

Miami-Dade County Public Schools

# Mae M. Walters Elementary School



2016-17 Schoolwide Improvement Plan

## Mae M. Walters Elementary School

650 W 33RD ST, Hialeah, FL 33012

<http://mwalters.dadeschools.net/>

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	A	B

*\*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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

### 2016-17 DA Category and Statuses for Mae M. Walters Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The Mae M. Walters Community believes that all students will obtain high levels of academic performance in all subject areas. All students will develop competencies to succeed in our competitive world and become life-long learners in reading, mathematics, technology and the sciences.

##### b. Provide the school's vision statement.

Mae M. Walters Elementary School believes that all students can learn and achieve in all academic areas through a stimulating, supportive, and nurturing atmosphere aimed at acquiring high academic standards.

#### 2. School Environment

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

The culture of our school is characterized by collaboration and a sense of community. School leaders communicate with varied representatives from stakeholder groups, through our school website, EESAC meetings, faculty meetings, parent calendars, the ConnectEd system, etc. Community groups are given opportunities to shape decisions, solicit feedback and respond to school improvement efforts. Our Community Involvement Specialist maintains constant contact with parents and is very involved in community outreach and dissemination of information. Parents are invited to attend many activities throughout the year, (Kindergarten Orientation, Parent Meet and Greet, Title I Orientation Meeting, Open House, Parent SAT/FSA Workshops, Seasonal Performances, Classroom Activities, Honor Roll Ceremonies, and Parent Conferences) in an effort to encourage their involvement and afford opportunities to learn more about the families we service. Teachers engage students in learning through a variety of instructional strategies that address different learning styles and student diversity to ensure achievement of learning expectations. Curriculum and learning experiences prepare our students for success at the next level of learning.

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

Mae M. Walters Elementary provides a safe environment for its students by having security for students in the mornings beginning at 7:30 am, throughout the day, and after school to ensure that all students go home accordingly. The school has an i-Care Committee that assists with the morning parental car drop-off. Car doors are opened by school personnel to escort students from their cars to improve the traffic flow and ensure student safety. As students enter the building, there are designated areas where each class sits, supervised by an adult, starting at 7:30 am. Safety Patrols are also available at assigned posts and also help by escorting primary students to their classrooms. All gates around the school site are locked throughout the day, except for the front entrance. This directs all guests to enter the building through the same location, sign in, and receive assistance as needed. At dismissal, teachers are assigned bus duty or parent pick-up duties to supervise students during dismissal procedures. Students are not allowed in the hallways unless they are with an adult or partner. The All-Star After School Program provides after-school services for students until 6 pm.

**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.**

Classroom rules are clearly established and posted in each room. The Parent/Student Handbook clearly communicates behavioral expectations. The Code of Student Conduct and the Parent/Student Handbook are posted online on the School Website and are also available in the Parent Resource Center and the Main Office. Information will be provided regarding the Code of Student Conduct and this year's Values Matter initiative, focusing on nine core values. Teachers follow a progressive discipline plan where the student will be asked to correct the maladaptive behavior and receive a warning. If it is not corrected, the student will be moved from the area where the behavior is being exhibited. If it should continue, the student will be excluded from the area. If necessary, the student will be sent to the counselor for additional practice in appropriate classroom behavior. If the inappropriate behavior continues, disciplinary actions for the behavior will progressively escalate as follows:

The student will be escorted to the office where the student will be given a time out. The student will complete class work in an alternate setting. A phone call will be made to the parent/guardian. There will be an emergency parent conference with the administration, Counselor, teacher, and parent to discuss behaviors and further consequences.

If incidents increase in severity, disciplinary action is reported through the Student Case Management System referral. Students are then serviced and monitored appropriately and referred to Student Services.

**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.**

Mae M. Walters Elementary School provides a variety of services to students and their families. In a partnership with Citrus Health, Jackson Memorial Hospital, Southern Winds, and Nicholas Children's Hospital, health services are provided to our students. These services are rendered during school hours, at home, and to the families through referrals for services, counseling, therapy, psychological services and to local community agencies. The school also houses a Parent Resource Center, staffed with a part-time Community Involvement Specialist (CIS), who is able to assist parents with the educational and social-emotional needs of our students. This includes hosting monthly parent workshops on topics requested through parental surveys and needs assessment. The CIS also conducts home visits and daily phone calls to assist with attendance. In addition, the CIS distributes supplies for students in need, holiday donations for families, and assists in preparing select school wide activities. The school's counselor also provides services through individual, small group, and large group counseling. The counselor conducts classroom visitations to address bullying prevention, career development, homeless student education, self-esteem improvement, in addition to any other school wide concerns.

### 3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

The Early Warning Indicators monitored include student attendance, behavior referrals, course failure and struggling students based on state assessment scores. The school utilizes the FCIM. The MTSS/Rtl team monitors Student Case Management and Suspension reports, teacher referrals and/or concerns of students needing counseling. The MTSS/Rtl team meet on a monthly basis to monitor the effectiveness of strategies and make adjustments as necessary.



**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	6	5	4	9	3	8	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	5	9	5	7	6	14	0	0	0	0	0	0	0	46
Level 1 on statewide assessment	0	0	0	34	33	25	0	0	0	0	0	0	0	92

**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	6	8	9	8	34	38	0	0	0	0	0	0	0	103

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

Services are provided at Mae M. Walters Elementary for students requiring additional remediation. The implementation of WonderWorks Intervention in Reading and differentiated instruction in Reading and Mathematics address the specific needs of each student. Learning is extended beyond the school day through in-home technology programs (i.e. i-Ready and Imagine Learning) and opportunities such as the English Language Learner's Tutoring provided by Title III funds. At-risk students are referred to the MTSS/Rtl Leadership Team. The team monitors the students' academic and behavioral goals through data analysis and progress monitoring. The fidelity of the delivery of instruction and intervention process is continued and/or modified based on data to provide assistance to the student.

Truancy is monitored with the assistance of the CIS and the school's Social Worker. Parent attendance conferences are held for students with habitual tardiness or absences. To eliminate behavior referrals, mini-lessons are provided on Character Education (Values Matter), the Code of Student Conduct, and anti-bullying, with a problem solving approach that promotes alternatives and peaceful behavior.

**B. Family and Community Engagement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

**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.**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

Yes

**1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/346420>.



## 2. Description

A PIP has been uploaded for this school or district - see the link above.

## 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.

Mae M. Walters Elementary School hosts many events throughout the school year to involve the local community. These include our Hispanic Heritage Celebration, Author's Tea, and Dr. Seuss' Birthday Celebration. With the support of our local business community, such as the Home Depot Build a Project, students are able to participate in hands-on projects with business representatives. Miami-Dade County Commissioner Esteban Bovo's Office will also hold a Movie Night for our students and parents to help strengthen the bond with the community. The PTA is actively involved in organizing extracurricular activities for our students as well. These include a Haunted House, movie nights, and an end of the school year celebration to recognize student achievement. The Spanish Department prepares students to participate in the "Club de Libros" program sponsored by Univision. In an effort to create social consciousness, students are encouraged to support good causes and help the less fortunate through their participation in the United Way Campaign and Jump Rope for Heart.

## C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Chardon, Elizabeth	Principal
Sanchez, Janeysa	Assistant Principal
Hernandez, Eva	Teacher, K-12
Mendoza, Maria	Teacher, K-12
Gonzalez, Lizette	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.

Milko O. Brito, Principal: oversees school operations, implementation of state standards, leads Faculty and Leadership Team meetings. The Principal is also responsible for school budget and Title I compliance.

Janeysa M. Sanchez, Assistant Principal: MTSS Chairperson that oversees scheduling, required documentation, and leads meetings.

Maria Mendoza, ESOL Resource Teacher: Provides expertise regarding reading, particularly regarding interventions. Completes data tracking for reading interventions.

Lizette Gonzalez, Reading Coach : Provides expertise in technology and research-based instructional strategies based on student's individual needs.

Eva Hernandez, Primary Teacher: Provides expertise regarding curriculum, strategies and resources to enhance instruction in the primary grades.

##### 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 school's MTSS Leadership Team will meet on a monthly basis to monitor the effectiveness of current interventions on targeted students. The Principal and Assistant Principal will serve as the Administrators for Curriculum, ensuring that students are meeting the requirements established in the Student Progression Plan and that the school is complying with all state mandates. The Instructional coach will provide data from i-Ready, Gateway2Data, Imagine Learning, ACCESS, etc. to gauge student progress, as well as to identify research-based strategies that address the individual needs of the student. Teachers on the team will provide first-hand knowledge on student progress and academic and behavioral information and strategies. The counselor, school psychologist, and social worker will provide support services and resources to address issues that encompass the whole child.

Progress monitoring tools and state/school-based assessment data will be used to identify students that are not progressing in the core program due to academic, behavioral, attendance, or other factors. Based on gathered data, the team will meet to develop appropriate interventions, establish goals, and monitor the effectiveness of the interventions, once they are in place.

Decisions made by the MTSS Leadership Team members will be data driven and will lead to effective modifications and opportunities for professional development. Every effort will be made to maintain continuous communication with the staff for their input and feedback.

#### Title I, Part A

Services are provided at Mae M. Walters Elementary for students requiring additional remediation and are assisted through extended learning opportunities such as before-school tutoring programs. Support services are provided for schools, students, and families. Our school based Title I funding Community Involvement Specialist (CIS), serves as bridge between the home and school, through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. The Curriculum Coach develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The Coach identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children who are 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 provides support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process, and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual MDCP-S 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. This survey, available in English, Spanish, and Haitian-Creole, will be available online and a hard copy for parents at school to complete.

#### Title II

We are a Title II District. Mae M. Walters benefits from the supplemental funds provided by the District for improving basic education in training to certify qualified mentors for the New Teacher Center (NTCi3) Program; add-on endorsement programs such as Reading, Gifted, ESOL, and Professional Development Liaisons (PDL) at each school which focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

### Title III

Mae M. Walters Elementary uses Title III Funds to supplement and to enhance programs for English Language Learners (ELL) by providing funds to implement and/or provide:

- Tutorial programs (K-5)
- Reading and supplementary instructional materials (K-5)
- Cultural supplementary instructional materials (K-5)

### 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. The Homeless Assistance Program 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. Our school's counselor (Homeless Liaison) provides training for school registrars on the procedures for enrolling homeless children and youth are not to be 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. The school refers students to Project Upstart as needed. Upon immediate identification and classification of a student as homeless, our school counselor will contact the Homeless Assistance Program to ensure appropriate services are provided.

### 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, and elementary counselor. Training and technical assistance for the counselor, is also a component of this program. The school counselor at Mae M. Walters Elementary works with students and incorporates programs to solve problems related to drugs and alcohol, stress, suicide, isolation, self-esteem, family violence, and other crises. The Anti Bullying Campaign is implemented to raise awareness on the dynamics of bullying situations with a problem solving approach that promotes alternative and peaceful behavior, and counteracts to change and not tolerate bullying. The Blue Ribbon Month (Child Abuse Prevention and Awareness Month) ACT for kids aims to prevent child abuse and sexual exploitation, targeting all 3rd grade students through stories, personal drawings, and question and answer sections. The Safer Smarter Kid Curriculum is also implemented by the counselor to all Kindergarten classes. This curriculum seeks to prevent child sexual abuse through videos, worksheets, and parent newsletters.

Furthermore, Mae M. Walters participates in the Health Connect in Our Schools (HCiOS), which forms a partnership with the Children's Trust, Miami-Dade County Health Department, and local health service providers. HCiOS offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds. HCiOS services serve to reduce or eliminate barriers to care, connect eligible students with health insurance, and provide care for students who are not eligible for other services. As part of HCiOS, coordinated social work and mental/behavioral health interventions are delivered in a timely manner and health education activities are provided by the school and by the health department. Thus, HCiOS assures all students receive health education and offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program. Such services provide pertinent assistance to students and their families in areas of need.

### Nutrition Programs

Mae M. Walters adheres to and implements the nutrition requirements stated in the District Wellness

Policy. The school also ensures that nutrition education, as per state statute, is taught through physical education and as part of the health curriculum. In addition, the School Food Service Program, school breakfast, school lunch, and after care snacks follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. Through the Alliance for a Healthier Generation, Mae M. Walters Elementary has been recognized for its efforts in developing nutritional meals and snacks by being awarded the Bronze Award.

#### Other

Mae M. Walters involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs, their rights under No Child Left Behind, and other referral services. Parental engagement/involvement increases through developing (with on-going parental input) our school Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Informal parent surveys are conducted to determine specific needs of our parents, and schedules workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement. Mae M. Walters will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the MDCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. Results from the survey are to be used to assist with revising our Title I parental documents for the approaching school year.

The Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds. Our school site is staffed with a full-time nurse. HCiOS services reduce or eliminate barriers to care, connect eligible students with health insurance, and provide care for students who are not eligible for other services. HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner. HCiOS enhances the health education activities provided by the schools and by the health department.

AIDS: Get the Facts!, is a curriculum that is aligned with Florida Sunshine State Standards and provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-5. HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel. HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Milko O. Brito	Principal
Sonya Rivers Stevenson	Teacher
Maxinia Rodriguez	Teacher
Monica Alfonso-Cepeda	Teacher
Kim Seitz	Teacher
Maria B.Mendoza	Teacher
Sory Sanchez	Teacher
Lourdes Fernandez	Education Support Employee
Tania Solorzano	Parent
Madeline Norda Santiago	Parent
Sonia Figueroa	Parent
Christina Gonzalez	Parent
Nathaly Fiol	Student
Salinas Carlota	Business/Community
Roxana Ayllon	Business/Community
Iris Rego	Business/Community
Hugo V. Alvarez	Business/Community

#### **b. Duties**

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

###### **a. Evaluation of last year's school improvement plan**

The SAC met to review the school data as pertaining to the implementation of the School Improvement Plan and recommendations were made for the 2016-2017 School Improvement Plan.

###### **b. Development of this school improvement plan**

The SAC met to review student data and barriers, strategies, and action plans identified by the SIP writing team. Recommendations from the SAC members led to revisions in the SIP document, resulting in a collaborative document.

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

The SAC committee made recommendations to use EESAC funds for classroom resources, student incentives for academic achievement and attendance, and intervention kits (i.e., Wonder Works) based on teachers' concerns and school performance data.

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

Awards/Incentives = \$1,000

2 Sets of HOT DOT Pens \$58.88 each = \$117.76

2 Sets of VersaTiles Comp & Vocabulary Kit \$69.95 each = \$139.90

##### **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
Chardon, Elizabeth	Principal
Sanchez, Janeysa	Assistant Principal
Mendoza, Maria	Teacher, K-12
Gonzalez, Lizette	Instructional Coach
Hernandez, Eva	Teacher, K-12

#### b. Duties

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

The Literacy Leadership Team will focus on two major initiatives this school year:

- Implementation of Florida State Standards in Grades K-5

The Literacy Leadership Team will work to ensure that the Florida Standards are evident throughout the instructional program. Peer support, professional development, and modeling by instructional coaches will be ongoing.

- Implementation of McGraw-Hill Reading Wonders Program

The Literacy Leadership Team will work to ensure that effective instruction is evident throughout the grade levels. Differentiated instruction and interventions will be essential components of the literacy program. Peer support, professional development by district staff, and modeling by instructional coaches will be ongoing.

### D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

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

Professional development opportunities are offered, in-house, to address teachers' needs based on their responses to a PD Survey. Teachers also participate in collaborative learning communities to encourage positive working relationships and share best practices. Teachers' schedules include weekly time blocks that allow for grade level meetings and the opportunity to plan collaboratively. Teachers work together to develop lesson plans both in grade level groups and in content area groups. Instructional leaders provide support in the classroom by modelling lessons and providing mini-workshops to address the specific needs of the staff.

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

- In an effort to recruit highly qualified teachers, the school will work in conjunction with local universities to place student interns with teachers that are certified in Clinical Supervision.
- Current teachers will be provided with opportunities for ongoing professional development that address areas of need and maintain communication that fosters input and feedback.
- Common planning time for grade levels will be scheduled on a weekly basis to provide a network of ongoing support for stakeholders.

- Ongoing data chats/articulation meetings will be scheduled to provide support in identifying academic strategies, interventions, and enrichment. These will also serve to examine the validity and effectiveness of program delivery.
- The school's Leadership Team will be responsible for implementing strategies for recruitment and retention.

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

- Teachers new to a grade level or department will be assigned a mentor teacher to provide assistance with planning and instruction. This will afford the "new" teacher opportunities to observe, model, and discuss improvements to the classroom and instructional plans.
- The school's Leadership Team will be responsible for assigning mentor teachers to teachers new to a grade level or department.

## **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.***

The instructional coach provides professional development to teachers based on their needs as reported through the PD survey with an emphasis on new Florida Standards and Florida Standards Assessments. Grade level teams meet weekly and plan collaboratively to develop and implement lessons that are standards based and are aligned with District pacing guides. The Instructional coach conduct coaching cycles on the delivery of developed lessons through modeling. Through Professional Learning Communities (PLC) teachers share sound instructional practices and expertise in the use of resources. Administrators conduct regular walkthroughs to monitor instructional programming and delivery of rigorous lessons with higher cognitive complexity of content 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.***

The school's MTSS Leadership Team meets on a monthly basis to monitor the effectiveness of current interventions on targeted students. The Principal and Assistant Principal serve as the Administrators for Curriculum, ensuring that students are meeting the requirements established in the Student Progression Plan and that all state mandates are being complied with. The Instructional coach provides data from i-Ready, Gateway2Data, Imagine Learning, ACCESS, etc. to gauge student progress, as well as to identify research-based strategies that will address the individual needs of the student.

Progress monitoring tools and state/school-based assessment data is used to identify students that are not progressing in the core program due to academic, behavioral, attendance, or other factors. Based on gathered data, the team meets to develop appropriate interventions, establish goals, and monitor the effectiveness of the interventions, once they are in place.

Decisions made by the MTSS Leadership Team members are data driven and lead to effective



modifications and opportunities for professional development. Every effort is made to maintain continuous communication with the staff for their input and feedback.

**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:** Before School Program

**Minutes added to school year:** 2,400

Services are provided at Mae M. Walters Elementary for students requiring additional remediation and are assisted through extended learning opportunities such as before-school tutoring program. Our before school tutoring is provided to selected ELL students in third through fifth grade.

**Strategy Rationale**

Mae M. Walters Elementary serves 516 students in Kindergarten through 5th grade from the surrounding neighborhood, which is comprised of predominantly Hispanic students. Currently, 61% of our students are English Language Learners (ELL). Before school tutoring is provided to selected ELL students in third through fifth grade to improve student achievement in Reading and Mathematics.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Chardon, Elizabeth, pr5711@dadeschools.net

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

I-Ready will be administered and analyzed to determine the students' strengths and weaknesses in reading and mathematics. Progress monitoring will be ongoing throughout the Extended Learning Opportunity.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

During the month of May, the Community Involvement Specialist visits local daycare centers and pre-schools to distribute information to parents of incoming Kindergartners.

During Kindergarten registration, parents are given an informational packet that provides general school information as well as information about our Fall orientation meeting. Parents of incoming Kindergartners are invited to a Kindergarten Orientation meeting prior to the start of school. During this meeting, incoming Kindergartners meet their teachers and visit the classrooms. Parents receive a more-in depth explanation of policies, procedures, and expectations. They also have an opportunity to ask questions and learn more about the academic program in Kindergarten.

During the summer, Kindergarten students are administered the Oral Language Proficiency Scale-Revised (OLPS-R) to determine their oral language proficiency in English and to decide on proper

program placement for the fall. During the first 30 instructional days, Kindergarten students are also screened using the WSS portion of the FLKRS. The WSS observational tool provides an overview of development in language and literacy, mathematics, social and personal skills, science, social studies, physical development and fitness and creative arts. A Diagnostic Assessment using i-Ready is also administered to generate baseline data. The baseline results provide data on both reading and math skills.

Results from all screening and assessments are used to identify students that are lacking readiness skills and to place those students in the appropriate setting to meet their individual needs. Students are monitored for progress throughout the school year to ensure that they are mastering the required grade level standards as well as developing appropriate social and behavioral skills. The i-Ready assessments are re-administered for mid-year and end of year data comparisons.

Articulation meetings and field-trips are held to facilitate the transition of fifth grade students with the feeder pattern middle school. Students are also supported throughout the school year in all areas of the curriculum to build stamina, thus enhancing their ability to handle the rigor that is expected of students entering middle school. In addition, to further develop and enhance student's social skills, a strong focus on anti-bullying and a core value program has been implemented to address issues as they pertain to students of this age range.

## **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.**

NA

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

NA

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

NA

**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.**

NA

## **II. Needs Assessment**

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### **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.** Our goal is to increase student achievement by improving core instruction in all content areas.

## 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. Our goal is to increase student achievement by improving core instruction in all content areas.** 1a

G087734

**Targets Supported** 1b

Indicator	Annual Target
ELA Achievement District Assessment	71.0
AMO Reading - Hispanic	75.0
AMO Reading - ELL	69.0
AMO Reading - SWD	62.0
AMO Math - ELL	72.0
FSA ELA Achievement	58.0
ELA/Reading Gains	88.0
ELA/Reading Lowest 25% Gains	88.0
AMO Math - All Students	76.0
FSA Mathematics Achievement	68.0
Math Gains	79.0
Math Lowest 25% Gains	92.0
FCAT 2.0 Science Proficiency	56.0

**Targeted Barriers to Achieving the Goal** 3

- Students lack vocabulary skills necessary for effective communication and reading comprehension.

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

- McGraw-Hill "Wonders" Reading Series: Reading-Writing Workshop, Literature Anthologies, Leveled Readers, Wonder Works Intervention Kits, and Writer's Workspace. Houghton Mifflin Harcourt Go Math! Series: Student text books, online resources, intervention resources, Grab and Go Kits Scott Foresman Science Series: student text books, online resources, and Science Lab Kits MDCPS District's Rigorous Lesson Planner for Writing, mentor texts as models. Technology: Promethean Boards, SmartBoards, classroom computers, Computer Lab and Media Center computer stations Online Resources: I-Ready, Imagine Learning, MyOn Reader, Reflex Math, ThinkCentral, Discovery Learning, NBC Learn, and Gizmos Curriculum Leaders: Lizette Gonzalez, Daphne Clark, Kim Seitz and Esperanza Lopez

**Plan to Monitor Progress Toward G1.** 8

Follow FCIM by monitoring results of the i-Ready Diagnostic Assessments to review and adjust effectiveness of instruction.

**Person Responsible**

Elizabeth Chardon

**Schedule**

Monthly, from 8/31/2016 to 6/2/2017

**Evidence of Completion**

Formative Assessment: McGraw-Hill Reading Series Benchmark Assessments, Teacher-Made Tests, i-Ready reports, District Midyear Science Assessment, Gateway 2 Data Reports, 2017 FSA Summative Assessment.

## 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.** Our goal is to increase student achievement by improving core instruction in all content areas. 1

 G087734

**G1.B4** Students lack vocabulary skills necessary for effective communication and reading comprehension.

2

 B233262

**G1.B4.S1** Implement explicit vocabulary instruction across all content areas. 4

 S246185

### Strategy Rationale

Students need to master vocabulary skills in order to be successful in all content areas.

### Action Step 1 5

Teachers across all content areas will identify and develop activities for targeted vocabulary instruction on a bi-weekly basis.

#### Person Responsible

Elizabeth Chardon

#### Schedule

Biweekly, from 9/6/2016 to 6/8/2017

#### Evidence of Completion

Lesson plans; classroom walk-throughs

### Action Step 2 5

Computer Lab and Media Center computers will be accessible for 30 minutes before school to allow students additional time to work on technology programs that will enhance vocabulary development.

#### Person Responsible

Elizabeth Chardon

#### Schedule

Daily, from 9/19/2016 to 5/22/2017

#### Evidence of Completion

Sign-in Sheets



### Action Step 3 5

Implement Reading interventions with fidelity.

**Person Responsible**

Elizabeth Chardon

**Schedule**

Monthly, from 9/26/2016 to 5/26/2017

**Evidence of Completion**

Schedules and attendance logs, which includes targeted skills, will be used to monitor fidelity.

### Action Step 4 5

Students will participate in a Vocabulary Dress-Up Day. The purpose of the event is for students to demonstrate a deep understanding of the meaning of the word chosen.

**Person Responsible**

Elizabeth Chardon

**Schedule**

On 3/17/2017

**Evidence of Completion**

Photographs of the event will be taken and displayed on the school's website and social media accounts.

### Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administrators will conduct monthly school-wide walk-throughs to monitor the fidelity of implementation.

**Person Responsible**

Elizabeth Chardon

**Schedule**

Monthly, from 10/10/2016 to 5/2/2017

**Evidence of Completion**

Checklists, photographs, sign-in sheets, PD rosters and agendas.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

i-Ready Diagnostic Assessment and Imagine Learning results will show student growth in all academic areas.

**Person Responsible**

Elizabeth Chardon








**Schedule**

Semiannually, from 11/28/2016 to 6/2/2017

***Evidence of Completion***

i-Ready and Imagine Learning 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
<b>2017</b>					
G1.B4.S1.A4  A319203	Students will participate in a Vocabulary Dress-Up Day. The purpose of the event is for students...	Chardon, Elizabeth	3/17/2017	Photographs of the event will be taken and displayed on the school's website and social media accounts.	3/17/2017 one-time
G1.B4.S1.MA1  M332463	Administrators will conduct monthly school-wide walk-throughs to monitor the fidelity of...	Chardon, Elizabeth	10/10/2016	Checklists, photographs, sign-in sheets, PD rosters and agendas.	5/2/2017 monthly
G1.B4.S1.A2  A319201	Computer Lab and Media Center computers will be accessible for 30 minutes before school to allow...	Chardon, Elizabeth	9/19/2016	Sign-in Sheets	5/22/2017 daily
G1.B4.S1.A3  A319202	Implement Reading interventions with fidelity.	Chardon, Elizabeth	9/26/2016	Schedules and attendance logs, which includes targeted skills, will be used to monitor fidelity.	5/26/2017 monthly
G1.MA1  M332464	Follow FCIM by monitoring results of the i-Ready Diagnostic Assessments to review and adjust...	Chardon, Elizabeth	8/31/2016	Formative Assessment: McGraw-Hill Reading Series Benchmark Assessments, Teacher-Made Tests, i-Ready reports, District Midyear Science Assessment, Gateway 2 Data Reports, 2017 FSA Summative Assessment.	6/2/2017 monthly
G1.B4.S1.MA1  M332462	i-Ready Diagnostic Assessment and Imagine Learning results will show student growth in all academic...	Chardon, Elizabeth	11/28/2016	i-Ready and Imagine Learning Reports	6/2/2017 semiannually
G1.B4.S1.A1  A319200	Teachers across all content areas will identify and develop activities for targeted vocabulary...	Chardon, Elizabeth	9/6/2016	Lesson plans; classroom walk-throughs	6/8/2017 biweekly

## V. Professional Development Opportunities

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

**G1.** Our goal is to increase student achievement by improving core instruction in all content areas.

**G1.B4** Students lack vocabulary skills necessary for effective communication and reading comprehension.

**G1.B4.S1** Implement explicit vocabulary instruction across all content areas.

### PD Opportunity 1

Teachers across all content areas will identify and develop activities for targeted vocabulary instruction on a bi-weekly basis.

#### Facilitator

Lizette Gonzalez

#### Participants

All Instructional Staff

#### Schedule

Biweekly, from 9/6/2016 to 6/8/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B4.S1.A1	Teachers across all content areas will identify and develop activities for targeted vocabulary instruction on a bi-weekly basis.	\$0.00
2	G1.B4.S1.A2	Computer Lab and Media Center computers will be accessible for 30 minutes before school to allow students additional time to work on technology programs that will enhance vocabulary development.	\$0.00
3	G1.B4.S1.A3	Implement Reading interventions with fidelity.	\$0.00
4	G1.B4.S1.A4	Students will participate in a Vocabulary Dress-Up Day. The purpose of the event is for students to demonstrate a deep understanding of the meaning of the word chosen.	\$0.00
Total:			\$0.00