

Miami-Dade County Public Schools

Mae M. Walters Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	94%
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	2016-17	2015-16	2014-15	2013-14
Grade	A	B	B*	A

**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 Mae M. Walters 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 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 the 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.

The staff at Mae M. Walters Elementary is dedicated to provide an accepting, nourishing environment where each student is comfortable and accepted. Teachers and students learn about various cultures through the social studies portion of the curriculum. They participate in activities such as our Hispanic Heritage performance as well as African-American Read-In. Teachers also 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.

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. Car doors are opened by school personnel to welcome students and escort them from their cars, which improves the traffic flow and ensures student safety. As students enter the building, there are designated areas where each class sits, supervised by an adult. 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.

The staff at Mae M. Walters Elementary also creates an environment where students are respected. Daily, during morning announcements, students talk about one of the core values in Miami-Dade County Public Schools' Values Matter initiative. Students are recognized monthly for demonstrating these core values (i.e. respect, fairness, responsibility). Supporting and encouraging the use of these core values is the foundation for maintaining a safe learning environment.

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's website and are also available in the Parent Resource Center and the main office. Information is provided to students and parents regarding the Code of Student Conduct and the Miami-Dade County Public School's Values Matter initiative. Teachers follow a progressive discipline plan where the student is asked to correct the maladaptive behavior and receive a warning. If it is not corrected, the student is moved from the area where the behavior is being exhibited. If it should continue, the student is excluded from the area. If necessary, the student is 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, 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 full-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 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.

The Early Warning Indicators monitored include student attendance, behavior referrals, course failure and struggling students based on state assessment scores. The administrators, counselor, and teachers of Mae M. Walters Elementary monitor student progress and intervene when early warning systems indicate such a need.

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, Imagine Learning, and MyOn) and opportunities such as the English Language Learner's Tutoring provided by Title III funds. At-risk students are referred to the MTSS/RtI 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 Community Involvement Specialist (CIS) and the school's counselor. Parent attendance conferences are held for students with habitual tardiness or absences. To eliminate behavior referrals, mini-lessons are provided on Character Education and 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 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

Mae M. Walters Elementary School is committed to building a strong and positive relationship with parents. In an effort to increase parental involvement, numerous incentives, activities, and programs are implemented throughout the year. Additionally, The Community Involvement Specialist hosts several workshops for parents during the school year. During these workshops, instructional coaches, school counselor, and teachers are invited to discuss different topics such as test taking strategies, FSA information, and an overall understanding of reading, math, and science concepts to help parents better assist and prepare their children. Attendance incentives and interventions are provided in order to encourage students to attend school daily and increase student achievement. The Community Involvement Specialist also assists and encourages parents to become school volunteers, so they have an active role in the school. Parents are encouraged to visit the Parent Resource Center which is open daily and provides resources and assistance to parents. Parents are also informed of all school activities and events through Connect-Ed messages, monthly school calendars, and the school's website. The leadership and staff of Mae M. Walters believe strongly in the importance of parental involvement and therefore put measures in place to offer parent meetings on a flexible schedule.

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, Dr. Seuss' Birthday Celebration, and Career Day. 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 also holds a Movie Night for our students and parents to help strengthen the bond with the community. Additionally, the PTA is actively involved in organizing extracurricular activities for our students. These include a Haunted House, McTeacher's nights, Reading Under the Stars, 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, such as Live Like Bella Foundation and help the less fortunate through their participation in the United Way Campaign.

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
Chardon, Elizabeth	Principal
	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/RtI Chairperson who oversees scheduling, required documentation, and leads meetings. The Assistant Principal also assists the Principal in overseeing school operations and implementing state standards.

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

Lizette Gonzalez, Instructional 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.

Mae M. Walters Elementary's MTSS/RtI 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 the school is complying with all state mandates. The Instructional coach provides data from i-Ready, Gateway2Data, Imagine Learning, and ACCESS 2.0 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/RtI 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 Instructional 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 Instructional Coach also 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;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Parents participate in the design of the school's Parent and Family Engagement Policy (PFEP) and the Title I Annual Parent Meeting at the beginning of the school year. The PFEP is available in both English and Spanish. The annual MDCP-S Title I Parent/Family Involvement Survey is used towards 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, also available in English and Spanish, is available online and as a hard copy at the school for parents to complete.

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, and other referral services. Parental engagement/involvement increases through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parent and Family Engagement Policy; scheduling the Title I Annual Meeting and other activities necessary in order to comply with dissemination and reporting requirements. Informal parent surveys are conducted to determine specific needs of our parents, and schedule 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.

Title I, Part C - Migrant

Mae. M. Walters Elementary 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. Currently, our school does not have any migrant students.

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:

- Before school tutorial programs for our 3rd - 5th grade students
- Reading and supplementary instructional materials when needed.

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 is available to assist Mae Walters Elementary with the identification, enrollment, attendance, and transportation of homeless students. Our school's counselor (Homeless Liaison) provides training for the school registrar on the procedures for enrolling homeless children. Mae M. Walters Elementary ensures that these students are not stigmatized or separated, segregated, or isolated on their status as homeless- and are provided with all entitlements. The school refers students to Project Upstart as needed. Upon immediate identification and classification of a student as homeless, our school counselor contacts 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.

Health Connect in Our Schools (HCiOS)

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. 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. 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 at Mae Walters Elementary 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.

HIV/AIDS

Mae M. Walters provides instruction on HIV/AIDS. AIDS: Get the Facts, is a curriculum that is provided to fifth grade students aligned to Florida Sunshine State Standards and provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction. 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
Kim Seitz	Teacher
Maria B.Mendoza	Teacher
Lourdes Fernandez	Education Support Employee
Tania Solorzano	Parent
Madeline Norda Santiago	Parent
Christina Gonzalez	Parent
Salinas Carlota	Business/Community
Roxana Ayllon	Business/Community
Iris Rego	Business/Community
Hugo V. Alvarez	Business/Community
Cindy Diaz	Teacher
Midaly Pacin-Izquierdo	Teacher
Jayden Gomez	Student
Yunicel Valdes	Parent

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

The SAC met to review the school data as pertaining to the implementation of the School Improvement Plan and recommendations were made for the 2017-2018 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.

Ten computers- \$4,290.10

McGraw-Hill WonderWorks Intervention Materials- \$362.47

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
	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 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.

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 modeling 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, Mae M. Walters Elementary works in conjunction with local universities to place student interns with teachers that are certified in Clinical Supervision.
- Current teachers are 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 is scheduled on a weekly basis to provide a network of ongoing support for stakeholders.
- Ongoing data chats/articulation meetings are scheduled to provide support in identifying academic strategies, interventions, and enrichment. These also serve to examine the validity and effectiveness of program delivery.
- The school's Leadership Team is responsible for implementing strategies for recruitment and retention of highly qualified effective teachers.

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 are assigned a mentor teacher to provide assistance with planning and instruction. This affords the "new" teacher opportunities to observe, model, and discuss improvements to the classroom and instructional plans.
- The school's Leadership Team is responsible for assigning mentor teachers to teachers who are new to a grade level or department.
- The school is part of the Investing in Innovation (i3) New Teacher Center Scale-Up grant, which allows new teachers to pair up with a mentor who will conduct classroom visitations and provide feedback.

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 conducts coaching cycles on the delivery of developed lessons through modeling. Administrators conduct regular walk-throughs 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 Literacy Leadership Team meets to analyze and disaggregate data from standardized tests and i-Ready Diagnostic assessments. Teachers are provided with this data in order to know their students' needs and plan for differentiated instruction in both reading and mathematics. Students who are working below grade level are identified for intervention using the Reading Wonder Works program. These students who are having difficulty are also recommended for tutorial programs outside the scope of the school day. Data chats with teachers occur throughout the year and instruction is modified. The Literacy Leadership Team monitors the effectiveness of differentiated instruction when visiting classrooms and interventions on targeted students, once they are in place. At Mae M. Walters Elementary, every effort is made to assist students in attaining proficient levels on state assessments.

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: 2,000

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 508 students in Kindergarten through 5th grade from the surrounding neighborhood, which is comprised of predominantly Hispanic students. Currently, 56% 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.

Strategy: After School Program

Minutes added to school year: 3,000

Students in Mae M. Walters Elementary are offered the opportunity to participate in the after-school Robotics Club which takes place twice a week for an hour each day. Students apply science, technology, engineering, and math concepts to solve problems and develop critical thinking skills. SECME is also offered to our fourth and fifth grade students giving them an opportunity to engage, learn and test engineering concepts.

Strategy Rationale

Students benefit from enrichment opportunities offered in this after-school program. These programs engage students in critical thinking activities that gauge rigor to ensure academic success.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Seitz, Kim, kseitz@dadeschools.net

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

Effectiveness will be determined through participation in competitions and events such as; SECME Festival and Miami Dade County Youth Fair Robotics event, where students are given the opportunity to compete and analyze their results.

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.

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

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 Kindergarten students 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 first 30 instructional days, Kindergarten students are screened using the FLKRS to determine Kindergarten readiness in Reading and Mathematics. 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 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 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 is 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 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

G096954

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

- There is minimal evidence of concepts being learned during professional development applied in the learning environment.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common planning time for all classroom teachers.
- Reading instructional coach and ELL support specialist available at the school site to support teachers and students.
- Teacher supplemental resources and programs provided for students, including ELL and SPED students: Imagine Learning, i-Ready, GIZMOS, MyOn Reader, Reflex Math, and i-Ready instructional books for Reading & Mathematics.
- Curriculum Leaders: Lizette Gonzalez (Reading), Daphne Clark (Mathematics), Kim Seitz (Science) and Esperanza Lopez (Social Studies).
- Technology: Promethean Board, computers, and Laptop carts.

Plan to Monitor Progress Toward G1. 8

The leadership team will review data to ensure that students are making progress towards the goal.

Person Responsible

Elizabeth Chardon

Schedule

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

Evidence of Completion

McGraw-Hill Reading Series Benchmark Assessments, Topic Assessments, District Science Assessments; Gateway2Data Reports, i-Ready Reports, Power BI Reports

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**

 G096954

G1.B1 There is minimal evidence of concepts being learned during professional development applied in the learning environment. **2**

 B260835

G1.B1.S1 Teachers will implement best practices learned during professional developments in the learning environment. **4**

 S276205

Strategy Rationale

Staff members were not consistently sharing and implementing strategies learned during professional developments in order to enhance the rigor of instruction and provide engaging lessons.

Action Step 1 **5**

Teachers will attend Reading, Mathematics, and Science ICADs and share concepts learned during common planning time.

Person Responsible

Lizette Gonzalez

Schedule

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

Evidence of Completion

My Learning Plan registration forms, agendas, sign-in sheets (school-based), grade-level minutes, ICAD schedules

Action Step 2 **5**

Leadership team will participate in collaborative meetings to analyze data and modify instructional practices in the learning environment.

Person Responsible

Elizabeth Chardon

Schedule

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

Evidence of Completion

Agendas, sign-in sheets

Action Step 3 5

Teachers will share best practices during faculty meetings.

Person Responsible

Elizabeth Chardon

Schedule

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

Evidence of Completion

Sign-in sheets, agendas

Action Step 4 5

Identify model classrooms that support the implementation of exemplar lessons and best practices and have other teachers visit these classrooms.

Person Responsible

Elizabeth Chardon

Schedule

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

Evidence of Completion

Classroom observations, e-mails

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

Administrators will conduct school-wide classroom walkthroughs to monitor the fidelity of implementation.

Person Responsible

Elizabeth Chardon

Schedule

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

Evidence of Completion

Photographs, videos, student samples, lesson plans, walkthrough logs/annotations

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

Leadership team will meet and discuss fidelity and effectiveness of the implementation of strategies and concepts shared.

Person Responsible

Elizabeth Chardon








Schedule

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

Evidence of Completion

Agendas, sign-in sheets

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.MA1  M400022	The leadership team will review data to ensure that students are making progress towards the goal.	Chardon, Elizabeth	8/21/2017	McGraw-Hill Reading Series Benchmark Assessments, Topic Assessments, District Science Assessments; Gateway2Data Reports, i-Ready Reports, Power BI Reports	6/7/2018 quarterly
G1.B1.S1.MA1  M400018	Leadership team will meet and discuss fidelity and effectiveness of the implementation of...	Chardon, Elizabeth	10/2/2017	Agendas, sign-in sheets	6/7/2018 monthly
G1.B1.S1.MA1  M400019	Administrators will conduct school-wide classroom walkthroughs to monitor the fidelity of...	Chardon, Elizabeth	8/21/2017	Photographs, videos, student samples, lesson plans, walkthrough logs/ annotations	6/7/2018 weekly
G1.B1.S1.A1  A371845	Teachers will attend Reading, Mathematics, and Science ICADs and share concepts learned during...	Gonzalez, Lizette	10/2/2017	My Learning Plan registration forms, agendas, sign-in sheets (school-based), grade-level minutes, ICAD schedules	6/7/2018 monthly
G1.B1.S1.A2  A371846	Leadership team will participate in collaborative meetings to analyze data and modify instructional...	Chardon, Elizabeth	10/2/2017	Agendas, sign-in sheets	6/7/2018 monthly
G1.B1.S1.A3  A371847	Teachers will share best practices during faculty meetings.	Chardon, Elizabeth	10/2/2017	Sign-in sheets, agendas	6/7/2018 monthly
G1.B1.S1.A4  A371848	Identify model classrooms that support the implementation of exemplar lessons and best practices...	Chardon, Elizabeth	10/2/2017	Classroom observations, e-mails	6/7/2018 quarterly

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 There is minimal evidence of concepts being learned during professional development applied in the learning environment.

G1.B1.S1 Teachers will implement best practices learned during professional developments in the learning environment.

PD Opportunity 1

Teachers will attend Reading, Mathematics, and Science ICADs and share concepts learned during common planning time.

Facilitator

District Personnel

Participants

Classroom teachers

Schedule

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

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	Teachers will attend Reading, Mathematics, and Science ICADs and share concepts learned during common planning time.	\$0.00
2	G1.B1.S1.A2	Leadership team will participate in collaborative meetings to analyze data and modify instructional practices in the learning environment.	\$0.00
3	G1.B1.S1.A3	Teachers will share best practices during faculty meetings.	\$0.00
4	G1.B1.S1.A4	Identify model classrooms that support the implementation of exemplar lessons and best practices and have other teachers visit these classrooms.	\$0.00
Total:			\$0.00