention Plan in order to assist them with problem solving, self control and conflict resolution. In extreme behavioral or emotional needs, the psychologist and counselor assist and determine if community agency referrals are needed.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

At Maya Angelou Elementary the early warning system indicators are monitored and procedures are in place to ensure the needs of all students are met. All students who perform a Level I on the standardized assessments in English Language Arts and Math and/or students with course failures are placed in Tier 2 interventions with growth progress monitoring which occurs monthly through i-Ready. An attendance review committee has been established to monitor student attendance and tardiness. Meetings are held with parents of those students with 5 unexcused absences and support is provided to the parents as needed.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	12	21	29	21	14	0	0	0	0	0	0	0	99
Level 1 on statewide assessment	2	16	29	44	46	37	0	0	0	0	0	0	0	174
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	12	29	29	40	41	0	0	0	0	0	0	0	153

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Academic achievement is correlated to student attendance and behavioral issues. By monitoring the Early Warning Systems, Maya Angelou Elementary will decrease the number of students with excessive absences

,decrease the number of students retained in the third grade, decrease students who are non-proficient in reading by third grade, and decrease number of students who receive two or more behavioral referrals that lead to suspension.

The following action steps will be implemented as follows:

ATTENDANCE:

- Conduct student orientation during the first two weeks to detail attendance expectations and procedures.
- Positive incentives implemented to include, certificates, names posted, popcorn and ice cream for students with 100% attendance at the end of the grading periods.
- Opportunity to participate in End of Year activities, if acceptable attendance attained.
- Use COGNOS and Truancy Referral Report to identify targeted groups for counseling.
- Truancy Meetings with parents after 5 unexcused absences.
- Group counseling conducted by Assistant Principal and Guidance Counselor at excessive absence benchmarks throughout the year.
- Daily Bulletin is reviewed by teachers and administrators for accuracy.
- Phone calls home
- Home visits

BEHAVIOR:

- The MTSS/Rtl team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.
- Referral to Counselor to work on topics such as Conflict Resolution, Anger Management and appropriate behavior.
- Student Behavior Contract
- Functional Assessment of Behavior
- Behavior Intervention Plan
- Referral to outside Community agencies

ACADEMIC ACHIEVEMENTS:

- Provide Wonderworks Tier-2 intervention for students having difficulties in reading.
- i-Ready growth monitoring will occur every month in order to track students progress.
- Provide Differentiated Instruction for all students focusing on re-teaching skills not mastered.
- Provide computer assisted programs such as i-Ready, Imagine Learning and My On Reader.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Maya Angelou Elementary School provides a variety of opportunities for parents to be involved in activities that support our school. Parents are involved in the decision making process of the School Improvement Plan, Title I and Parent and Family Engagement Policy (PFEP). More than 50 percent of the members of the school's EESAC are parent representatives. Parents are given the opportunities to review the SIP and offer their input prior to approval. Parents were also invited to the development of the PFEP, at this meeting, results of parent surveys were reviewed to determine changes needed to the parent calendar of events. Parents gave input towards ways to improve to the communication and involvement between the parents and the school.

The schools will offer monthly workshops provided by the Parent Academy and school site personnel. These meetings provide materials for parents that can be used at home to reinforce the academic success of their child. The administration works closely with the CIS to create a flexible schedule to ensure that parental involvement meeting are held at times convenient for all parents. Translation will be provided for those parents who are limited english proficient as well as for any parents with a disability who require any type of accommodations. Information about parental meetings and extra curriculum parental involvement activities are provided to parents through monthly calendars, school marquee, school website, Remind 101 and Ed connect messages. There is a bulletin board located in the front of the school for parents to receive news and announcements on school related functions. The school has a Parent Resource Center which includes materials for families on available resources, community brochures and tips for parents to help their child at home.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Maya Angelou Elementary School works in conjunction with the local community agencies such as YMCA and Citi-Church in order to provide support for our students and families. Community agencies are invited to attend EESAC meetings, PTSA meetings, Open House and all school functions allowing all stakeholders to be part of increasing school achievement.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Lewis, Donna	Principal
Garcia , Maria	Assistant Principal
Paez-Garcia , Vivian	Instructional Coach
Gonzalez-jimenez, Jazmin	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The members of the school-Based MTSS/Rtl Leadership Team is as follows:

- Adrena Y. Williams: Principal will schedule and facilitate regular MTSS/Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources and will oversee that all aspects are being implemented with fidelity.
- Maria D. Garcia, Assistant Principal : The Assistant Principal conducts regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. The assistant principal will review data with the school psychologist, counselor and classroom teacher to determine an appropriate intervention that will best fit the needs of the student.
- Reading Coach (Jazmin Gonzalez-Jimenez): Supports the MTSS/Rtl student education initiative through implementing core instructional methodologies with fidelity. In addition, the coach assists and provides support to the teachers by modeling and conducting grade-level common planning to address bridging instructional gap and student learning to improve students' academic proficiency. Essentially, creating a more rigorous intense structured instructional direction and student intervention programs. These are the initial steps in developing the systematic blueprint for student achievement along with district personnel.
- * Math/Science Coach (Vivian Paez-Garcia): Ensures that all teachers are following the District Pacing Guides. The coach assists the MTSS/Rtl process by disaggregating and analyzing student data and creating evidenced-based interventions for individual students as resulted by the test data;
- School Guidance Counselor (Angela Stephens): Assists with conducting regular meetings and monitors the effectiveness of all academic interventions. The counselor also initiates all the inventories for the FAB and oversees all the implementations of all behavior intervention plans. She also oversees the attendance initiatives and implements all district programs in the student services department.
- School Psychologist (Ngina Parks): Assists in identifying systemic patterns of students' needs, collaborates with school personnel to identify and incorporate appropriate, evidenced-based intervention strategies, communicates with parents concerning the MTSS/Rtl process and identifies needs of students. .
- The School Social Worker assists in developing programs and services for students who are at risk in content areas or behavioral areas, helps educators to reach at risk students, helps students and families access services or programs that may be helpful, contacts at risk families concerning students' at risk behavior or academic struggles.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Leadership Team at Maya Angelou Elementary uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly.

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Review data from i-Ready target growth monitoring.
4. Select students (see SST guidelines) for SST Tier 3 intervention.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a scheduled basis on student needs across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Maya Angelou Elementary School will provide services to ensure students requiring additional

remediation are assisted through extended learning opportunities (before-school and/or after-school programs). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the school, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Parents participate in the design of their school's Parent and Family Engagement Plan (PFEP) – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

The district receives funds to support the Educational Alternative Outreach program.

Title II

The District uses supplemental funds for improving basic education as follows:

- * Training to certify qualified mentors for the New Teacher (MINT) Program
- * Training for add-on endorsement programs, such as Reading, Gifted, ESOL
- * Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Maya Angelou Elementary School uses Title III funds to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- Field Trips

The above services will be provided should funds become available for the 2017-2018 school year

and should the FLDOE approve the application.

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

Maya Angelou Elementary School collaborates with "The Homeless Assistance Program" which seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization. Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
 - This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
 - Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
 - All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

Maya Angelou Elementary School adheres to the following:

- 1) Implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Other

Maya Angelou Elementary School is also a Health Connect School which offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on

school grounds. Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide. Health Connect in Our School (HCiOS) services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services. HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner. HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Adrena Y. Williams	Principal
Diana Gibson	Teacher
Vivian Paez-Garcia	Teacher
Arturo Maldonado	Teacher
Jakeisha Thompson	Business/Community
Tomaz Alemany	Business/Community
Jazmin Gonzalez-Jimenez	Parent
Sandra Cannon	Business/Community
Joana Patterson	Education Support Employee
Nancy Castellon	Parent
Sarah Chrisinger	Teacher
Blanca Asencio	Parent
Santos Ramirez	Parent
Isabella Torrez	Student
Robert Beautelus	Teacher
Melvin Contreras	Parent
Marie Rivera	Principal
Irene Cuadra	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

When analyzing the goals and strategies from last year's school improvement plan, The following results were discussed:

In order to increase student achievement in the area of ELA, Math and Science the following strategies will be implemented: common planning at every grade level, Data Chats to strategically plan for Differentiated Instruction, implementing Interactive Journals, Intervention and implementing technology based programs such as i-Ready, Imagine Learning, Think Central and My On Reader.

The SAC provided suggestions on how to improve attendance and student behavior school-wide. The SAC also made decisions on how funds will be allocated at the school.

b. Development of this school improvement plan

The School Advisory Council members reviewed each academic area and all relevant data of the School Improvement Plan at the end of year. The SAC identified the areas of need across all core subjects and analyzed data trends. The Committee made suggestions for possible revisions of goals and strategies.

c. Preparation of the school's annual budget and plan

The school's annual projected budget plan is as follows:

*Allocated money will be spent on purchasing incentives for students.

*Utilize supply money to buy resources to support the technology needs school-wide.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The school improvement funds for last year were utilized for academic incentives for those students who met individual goals or growth on the District Assessments and/or students who achieve mastery on the SAT -10, FSA and FCAT 2.0 Science. The amount spent on the academic incentives was \$1,999.00.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Lewis, Donna	Principal
Garcia , Maria	Assistant Principal
Paez-Garcia , Vivian	Instructional Coach
Gonzalez-jimenez, Jazmin	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. This team will provide ongoing professional development on researched-based strategies and program interventions, meet with grade levels to discuss, interpret, and analyze data, assist the team in making instructional and programmatic decisions, monitor that the use of instructional programs and materials related to reading are used and

implemented with fidelity and consistency.

The Literacy coaches will provide direct support to teachers in the implementation of state-wide literacy and instructional strategies.

The LLT will maintain a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Maya Angelou's LLT will promote literacy as follows:

1. Developing activities and projects that will motivate students to read.
2. Organize classrooms around the learning needs of the students.
3. Assist teachers in matching students with books at their appropriate reading level
4. Build a learning community that includes all stakeholders to improve reading school wide

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Maya Angelou Elementary has established a weekly common planning schedule for every subject which includes weekly grade level planning times with instructional coaches.

The common planning takes place in the office of the Principal and the Assistant Principal. Teachers take different roles to ensure a smooth session and they leave with a clear understanding of what they need to do in order to have successful instructional delivery. Each team collaborates on the creation of anchor charts, essential questions, graphic organizers, manipulatives and integration of technology programs. Instructional Coaches provide support on providing feedback, reflecting of strategies used, modeling new strategies, materials alignment for DI and creating an atmosphere of collegiality.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Maya Angelou Elementary School will provide professional development opportunities that provide teachers' new and innovative best practices techniques. Teachers will be given opportunities to take on leadership roles within the school by participating in various committees. Professional Learning Communities will be provided at the school site based on teacher interest. Support will be provided for those teacher's pursuing higher education.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Maya Angelou Elementary Teacher Mentoring Program consists of beginning teachers and/or teachers in need of improvement who are matched with veteran teachers in their subject matter. These veteran teachers were chosen based on their high trend of increased student achievement. Mentees will meet monthly or as needed with their mentor and once a week with their grade level teams for common planning. Mentoring activities will include best practices and will serve as a tool for support. Mentors for beginning teachers will be chosen based on MINT training. The mentoring program will be monitored by the Principal and Assistant Principal to ensure that all teachers' needs are met.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

At Maya Angelou Elementary School core instructional programs and materials are aligned to the Florida Standards. During common planning, in all core subjects, the teachers and instructional coaches utilize the District Pacing guides in order to ensure pacing of lessons and that all standards are being taught with fidelity.

English Language Arts and Mathematics utilize the adopted textbooks series that are aligned to the Florida Standards such as Wonders, Wonderworks and Go Math Program. Instructional technology programs and software are also aligned to the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

At Maya Angelou Elementary Schools teachers use information obtained from different data points to drive instruction and to align materials utilized during differentiated instruction to meet students' individual needs. Areas such as students' demographics, English Language barriers, lack of decoding skills, and low levels of fluency rate to acquire comprehension are taken into consideration to analyze students' probability of Literacy success.

Students who show a deficiency in ELA and Mathematics in basic skills are receiving modified instruction during small group instruction, computer lab intervention and pull-out intervention. Students also receive support through programs such as i-Ready, Imagine Learning, Go Math, Thinkcentral, MyOnReader and ELL after school tutoring.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,400

English Language Learners are provided supplemental instruction in the area of English Language Arts and Mathematics in order to support the ELL student to achieve academic success.

Strategy Rationale

The ELL students requires additional instruction in the areas of English Language Arts and Mathematics to assist in acquiring the necessary English Language skills needed to meet Florida Standards and increase student achievement.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Garcia , Maria , mdgarcia@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data collected will be utilized to ensure the effectiveness of the strategy. Monthly topic assessments are administered to monitor student progress. i-Ready and other data points will be analyzed to drive instruction.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Maya Angelou Elementary School works closely with the neighboring preschools and agencies in the Allapattah community to ensure a smooth transition into the elementary school program. All incoming Kindergarten students are assessed using the Florida Kindergarten Readiness Screener (FLKRS) Assessment during the first thirty days of school. These assessments will be used to screen the social/emotional development of each child's readiness for students entering Kindergarten.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adult. The Pre-Kindergarten students have to take an assessment that is administered to all VPK students three times a year first in September, then January and finally in April. The VPK Assessment tracks and monitors early literary skills and allows the school as well as parents to learn more about the readiness skills of each child. Maya Angelou Elementary will be implementing a program called Reading Pals which consist of Volunteers who read to a selected group of Pre-Kindergarten students weekly.

Maya Angelou Elementary supports the District's "Transition to Kindergarten Initiative" program which enhances the relationship between families and schools.

The following activities will be planned: 1) Provide families with information, expectations and resources to support a successful transition to Kindergarten at the time of registration which takes place during the month of May. 2) Coordinate school site visits and parent workshops on Transition to Kindergarten issues for parents enrolled in neighboring child care facilities. 3) Provide a Transition to Kindergarten Workshop during the month of May for all parents enrolling children in for Kindergarten for the 2018-2019 year.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas then student achievement will improve. **1a**

 G096861

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - All Students	
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	

Targeted Barriers to Achieving the Goal **3**

- Lowest 35% of performing students are not receiving interventions.
- The use of data during Differentiated Instruction is not evident and specific to target student needs.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Core: McGraw-Hill Wonders and Wonderworks Programs, District ELA/ESOL Pacing Guides
Supplemental: Florida Language Arts Standards, Item Specifications, ELL Matrix, Task Cards, FCRR, IBTP, LearnZillion, ReadWorks, Imagine Learning and i-Ready.
- Core: Go Math Teacher Edition; Go Math (Online) - Destination Math Animated Math Models, LearnZillion and Engage NY Supplemental; Gizmos (Grade 3-5), i-Ready, Reflex Math, Ready Workbooks and Promethean Boards.
- Core: Scott Foresman Grades K-5 (2006), Leveled Readers, P-SELL, Bell Ringers, Elementary Science Department Online Instructional Resources <http://science.dadeschools.net/elem/instructionalResources/default.html> Supplemental: J&J Bootcamp, Gizmos (3-5), Discovery Education, (K-5) NBC Learn (K-5) and PBS Learning Media.

Plan to Monitor Progress Toward G1. 8

Data will be collected through various sources such as i-Ready, Unit assessments, ORFs, Phonics Inventory, FSA Weekly Assessments, Topic Assessments and Mini-Standards Assessment in order to monitor student progress.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Monthly, from 10/3/2017 to 6/7/2018

Evidence of Completion

Data chats, sign-in sheets and data chats schedules, teachers' data binder

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier


S = Strategy

 = Problem Solving Step  S123456 = Quick Key


G1. If core instruction is increased in all content areas then student achievement will improve. 1

 G096861

G1.B1 Lowest 35% of performing students are not receiving interventions. 2

 B260575

G1.B1.S1 Lowest 35% of students in grades 2nd to 5th will be identified and provided with 30 minutes of daily intervention. 4

 S275965

Strategy Rationale

Students in need of remediation will be provided intervention in order to ensure academic success.

Action Step 1 5

Data will be analyzed in order to determine if a student meets criteria to receive Reading Intervention.

Person Responsible

Donna Lewis

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

FSA data, SAT-10, i-Ready diagnostic data.

Action Step 2 5

Provide professional development for those staff members who are delivering the Wonderworks Program.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Weekly, from 9/27/2017 to 10/18/2017

Evidence of Completion

Lesson plans with DI activities, DI folders

Action Step 3 5

The Leadership Team will track student's progress for those students receiving intervention to determine if further assistance is needed.

Person Responsible

Donna Lewis

Schedule

Monthly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Growth Progress Monitoring Charts, i-Ready, Intervention folder.

Action Step 4 5

Ensure that the correct intervention is being provided to students in need of remediation. Refer to School Support Team if students are not responding to intervention.

Person Responsible

Maria Garcia

Schedule

Biweekly, from 10/2/2017 to 6/7/2018

Evidence of Completion

Classroom Walkthroughs, Monthly Data, i-Ready Growth Monitoring.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Utilize i-Ready Growth Monitoring to track progress and identify skills to be targeted.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

FSA data, SAT-10 data, i-Ready data, Phonics Inventory charts

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Conduct Walkthroughs in order to monitor that the Wonderwork program is being implemented with fidelity.

Person Responsible

Donna Lewis

Schedule

Biweekly, from 10/3/2017 to 6/7/2018

Evidence of Completion

Administrative Walkthroughs , Student data. i-Ready growth monitoring reports.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A2 A371158	Provide professional development for those staff members who are delivering the Wonderworks...	Gonzalez-jimenez, Jazmin	9/27/2017	Lesson plans with DI activities, DI folders	10/18/2017 weekly
G1.B1.S1.MA1 M399450	Utilize i-Ready Growth Monitoring to track progress and identify skills to be targeted.	Gonzalez-jimenez, Jazmin	8/21/2017	FSA data, SAT-10 data, i-Ready data, Phonics Inventory charts	6/1/2018 monthly
G1.MA1 M399455	Data will be collected through various sources such as i-Ready, Unit assessments, ORFs, Phonics...	Gonzalez-jimenez, Jazmin	10/3/2017	Data chats, sign-in sheets and data chats schedules, teachers' data binder	6/7/2018 monthly
G1.B1.S1.MA1 M399449	Conduct Walkthroughs in order to monitor that the Wonderwork program is being implemented with...	Lewis, Donna	10/3/2017	Administrative Walkthroughs , Student data. i-Ready growth monitoring reports.	6/7/2018 biweekly
G1.B1.S1.A1 A371157	Data will be analyzed in order to determine if a student meets criteria to receive Reading...	Lewis, Donna	8/21/2017	FSA data, SAT-10, i-Ready diagnostic data.	6/7/2018 daily
G1.B1.S1.A3 A371159	The Leadership Team will track student's progress for those students receiving intervention to...	Lewis, Donna	9/25/2017	Growth Progress Monitoring Charts, i-Ready, Intervention folder.	6/7/2018 monthly
G1.B1.S1.A4 A371160	Ensure that the correct intervention is being provided to students in need of remediation. Refer to...	Garcia , Maria	10/2/2017	Classroom Walkthroughs, Monthly Data, i-Ready Growth Monitoring.	6/7/2018 biweekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Lowest 35% of performing students are not receiving interventions.

G1.B1.S1 Lowest 35% of students in grades 2nd to 5th will be identified and provided with 30 minutes of daily intervention.

PD Opportunity 1

Provide professional development for those staff members who are delivering the Wonderworks Program.

Facilitator

Jazmin Gonzalez-Jimenez

Participants

Interventionist , Kindergarten and First grade teachers.

Schedule

Weekly, from 9/27/2017 to 10/18/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Data will be analyzed in order to determine if a student meets criteria to receive Reading Intervention.	\$0.00
2	G1.B1.S1.A2	Provide professional development for those staff members who are delivering the Wonderworks Program.	\$0.00
3	G1.B1.S1.A3	The Leadership Team will track student's progress for those students receiving intervention to determine if further assistance is needed.	\$0.00
4	G1.B1.S1.A4	Ensure that the correct intervention is being provided to students in need of remediation. Refer to School Support Team if students are not responding to intervention.	\$0.00
Total:			\$0.00