

Miami-Dade County Public Schools

# Mae M. Walters Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Mae M. Walters Elementary School

650 W 33RD ST, Hialeah, FL 33012

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

## Demographics

**Principal: Elizabeth Chardon**

Start Date for this Principal: 8/6/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (63%) 2017-18: A (62%) 2016-17: A (63%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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# Mae M. Walters Elementary School

650 W 33RD ST, Hialeah, FL 33012

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2020-21 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">92%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">100%</p>

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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. 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: School Information

### School Mission and Vision

**Provide the school's mission statement.**

The mission at Mae M. Walters Elementary School is to provide and foster a safe, healthy, and family-oriented learning environment where students receive a high-quality education.

**Provide the school's vision statement.**

Develop future leaders that are career ready and are sensitive to the diverse world around them.

### School Leadership Team

**Membership**

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

Name	Position Title	Job Duties and Responsibilities
Chardon, Elizabeth	Principal	The principal oversees and manages instructional and operational aspects of the learning environment and school building.
Sanchez, Janeysa	Assistant Principal	The assistant principal is an extension of the principal to support the vision and mission of the school, as well as, collaborate with teachers, parents, and students to ensure student achievement.
Gonzalez, Lizette	Instructional Coach	The Instructional Coach is responsible for curricular components related to the subjects of Reading, Language Arts, and writing. Her responsibilities entail but are not limited to engaging in common planning with Reading teachers, modeling lessons, providing the Coaching Cycle, and establishing and monitoring interventions and tutorial programs that close achievement gaps. The Instructional Coach will also be responsible for meeting with the administrative team to discuss components of the reading program and to engage in data disaggregation to better serve our students to gain academic success in reading and writing.
Prieto, Rosa	School Counselor	The Guidance Counselor is responsible for implementing and maintaining a school culture that is inclusive and respectful of our diverse population. She will be responsible for aiding teachers with implementing social emotional learning and monitoring students as it pertains to their academic and emotional performance. The Guidance Counselor will also execute the required curriculums the student services office publishes. She will also spearhead the Multi-Tiered Systems of Support (MTSS) to ensure students are appropriated with the interventions and/or services they need. Individual and/or small group counseling will also be an integral part of the Guidance Counselor's responsibility to ensure student success.
Pacin-Izquierdo, Midaly	ELL Compliance Specialist	The ELL Compliance Specialist is responsible for ensuring that our English Language Learners (ELL) are tested to identify levels of proficiency and to comply with the requirements set by the district. She will engage in progress-monitoring for our ELL learners and will periodically meet with classroom teachers, administrative/leadership team, and parents to discuss student data and/or progress of the learner(s). The ELL Compliance Specialist will also work closely with the registrar to ensure that all ELL documents are updated and in compliance with the mandates, laws or requirements for ELL students.

### Demographic Information

**Principal start date**

Tuesday 8/6/2019, Elizabeth Chardon

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

23

**Total number of teacher positions allocated to the school**

43

**Total number of students enrolled at the school**

466

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

1

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

6

**Demographic Data**

**Early Warning Systems**

**2021-22**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	68	75	83	79	79	82	0	0	0	0	0	0	0	466
Attendance below 90 percent	12	17	12	14	12	14	0	0	0	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	4	10	13	14	0	0	0	0	0	0	0	44
Course failure in Math	0	3	5	6	8	9	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	4	22	21	34	16	18	0	0	0	0	0	0	0	115

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	2	6	6	10	8	14	0	0	0	0	0	0	0	46

**The number of students identified as retainees:**



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	10	3	8	2	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	1	0	1	0	0	0	0	0	0	2

**Date this data was collected or last updated**

Sunday 8/15/2021

**2020-21 - As Reported**

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**2020-21 - Updated**

**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	
Number of students enrolled	74	90	79	96	87	86	0	0	0	0	0	0	0	512
Attendance below 90 percent	15	15	12	15	16	15	0	0	0	0	0	0	0	88
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	4	20	16	3	0	0	0	0	0	0	0	49
Course failure in Math	0	7	4	10	11	7	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	10	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	7	0	0	0	0	0	0	0	11

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	2	10	5	14	17	11	0	0	0	0	0	0	0	59

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	4	11	3	9	2	0	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	1	1	1	0	0	0	0	0	0	0	3

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				65%	62%	57%	59%	62%	56%
ELA Learning Gains				62%	62%	58%	56%	62%	55%
ELA Lowest 25th Percentile				63%	58%	53%	53%	59%	48%
Math Achievement				78%	69%	63%	78%	69%	62%
Math Learning Gains				63%	66%	62%	71%	64%	59%
Math Lowest 25th Percentile				44%	55%	51%	65%	55%	47%
Science Achievement				69%	55%	53%	53%	58%	55%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	60%	2%	58%	4%
Cohort Comparison						
04	2021					
	2019	66%	64%	2%	58%	8%
Cohort Comparison		-62%				
05	2021					
	2019	52%	60%	-8%	56%	-4%
Cohort Comparison		-66%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	75%	67%	8%	62%	13%
Cohort Comparison						
04	2021					
	2019	78%	69%	9%	64%	14%
Cohort Comparison		-75%				
05	2021					
	2019	66%	65%	1%	60%	6%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	59%	53%	6%	53%	6%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool utilized by Kindergarten through fifth grade to compile the data below for both reading and mathematics will be i-Ready. Grade 5 will also utilize Performance Matters to compile science data.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28.4%	40.3%	65.3%
	Economically Disadvantaged	30.0%	35.0%	61.7%
	Students With Disabilities	5.9%	26.7%	60.0%
	English Language Learners	5.6%	6.3%	37.5%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.7%	31.9%	54.2%
	Economically Disadvantaged	23.3%	25.0%	50.0%
	Students With Disabilities	11.8%	33.3%	40.0%
	English Language Learners	16.7%	18.8%	43.8%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38.5%	49.2%	63.1%
	Economically Disadvantaged	37.3%	47.5%	61.0%
	Students With Disabilities	20.0%	20.0%	40.0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26.2%	40.0%	64.1%
	Economically Disadvantaged	27.1%	42.4%	62.1%
	Students With Disabilities	0	40.0%	0
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47.7%	57.6%	75.6%
	Economically Disadvantaged	47.1%	58.3%	75.3%
	Students With Disabilities	12.5%	25.0%	25.0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11.6%	38.6%	66.3%
	Economically Disadvantaged	11.8%	37.8%	65.9%
	Students With Disabilities	12.5%	28.6%	0
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34.7%	36.0%	44.2%
	Economically Disadvantaged	34.8%	34.8%	42.3%
	Students With Disabilities	14.3%	0	28.6%
	English Language Learners	0	0	16.7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10.8%	40.3%	58.1%
	Economically Disadvantaged	10.3%	38.0%	56.5%
	Students With Disabilities	0	14.3%	33.3%
	English Language Learners	0	16.7%	33.3%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31.3%	48.7%	57.5%
	Economically Disadvantaged	31.1%	50.0%	56.8%
	Students With Disabilities	16.7%	60.0%	50.0%
	English Language Learners	14.3%	14.3%	14.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33.8%	52.6%	58.8%
	Economically Disadvantaged	32.4%	52.4%	59.5%
	Students With Disabilities	16.7%	80.0%	50.0%
	English Language Learners	28.6%	14.3%	14.3%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	20.0%	0
	Economically Disadvantaged	0	19.0%	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0.0%	0

### Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19			38							
ELL	57	63	71	54	37	29	31				
HSP	59	61	67	57	36	28	38				
FRL	58	61	67	57	37	28	39				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	43	41		54	35						
ELL	60	60	64	75	61	47	65				
HSP	65	62	64	78	64	44	69				
FRL	64	60	62	76	64	43	66				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	50	58	20	65	73	15				
ELL	47	56	52	70	70	64	33				
HSP	59	56	53	77	72	65	52				
FRL	59	56	53	77	70	65	52				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	405
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

<b>Students With Disabilities</b>	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

**Analysis**

**Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

2019 data findings:

The trends that emerge across grade levels, subgroups, and core content areas are as follows:  
 The Economically Disadvantaged (ED) subgroup performed at a higher level of achievement in both ELA and Math proficiency and learning gains compared to the English Language Learners (ELL) and Exceptional Education Students (ESE) subgroups.  
 The ED subgroup performed at the same level as the ELL subgroup in the lowest 25 in both ELA and Math, while the ESE subgroup scored approximately 48 percentage points lower in ELA lowest 25 and 33 percentage points lower in Math lowest 25.  
 The ELL subgroup scored 40 to 49 percentage points lower than the ED and ESE subgroups in Science.

2021 data findings:

The trends that emerge across grade levels, subgroups, and core content areas are as follows:  
 Our lowest 25% (L25) subgroup performed 16 percentage points lower in Math proficiency when compared to the 2019 data.  
 Math proficiency for the 2021 school year decreased by 20 percentage points when compared to the 2019 data.  
 Learning gains in Math for the 2021 school year decreased by 27 percentage points when compared to the 2019 data.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

2019 data findings:

Based off progress monitoring and 2019 state assessments, the data components demonstrating the greatest need for improvement are in the area of ELA with the ELL and ESE subgroups where they are performing below the subgroup of ED students by not reaching an achievement level of seventy percent or higher.

2021 data findings:

Based off the 2021 state assessments, the data components demonstrating the greatest need for



improvement are in the area of Mathematics as it pertains to achieving proficiency and making overall learning gains and learning gains for the L25.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

2019 data findings:

The contributing factors to this need for improvement were that students went into the next grade level lacking basic foundational skills in reading. This impeded students from reading with fluency and understanding vocabulary which consequently affects their comprehension of the text at hand.

The new actions that need to be taken to address this need for improvement is to provide teachers with training and/or professional growth practices that will focus on the instructional craft of teaching reading, especially the component of phonics. Additionally, early interventions will be implemented in the primary grades in order to build upon phonemic/phonics skills, fluency and vocabulary to improve the comprehension.

2021 data findings:

The contributing factors to this need for improvement were that students went into the next grade level lacking basic computation skills and strategies in mathematics. Additionally, classes and/or students had to quarantine various times which limited students' access to their instruction and the use of hands-on activities and/or manipulatives. This impeded students from fully gaining the concepts taught during quarantine and were not able to revisit lessons since the math curriculum does not spiral the skills/lessons.

The new actions that need to be taken to address this need for improvement is to provide teachers with training and/or professional growth practices that will focus on the instructional craft of hands-on mathematics strategies focusing on multi-sensory instruction, specifically targeting our L25 subgroup. Additionally, early interventions will be implemented in the primary grades to build upon computation strategies, and hands-on learning.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

2019 data findings:

Based off progress monitoring and 2019 state assessments, the area showing the most improvement was math being that in the 2019 FSA 73% of students in grades 3-5 were proficient and an average of 60% of students showed proficiency in progress monitoring when comparing i-Ready AP1 to AP3 data.

2021 data findings:

Based off 2021 state assessments, the area showing the most improvement was students in the L25 percent making learning gains in ELA being that in the 2019 FSA ELA assessment 63% of the L25 students made learning gains and 67% made learning gains on the 2021 FSA ELA assessment.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

2019 data findings:

The contributing factors to this improvement were that teachers engaged in collaborative planning which focused on the lessons to be taught according to the pacing guide in a timely manner. Additionally, lessons that were able to be combined and/or needed additional focus or emphasis based on the district's pacing guides and students' performance on the topic assessments were also identified. This allowed the grade levels to carefully align resources and execute the lessons planned.

The new actions the school executed in this area included conducting instructional rounds that focused on mathematics.

2021 data findings:

The contributing factors to this improvement were that teachers engaged in collaborative planning which focused on the lessons to be taught according to the pacing guide in a timely manner. Additionally, lessons that were able to be reinforced through the Ready books were integrated into the core reading program. This allowed the grade levels to carefully align resources and execute the lessons planned according to student needs.

The new actions the school executed in this area included conducting instructional rounds that focused on reading.

### **What strategies will need to be implemented in order to accelerate learning?**

The strategies that need to be implemented in order to accelerate learning is providing students across all grade level with a multi-sensory, systematic approach to phonics instruction in reading and pre-requisite skills in mathematics. By implementing hands-on learning and utilizing the Visual Auditory Kinesthetic Tactile (VAKT) approach in the area of reading instruction to teach phonics and other foundational skills and to teach number sense in mathematics, students will excel in all ELA and mathematics areas due to receiving a solid foundation. Students will also be able to transfer their reading skills across all subject areas making them more successful across all core subject areas. Effective instructional delivery models will be implemented to increase student engagement through hands-on learning and increase student success in all subjects.

### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Based on the contributing factors and strategies identified to accelerate learning, the PLST and Leadership Team will provide professional development opportunities which focus on the Science of Reading and providing hands-on learning opportunities focusing on a multi-sensory approach across all grade levels and subjects (August/21). Additionally, teachers will be able to align resources to both whole group and small group instruction to ensure that all student needs are met (on-going). The participation in data chats will also facilitate data disaggregation to identify various levels of performance within the classrooms and what the next steps of instruction will be (September/December/21/on-going). Making adjustments to groups as data becomes available and realigning our focus of instruction will also aide in improving the instructional craft and student success (on-going). Support from the Reading Coach, ESOL Chair, and Mathematics Liaison will also be provided on an "as-needs" basis to promote student engagement and effective delivery of instruction, especially as it relates to struggling readers (on-going).

### **Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

To ensure sustainability of improvement in the next year and beyond, teacher leaders will be supporting and sharing best practices during collaborative planning on a weekly basis. Additionally, during faculty meetings once a month teachers and the Leadership Team will engage in extended learning opportunities which are focused on areas in need of improvement relevant to teachers' areas of growth. During the extended learning opportunities, teachers will be able to support one another in developing their peers through coaching, modeling, or sharing of ideas.

Students will also be provided with additional services such as before and/or after school tutoring,

interventions, enrichment programs, and STEAM-based and Advanced Educational programs and clubs.

## Part III: Planning for Improvement

### Areas of Focus:

## #1. Culture & Environment specifically relating to Student Attendance

**Area of Focus Description and Rationale:**

The number of students with 0 - 5 absences decreased by 5 percentage points when comparing the 2019-2020 to 2020-2021 school year.

**Measurable Outcome:** The specific measurable outcome the school plans to achieve is to increase the number of students with 0 - 5 absences by 2 percentage points.

**Monitoring:** The area of focus will be monitored for the desired outcome through the monthly Attendance Review Committee (ARC) meetings and the reporting of students that have 3 or more absences. Upon students accruing 3 or more absences, parent communication will be initiated and an action plan will be developed and discussed so students can continue coming to school daily and receive a continuum of instruction.

**Person responsible for monitoring outcome:** Rosa Prieto (prietor13@dadeschools.net)

**Evidence-based Strategy:** The evidence-based strategy which will be implemented for this area of focus is to provide a school-wide recognition initiative where classrooms with one hundred percent attendance will be recognized on a weekly basis. At the end of each month, the class(es) will get a chance to select a variety of activities such as free time, outside leisure time, dress down day, sweet treats, etc.

**Rationale for Evidence-based Strategy:** The rationale for selecting this specific strategy is to motivate students to be in attendance daily. This will ensure students have a continuity of instruction since the attendance will improve. The criteria used for selecting this strategy were based on student's responses to what their preferences would be when it related to attendance recognitions.

### Action Steps to Implement

08/30/21- 06/04/22- The ARC will meet monthly to track student attendance for those students who have had 3 or more absences. The committee will discuss specific students and the issues they may be facing both at home and at school due to their absences. The committee will convene a meeting with the parents early in the year and/or upon the student receiving 3 unexcused absences for early intervention purposes. At the time of the meeting, should any services be requested, the ARC will support the families so students can continue coming to school consistently.

**Person Responsible** Rosa Prieto (prietor13@dadeschools.net)

09/06/21- 06/04/22- Teachers will monitor attendance by counting how many days in a row they can keep the "Five Day 100% Streak". The winning class(es) will have an opportunity to choose a "Super Streak Treat" (ice cream, dress down day, fun afternoon with games or outside play, popcorn, free homework pass, etc.).

**Person Responsible** Janeysa Sanchez (jmsanchez@dadeschools.net)

09/06/21- 05/31/22- Students achieving perfect attendance for the month will be recognized as an attendance hero. Students will have the opportunity to wear an attendance hero cape, ribbon, or brag tag throughout the school day and will have their picture displayed on the school's social media platforms.

**Person Responsible** Janeysa Sanchez (jmsanchez@dadeschools.net)

09/24/21- 06/08/22- Every nine weeks the grade level with the highest percentage of attendance will be recognized over the PA system. That grade-level will have a "Fun Friday" where students can come to school without uniform and will have the opportunity engage in a school-related outdoor leisure activity of choice.

**Person Responsible** Rosa Prieto (prietor13@dadeschools.net)

11/01/21-06/08/22- A "Hall of Fame" bulleting board will be created to showcase classes and students with perfect attendance.

**Person Responsible** Rosa Prieto (prietor13@dadeschools.net)

11/01/21-06/08/22- An "Are You Here" initiative will be implemented once a week where one student in primary and one student in intermediate grades are randomly called out over the Public Address (PA) system and if in attendance will receive an item from the treasure box.

**Person Responsible** [no one identified]

## #2. Leadership specifically relating to Leadership Development

**Area of Focus Description and Rationale:** Based on our school climate survey, 42% of staff members feel overloaded and overwhelmed at their job. This area is identified as a critical need because teachers need to be provided and equipped with the appropriate resources and tools as well as professional development that will aid their pedagogy to provide students achievement and relieve the work load provided to them.

**Measurable Outcome:** The measurable outcome the school plans to achieve is to provide teachers with a monthly opportunity to meet with colleagues for mentoring and/or support opportunities that are non-judgmental so they can learn best practices and/or research-based strategies from each other.

**Monitoring:** The area of focus will be monitored for the desired outcome through meeting minutes agenda and through the schedules representing the topics/themes teachers will be presenting to each other.

**Person responsible for monitoring outcome:** Janeysa Sanchez (jmsanchez@dadeschools.net)

**Evidence-based Strategy:** Strategic teacher teams requires teacher collaboration to share responsibilities for students' learning resulting in improved instruction. To promote strategic teacher teams, empower the teams by supporting a safe space for teachers to come together to share information, resources, ideas, and expertise so that learning becomes more accessible and effective for students.

**Rationale for Evidence-based Strategy:** The rationale for selecting this strategy is that education is a field where instructional practices are continuously evolving. The criteria used for selecting this strategy is that teachers need to be provided with a support system from their colleagues so they can learn from each other in an unjudgmental environment so they can foster a school culture of growth and development.

### Action Steps to Implement

09/29/21- 05/27/22- The fourth Tuesday of each month, teachers will have the opportunity to meet in cohorts to share best practices that have yielded positive results for them professionally and/or has helped them decrease their work load. These topics include, but are not limited to organization, effective reading strategies, using technology to improve instruction, time management, etc. and are topics that teachers themselves have selected to share or discuss.

**Person Responsible** Elizabeth Chardon (pr5711@dadeschools.net)

10/04/21- 05/27/22- On a monthly basis, each grade level will be given the opportunity to coordinate among their grade-level and/or an expert in a specific subject or topic to go into a coworker's classroom to observe them during their instructional time. Teachers will have the opportunity to debrief with the colleague observed and ask questions or get suggestions on how they can tailor what was observed to their own classroom to address student needs.

**Person Responsible** Janeysa Sanchez (jmsanchez@dadeschools.net)

09/29/21- 05/25/22- One Wednesday a month, staff will have the opportunity to participate in a mental wellness activity in the field adjacent to the school which will include de-stressing. This will not allow staff to engage in self-care, but will also allow opportunities to form collegiality and continue building upon relationships with each other.

**Person Responsible** Elizabeth Chardon (pr5711@dadeschools.net)

09/06/21- 06/09/22- Administration will pair new teachers to the profession, early career teachers, and teachers new to the building with a mentor or buddy teacher to strengthen the areas in which they may need support with. The mentors or buddy teachers will be able to support by planning together, guiding them on any difficulties/struggles they may be facing, showing them around the building, providing emotional support, etc. so those individuals do not feel alone and/or overwhelmed at work.

**Person Responsible** Elizabeth Chardon (pr5711@dadeschools.net)

11/01/22-06/08/22- Grade levels will one teacher leader serving as a grade level chairperson and will meet with administration on a monthly basis. Grade level chairpersons will be able to engage in constructive conversations that will improve the overall components of the school both academically and culturally.

**Person Responsible** Elizabeth Chardon (pr5711@dadeschools.net)

11/01/21-06/08/22- Teachers will have an opportunity to participate in and manage school committees which will promote school improvement and parental involvement.

**Person Responsible** Janeysa Sanchez (jmsanchez@dadeschools.net)



**#3. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	Based on the 2021 FSA ELA school data findings, reading proficiency decreased 6 percentage points compared to 2019- from 65% to 59%. In addition, based on the Spring 2021 iReady diagnostic results, 23% of students were not proficient in Kindergarten; 35% were not proficient in first grade; and 37% were not proficient in second grade. Being that reading performance is an area of concern, ELA was identified as an area of focus because students are lacking the basic foundational skills needed in order to be successful throughout all subject areas.
<b>Measurable Outcome:</b>	The specific measurable outcome is to increase the overall grade-level proficiency on the 2022 FSA ELA assessment by 3-4 percentage points.
<b>Monitoring:</b>	Scheduled dates and times will be provided in advance so teachers can engage in their collaborative sessions to review and discuss best practices and research-based strategies that correlate to ELA. Monitoring of these sessions will take place through on-going walk-throughs to ensure implementation of shared strategies/best practices. Evidence of strategy implementation will be displayed in the classrooms.
<b>Person responsible for monitoring outcome:</b>	Elizabeth Chardon (pr5711@dadeschools.net)
<b>Evidence-based Strategy:</b>	Standards-Aligned Instruction refers to teachers executing lessons based on the standards/ learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning target and that align to the district's K-12 Comprehensive Evidence-based Reading Plan. Students will show evidence of mastering the lesson objective through their work samples/tasks.
<b>Rationale for Evidence-based Strategy:</b>	The rationale for selecting this evidence-based strategy is due to the fact that teachers need to have a full understanding of what the standard is measuring in order to deliver focused lessons that will aide students in their understanding of the standard and how to make connections to real-life experiences as it relates to reading and writing.

**Action Steps to Implement**

08/19/21- Teachers will engage in training related to the explicit instruction of phonemes and how this can be modeled through the use of a sound wall and how the sound wall will benefit struggling readers more than a word wall. As a result, teachers will display sound walls in their classrooms. The sounds displayed may differ depending on the phonics skill, but it will be helpful for all grade levels.

**Person Responsible** Eva Hernandez (hernandeze@dadeschools.net)

11/22/21- A school-wide vocabulary parade will be implemented in the month of November. Teachers will provide students with a vocabulary word that correlates to the instruction. Students will have an opportunity to creatively dress up to represent their word and its meaning during the school-wide vocabulary parade event.

**Person Responsible** Midaly Pacin-Izquierdo (273275@dadeschools.net)

10/04/21- 06/04/22- On a monthly basis, teachers will analyze i-Ready reports with fidelity in order to drive instruction and monitor student progress. Teachers will also conduct data chats with the students on a monthly basis to set goals and discuss effective strategies to close achievement gaps and accelerate learning.



**Person Responsible** Lizette Gonzalez (l.gonzalez@dadeschools.net)

09/06/21- 06/04/22- On a weekly basis during collaborative planning, the Reading Coach will provide support to teachers on how to effectively teach basic foundational skills to struggling readers. After teachers implement the lessons planned, if additional support from the Reading Coach is needed, teachers will have an opportunity to participate in more comprehensive meetings/trainings where more in-depth conversations, planning and reflection take place based on the application of the applied strategies and will modify as needed.

**Person Responsible** Lizette Gonzalez (l.gonzalez@dadeschools.net)

11/01/21-12/17/21- Teachers will engage in data chats with administration to monitor student progress based on the first diagnostic assessment and other available data related to reading.

**Person Responsible** Elizabeth Chardon (pr5711@dadeschools.net)

11/01/21-06/08/22- One teacher representative will attend the monthly ELA i-Cads to receive additional training on how to improve their instructional craft and practices during the reading/language arts block and will share the information learned with their grade level colleagues.

**Person Responsible** Lizette Gonzalez (l.gonzalez@dadeschools.net)

**#4. Instructional Practice specifically relating to Student Engagement****Area of Focus Description and Rationale:**

The rationale for selecting student engagement is that students need to be provided with activities that will motivate and stimulate student learning. This will allow them to become curious about their learning and be interested in gaining a greater knowledge and understanding of vocabulary and content knowledge. Furthermore this will increase the percentage of students on or above grade-level performance on state assessments for reading, mathematics, and science.

**Measurable Outcome:**

Students will be provided with at least 1 interest-based activity per week in order to increase their engagement in the lesson/subject area.

**Monitoring:**

This area of focus will be monitored through the common planning times where interest-based lessons will be developed.

**Person responsible for monitoring outcome:**

Lizette Gonzalez (l.gonzalez@dadeschools.net)

**Evidence-based Strategy:**

Student Engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught (physical or virtual), which extends to the level of motivation they have to learn and progress in their education. This deals with student engagement, cognitively, behaviorally, physically and emotionally.

**Rationale for Evidence-based Strategy:**

The rationale for selecting this specific strategy is that students need to be empowered in the classroom to take ownership of their learning and be inquisitive and curious about the world around them. The resources used for selecting this strategy are the student responses on their specific interests.

**Action Steps to Implement**

09/06/21- 06/04/22- A "Hall of Fame" area will be created within the school. This will include pictures which reflect how students collaborated within their classrooms and/or school-related functions to improve their education and/or overall learning community.

**Person Responsible**

Natalie Lopez (333009@dadeschools.net)

08/19/21- 06/04/22- Teachers will work together with their team on a weekly basis during grade-level planning to collaborate and create engaging and exciting lessons that address student curiosity, interest, and target higher-order thinking skills. Teachers will incorporate lessons that engage all learners with a diverse activity structure while maximizing instructional time for student learning.

**Person Responsible**

Lizette Gonzalez (l.gonzalez@dadeschools.net)

08/23/21- 09/03/21- Teachers will survey students in the beginning of the year on their interests: what is their favorite subject, hobbies, what they would like to learn more about during this school year, what they want to be when they grow up, etc. With the information gained, teachers will incorporate those interests in their lessons and/or assign projects based on their feedback. This will give teachers an opportunity to understand students social emotional learning needs and create an environment that reflects a culture of inclusivity, equity, and respect throughout the school year.

**Person Responsible**

Elizabeth Chardon (pr5711@dadeschools.net)

08/23/21- 06/04/22- Teachers will have the opportunity to provide students with ongoing project-based learning with outside resources in order to cultivate a culture of learning inquiry throughout the year.

**Person Responsible** Elizabeth Chardon (pr5711@dadeschools.net)

11/01/21-06/08/22- Students in grades 3-5 recommended by the teacher will have the opportunity to participate in a mindfulness champion club on a monthly basis where they will serve as student leaders to discuss overall school improvement.

**Person Responsible** Janeysa Sanchez (jmsanchez@dadeschools.net)

11/01/21-06/08/22- Select students in grades 1-3 will have the opportunity to participate on a weekly basis in the VEX robotics program to build capacity for the intermediate VEX IQ robotics program.

**Person Responsible** Elizabeth Chardon (pr5711@dadeschools.net)

**#5. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	Based on the 2021 FSA school data findings, mathematics proficiency decreased 20 percentage points compared to 2019. In addition, based on the Spring 2021 iReady diagnostic results, 24% of students were not proficient in Kindergarten; 46% were not proficient in first grade; and 36% were not proficient in second grade. Being that mathematics performance is an area of concern, math was identified as an area of focus because students are lacking the basic skills needed in order to be successful in the application of math skills, computation, and problem-solving.
<b>Measurable Outcome:</b>	The specific measurable outcome is to increase the overall grade-level proficiency on the 2022 FSA Mathematics assessment by 3-4 percentage points.
<b>Monitoring:</b>	Scheduled dates and times will be provided in advance so teachers can engage in their collaborative sessions to review and discuss best practices and strategies that correlate to mathematics. Monitoring of these sessions will take place through on-going walk-throughs to ensure implementation of shared strategies/best practices. Evidence of strategy implementation will be displayed in the classrooms.
<b>Person responsible for monitoring outcome:</b>	Janeysa Sanchez (jmsanchez@dadeschools.net)
<b>Evidence-based Strategy:</b>	Standards-Aligned Instruction refers to teachers executing lessons based on the standards/ learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning target. Students will show evidence of mastering the lesson objective through their work samples/tasks.
<b>Rationale for Evidence-based Strategy:</b>	The rationale for selecting this evidence-based strategy is due to the fact that teachers need to have a full understanding of what the standard is measuring in order to deliver focused lessons that will aide students in their understanding of the standard and how to make connections to real-life experiences as it relates to mathematics.

**Action Steps to Implement**

08/19/21- Teachers will engage in training related to the explicit instruction of basic mathematics skills and how this can be modeled through the use of manipulatives and hands-on instruction. As a result, teachers will provide students with the pre-requisite and foundational skills needed to problem solve in mathematics.

**Person Responsible** Elizabeth Chardon (pr5711@dadeschools.net)

11/23/21- A school-wide vocabulary parade will be implemented in the month of November. Mathematics teachers will provide students with a vocabulary word that correlates to the topic/lesson of focus. Students will have an opportunity to creatively dress up to represent their word and its meaning during the school-wide vocabulary parade event.

**Person Responsible** Midaly Pacin-Izquierdo (273275@dadeschools.net)

10/04/21- 06/04/22- On a monthly basis, teachers will analyze i-Ready reports with fidelity in order to drive instruction and monitor student progress. Teachers will also conduct data chats with the students on a monthly basis to set goals and discuss effective strategies to close achievement gaps and accelerate learning.

**Person Responsible** Janeysa Sanchez (jmsanchez@dadeschools.net)

09/06/21- 06/04/22- On a weekly basis during collaborative planning, teachers will have an opportunity to discuss strategies/best practices to teach foundational/pre-requisite skills to struggling students in mathematics. After teachers implement the lessons planned, if additional support is needed, teachers will be provided with an opportunity to participate in more comprehensive meetings/trainings where more in-depth conversations, planning and reflection take place with a colleague or an identified member of support based on the application of the applied strategies and will modify as needed.

**Person Responsible** Janeysa Sanchez (jmsanchez@dadeschools.net)

11/01/21-12/17/21- Teachers will engage in data chats with administration to monitor student progress based on the first diagnostic assessment and other available data related to mathematics.

**Person Responsible** Elizabeth Chardon (pr5711@dadeschools.net)

11/01/21-06/08/22- On a monthly basis the mathematics liaison will attend the mathematics district-provided meetings and will collaborate with the math teachers to discuss information shared and best practices that can be implemented during the mathematics block.

**Person Responsible** Janeysa Sanchez (jmsanchez@dadeschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**When comparing the discipline data of the school to discipline data across the state, Mae M. Walters Elementary School falls into a very low level of incidents with 0.2 incidents per 100 students. Therefore, the school will continue to promote a positive school culture and environment where students feel safe and awareness of our differences are embraced and celebrated.**

**District resources such as Values Matter, Spot Success, Do the Right Thing and community partnerships will support the continuous improvement when it comes to the overall safety of our students and staff and the promotion of positive behaviors and inclusivity.**

### **Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### **Describe how the school addresses building a positive school culture and environment.**

The school addresses building a positive school culture by involving the stakeholders in the decision-making process. Select teacher leaders are identified to represent their grade level colleagues during Leadership and/or Grade Level Chairperson meetings. Through these meetings, the social-emotional learning and well being of students and staff members are addressed and activities are planned to ensure that every one is provided with a stimulating and positive learning/work environment. Partnerships and relationships are established in order to provide students, staff, and families with the resources they needed to be successful.

#### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Members of PTA, EESAC, grade level chairpersons, and leadership team were responsible for reviewing and sharing strategies and implementation steps that will lead to establishing and developing a positive school culture which is inclusive of our diverse population. Their input contributes to the school improvement process and to the attainment of student success.