
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 5711 - Mae M. Walters Elementary School

FeederPattern: Hialeah Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Yolanda Valls

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Mae M. Walters Elementary School

Mae M. Walters Elementary School is a Title I and Reading First school located on 4 acres of land at 650 West 33 Street in Hialeah, Florida. The original building was built in 1954. The school currently has a two-story main building, a six-classroom building, a four-classroom kindergarten building, a resource room and two relocatable buildings that house a Pre-Kindergarten, a third grade and a fifth grade class. The school has acquired a new state-of-the-art media center, a computer laboratory, a new building that houses three third grade classes and two Exceptional Student Education (ESE) classes. The school has been retro-fitted to provide Internet and Intranet access. Mae M. Walters Elementary School serves a multi-ethnic working class community, primary serving a large Hispanic population. Thus, these predominantly second language learners create unique challenges in order to attain state standards. Mae M. Walters Elementary consists of 857 students. The neighboring middle school, Henry H. Filer Middle School, provides community and adult education. Several students at Mae M. Walters are currently attending a Florida Comprehensive Assessment Test (FCAT) tutoring/Judo instruction classes at Filer Middle School. Mae M. Walters Elementary offers a variety of instructional and extracurricular programs, including: Academic Excellence Program (AEP) Chess Program, AEP Art Appreciation Program, Music Club, Extended Day Services (mornings and afternoons), and Saturday Academy.

The Educational Excellence School Advisory Council (EESAC) has identified the following objectives as school wide priorities:

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 72% scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 66% scoring at level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, limited English proficient (LEP) students will improve their mathematics skills as evidenced by 56% scoring at a level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in grade four will maintain their writing skills as evidenced by 98% of students scoring 3.5 or higher on the 2007 administration of the FCAT Writing+ Assessment.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 55% scoring at a Level 3 or higher on the 2007 administration of the FCAT Science Assessment.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 3% increase in parental and community interaction as evidenced by comparing the parent attendance logs for the 2006-2007 and 2005-2006 school years.

Given the Code of Student Conduct and an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of Student Case Management referrals during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on the use of technology in education, all Limited English Proficient (LEP) students will increase their usage of the Learning Today Program as evidenced by a 40 percent increase during the 2006-2007 school year as compared to the 2005-2006 school year.

Given instruction based on the Miami Dade County Public Schools mandated FITNESSGRAM standards, students in grades four and five will improve physical fitness skills as evidenced by 79 percent obtaining gold and silver recognition on the FitnessGram standards as compared to the 2006-2007 school year.

Given emphasis on the benefits of participating in advanced academic programs, the chess club's participation in competitions will increase by 50% during the 2006-2007 school year as compared to the 2005-2006 school year.

Mae M. Walters Elementary School will improve its ranking on the State of Florida ROI Index publication from 72nd percentile in 2004 to the 73rd percentile on the next publication of the index.

Based on the Organizational Performance Improvement Snapshot, the following two areas have been identified as areas for improvement, Strategic Planning and Stakeholder Engagement. According to the above-mentioned survey, results indicate Strategic Planning had an average score of 4.1 and Stakeholder Engagement had an average score of 4.2 on a 0-5 point rubric scale. Results reveal staff members would like to have a greater role in the decision making process of this organization. Additionally, the scores demonstrate that clear, concise communication that validates job performance would be beneficial for the continuing success of Mae M. Walters Elementary School. Based on these results, this organization will establish quarterly updates regarding budget concerns. To improve staff morale, consistent feedback and recognition will be provided through means such as the weekly bulletin and closed-circuit television.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Mae M. Walters Elementary School

VISION

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.

MISSION

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, science and technology.

School Motto:

At Mae M. Walters we believe,
Every student can achieve.
We're on an academic quest,
To strive to be our very best.
In every subject we will soar,
With high achieving eagle scores!

CORE VALUES

Mae M. Walters Elementary School believes strongly in the Bill of Rights and Responsibilities for Learning. We embrace the facts that all schools and staff have a right to schools that are safe, orderly and drug free. All students and staff have a right to be treated with courtesy and respect. In addition, students and staff members need the support of parents, community, public officials and business in an effort to uphold high standards of conduct and achievement.

School Demographics

Mae M. Walters Elementary School serves a blue-collar multi-ethnic community. The current student membership is 857; including students that are predominantly second language learners, having 45 percent of Limited English Proficient (LEP) students. The school serves a student population comprised of 97 percent Hispanic and 3 percent white non-Hispanics. The school lunch program provides free or reduced lunch to 87 percent of our students. Additionally, the mobility index rate consists of 24 percent.

Mae M. Walters employs a total of 96 staff members. Of them, 84 percent are Hispanic, ten percent are Black and six percent are White. Our staff includes 78 full-time and 18 part-time members. Our staff is composed of two administrators, two reading coaches, one mathematics and science resource teacher, two exceptional education teachers, one English for Speakers of Other Languages (ESOL) resource teacher, two physical education teachers, two music teachers, one art teacher, four Spanish teachers, one curriculum content in the home language teacher, one guidance counselor, one speech pathologist and one media specialist. In addition, we have three full-time and three part-time paraprofessionals and six custodial service workers. Our instructional staff includes 21 teachers who are within their first three years of teaching and 19 that have advanced degrees.

Mae M. Walters Elementary School has been awarded the Reading First Grant through the Florida Department of Education for the second year. Additionally, the school's ESE department had been awarded the All Students All Schools Grant. The Division of Bilingual Education and World Languages awarded Mae M. Walters with 250 site licenses of Learning Today, a web-based K-5 automated differentiated instruction research-based reading program designed for Limited English Proficient (LEP) students, as part of the Title III grant. Additionally, Mae M. Walters received more funding through the same grant to purchase Waterford software and hardware for self-contained ESOL classes.

Results of the 2006 Florida Comprehensive Assessment Test (FCAT) reveal numerous areas of strengths for Mae M. Walters Elementary School. Scores on the 2006 FCAT Reading and Mathematics Assessment indicate that 71 percent and 65 percent, respectively, of students in grades three through five have scored at or above FCAT Achievement Level 3, a three percent decrease as compared to the 2005 FCAT Reading Assessment results. Furthermore, 2006 FCAT Results scores indicate that all subgroups met state standards under the No Child Left Behind Act in Reading; however, the Limited English Proficient (LEP) students did not meet the standards in Mathematics. FCAT 2006 Writing scores indicate improvement in the area of Writing. Scores on the 2006 FCAT Writing Assessment revealed that 98 percent of students scored 3.5 or above, a three percent point increase as compared to the 2005 FCAT Writing Assessment. Additionally, scores on the 2006 administration of the FCAT Writing Test indicate that 86 percent of students scored 4.0 and above, a 20 percent point increase as compared to the 2005 Writing Assessment.

Mae M. Walters Elementary School has identified issues concerning challenges in learning. Among these, we have students who are predominantly second language learners and a large influx of immigrant students, having 45 percent ESOL students. As a result, many students need to master skills to succeed at grade level standards, especially reading competencies. Students have a mobility rate of 24 percent, affecting student performance. In addition, 87 percent of our students are considered economically disadvantaged. This results in many families being dependent upon services of government organizations for assistance and/or working to meet their basic needs. Lack of parental involvement and communication between home and school weakens the importance of home and school working together.

Mae M. Walters has identified several areas of opportunities for improvement. Scores on the 2006 FCAT Reading Assessment indicate that 65 percent of the students in grades third through fifth made learning gains, a decrease of seven percentage points from the 2005 FCAT Reading Assessment. Additionally, students in fifth grade scored 49 percent on the FCAT Reading Assessment and 45 percent on the FCAT Mathematics Assessment, a decrease of seven percentage points in Reading and five

percentage points in Mathematics as compared to the 2005 FCAT results.

School Foundation

Leadership:

According to the Organizational Performance Improvement Snapshot assessment results, the Leadership component indicates an overall score of 4.4. The item with the highest scoring results is 1a with a score of 4.5, which is knowledge of the organization's mission. The item with the lowest scoring result is 1g with a score of 4.1, which is the organization asking individuals what they think. Results indicate employees agree that the supervisor of the work location does create a positive environment. Additionally, the Leadership component reflects that the majority of employees is familiar with and understands the organization's mission. Employees expressed an interest in taking a proactive role in the decision making process of the organization.

District Strategic Planning Alignment:

According to the Organizational Performance Improvement Snapshot assessment results, the District Strategic Planning Alignment component indicates an overall score of 4.1. The items with the highest scoring results are 2b and 2c with a score of 4.2, which are one's knowledge of their part in the organization's plans that will affect their work and how one tells if they are making progress on their work group's part of the plan. The item with the lowest scoring result is item 2a with a score of 3.9, which is the organization asking for ideas for future plans. Although the results under the Organizational Performance Improvement Snapshot assessment were positive, employees indicate a desire to have a more active role in the planning of future goals, objectives, projects, programs and activities. Employees would also like additional feedback in the work performance from their supervisors.

Stakeholder Engagement:

According to the Organizational Performance Improvement Snapshot assessment results, the Stakeholder Engagement component indicates an overall score of 4.3. The items with the highest scores are 3a, 3b, 7b, 7f and 7g. These consist of knowledge of the most important customers, keeping in touch with customers, customer satisfaction, high quality work products, law-abiding workplace, and high standards/ethics in the workplace. The item with the lowest score of 3.7 is 7c, which identifies knowledge of the financial status of the workplace. According to the above-mentioned survey, employees would like to be more informed of the budgetary issues that affect their workplace.

Faculty & Staff:

According to the results on the Organizational Performance Improvement Snapshot assessment, this component indicates an overall score of 4.3. The item with the highest score of 4.4 is 5e, which reflects having a safe workplace. The item with the lowest score is 5d with a score of 4.1, which is being recognized for one's work. A conscientious effort to raise staff recognition will be made through communications, such as weekly newsletters and closed-circuit television.

Teacher Mentoring Programs: Beginning teachers are mentored through the Professional Growth Teams and their participation in the Beginning Teacher Program coordinated through the Office of Professional Development. Experienced teachers provide assistance in the areas of classroom management, lesson planning, instructional delivery and data analysis. Additionally, common planning time is scheduled for grade levels to assist teachers in identifying, monitoring, and planning for the implementation of required programs and instructional strategies.

Data/Information/Knowledge Management:

According to the results on the Organizational Performance Improvement Snapshot assessment, this component indicates an overall score of 4.4. The items with the highest score of 4.5 are 4a, 4b, and 4c, which consist of knowledge of how to measure the quality of one's work, knowledge of how to analyze the quality of one's work to see if changes are needed, and utilization of analysis for making decisions about one's work. The item with the lowest scoring result of 4.2 is 4f, which consists of getting the information they need to know about how one's organization is doing. According to the above-mentioned survey, employees are satisfied and able to positively reflect upon the quality of their work and decisions they have to make to improve the quality of their performance. Nevertheless, employees would like more feedback of the work location's performance.

Education Design:

According to the results on the Organizational Performance Improvement Snapshot assessment, this component indicates an overall score of 4.2. The items with the highest score of 4.3 are 6b and 6d, which consist of collecting data regarding the quality of performance and controlling work processes. The item with the lowest score of 4.1 is 6a, which consists of being able to gather all of the resources to perform job tasks. According to the above-mentioned survey, employees are satisfied with the data collecting process that reflects the quality of their work and feel that they have control over their work processes. However, employees lack resources needed to perform tasks necessary under their job description.

Extended Learning Opportunities:

Mae M. Walters Elementary offers an exceptional after-school and Saturday Academy tutorial services for targeted students. Students also participate in the Academic Excellence Program, exposing them to art appreciation and instruction in chess. Mae M. Walters also sponsors clubs that provide varied and extended learning opportunities for students. These include Future Educators of America, Safety Patrol, and Morning Announcers on Eagle Vision.

School-wide Improvement Model:

Mae M. Walters Elementary utilizes the Continuous Improvement Model (CIM) that consists of an eight-step process: Data Disaggregating, Timeline Development, Instructional Focus, Assessment, Tutorials, Enrichment, Monitoring, and Maintenance. It encompasses Best Practices and CRISS, provides for frequent monitoring of performance, bases instructional decision on available data and ensures that the educational needs of all "No Child Left Behind" (NCLB) subgroups are addressed.

Advanced Courses Initiatives & Post Unitary Commitments:

Mae M. Walters offers a class in grades 2-4 identified as Teaching Enrichment Activities for Minorities (TEAM) to promote critical thinking through the implementation of direct instruction that builds thinking skills. Additionally, it offers Academic Excellence Programs in Chess and Art Appreciation.

Performance Results:

According to the results on the Organizational Performance Improvement Snapshot assessment, the overall performance result score for combined components is 4.27. Measurement, Analysis and Knowledge Management is the highest scoring component of 4.4. The Leadership component has resulted in a score of 4.4. Customer and Market Focus resulted in a score of 4.3. Human Resource Focus has a score of 4.3. The Business Results component has a score of 4.2. The Process Management component indicates an overall score of 4.2. Strategic Planning has the lowest score of 4.1.

Performance results indicate that the outdoor suspension rate has decreased due to alternative interventions and behavior management programs. Overall, students and staff members feel safe in the school environment. Mae M. Walters Elementary has a zero violence rate.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

Mae M. Walters Elementary School will improve student performance in Reading.

Needs Assessment

The 2006 Florida Comprehensive Achievement Test (FCAT) results indicate that 71% of students tested achieved high standards. However, only 58% of students in grade 5 accomplished this. Results also indicate that while 65% made learning gains, only 52% of students in grade 5 made them. Additionally, only 57% of the students in the lowest 25% made gains.

A content cluster analysis of the results in grades three through five reflects a need for improvement in the following areas: Students in grade 3 on Reference/Research and Words/Phrases; students in grade 4 on Reference/Research & Comparisons; while students in grade 5 on Words/Phrases and Main Idea/Author's Purpose.

Specific data from the Adequate Yearly Progress (AYP) Report indicates that 62 percent of the students at Mae M. Walters Elementary School scored at or above grade level in the 2006 Reading FCAT. Additionally, students identified under the No Child Left Behind (NCLB) Act met federal standards by scoring at or above grade levels as follows: 62 percent in the Hispanic, 59 percent in the Economically Disadvantaged, and 55 percent in the Limited English Proficiency subgroups.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 72% scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Comprehensive Research-based Reading Plan and the district pacing guide recommendations, through the use of the Houghton Mifflin core reading series, to improve student achievement.	Grade Level Chairpersons Administration	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Provide daily differentiated grouping to meet the needs of all students during the Language Arts/Reading block.	Teachers Administrators	8/14/06	05/30/07	District-wide literacy plan	\$0.00
Incorporate an additional half hour of intervention instruction for all Tier 2 students and students scoring High Risk in the DIBELS monitoring assessment using the district approved research-based intervention programs to provide immediate intensive intervention.	Reading Coaches	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Incorporate planning, modeling and coaching to provide effective reading research-based strategies for teachers.	Reading Coaches	8/14/06	5/30/07	Mentoring Opportunities	\$0.00
Engage students in the Accelerated Reader program in grades two through five to increase comprehension and stamina on students' reading proficiency.	Media Specialist	8/29/06	5/25/07	District-wide literacy plan	\$0.00
Administer screening, in-house benchmark assessments and district interim assessments in order to monitor progress and provide intervention.	Reading Coaches	8/14/06	5/30/07	Small Learning Communities	\$0.00
Provide before and after school tutorial program, twice weekly, that targets students who are not receiving Supplemental Educational Services (SES) to provide further intervention as follows: third grade students scoring 40% or below on the SAT-10 Reading Comprehension Assessment and third through fifth grade students scoring	Administrators	10/16/06	2/23/07	Continuous Improvement Model	\$7200.00

Levels 1 & 2 on the 2006 Reading FCAT Assessment. Use pretest and post-test data to measure effectiveness of program.					
Provide Saturday Academy for students in grades 3-5 to ensure further intervention and maintenance. Use pretest and post-test data to measure effectiveness of program.	Administrators	1/6/07	2/23/07	Continuous Improvement Model	\$4800.00

Research-Based Programs

- * Houghton Mifflin
- * CRISS Strategies
- * Passport to Voyager
- * Early Success
- * Soar to Success
- * Quick Reads program

Professional Development

- * Creating Independence Through Student-Owned Strategies (CRISS) Refresher
- * Voyager Passport
- * Early Success
- * Soar to Success intervention program
- * Analysis of DIBELS and SAT/FCAT results
- * Houghton Mifflin Implementation Model for new teachers
- * Research on the BIG 5 as identified by the National Reading Panel
- * Differentiated Instruction and additional professional development based on needs identified by Reading Coaches.
- * Continuous Improvement Model (CIM)

Evaluation

Formative:

- * DIBELS screening and progress monitoring assessments
- * In-house weekly benchmark assessments
- * District interim assessments

Summative:

- * 2007 FCAT Reading Assessment

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

Mae M. Walters Elementary School will improve student performance in Mathematics.

Needs Assessment

The 2006 FCAT Mathematics results indicate that 65% of students tested achieved high standards; however, only 55% of students in grade 5 accomplished this. Results also indicated that, while 74% made learning gains, only 55% of students in grade 5 accomplished this.

A content cluster analysis of the results in grades three through five reflects a need for improvement in the following areas: Students in grade 3 on Measurement; students in grade 4 on Geometry, Algebraic Thinking & Data Analysis; while students in grade 5 on Number Sense.

Specific data from the Adequate Yearly Progress (AYP) Report indicates that 57 percent of the students at Mae M. Walters Elementary School scored at or above grade level in the 2006 Mathematics FCAT. Additionally, students identified under the No Child Left Behind (NCLB) Act met federal standards by scoring at or above grade levels as follows: 57 percent in the Hispanic, 52 percent in the Economically Disadvantaged, and 47 percent in the Limited English Proficiency subgroups. As a result of this data, the Limited English Proficiency subgroup will need to demonstrate a 10 percent point increase in students achieving high standards on the 2007 FCAT Mathematics Assessment in order to meet the state required level of performance.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 66% scoring at level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, limited English proficient (LEP) students will improve their mathematics skills as evidenced by 56% scoring at a level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Align the district's pacing guide to the Houghton Mifflin Mathematics series to improve student achievement.	Grade Level Chairpersons	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide performance-based activities, incorporating the use of manipulatives, problem solving, technology and daily FCAT practice from the core Mathematics series, to promote critical thinking, including LEP and ESE students.	Teachers Administrators	8/14/06	5/30/07	Inclusion	\$0.00
Incorporate FCAT Mathematics "Word of the Day" through closed-circuit television to expand students' vocabulary development.	Mathematics/Science Resource Teacher	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Provide in-house strand assessments and district interim assessments to monitor progress and provide intervention.	Mathematics/Science Resource Teacher	8/14/06	5/24/07	Small Learning Communities	\$0.00
Provide Mathematics Curriculum Content in Spanish, or using ESOL strategies, to LEP students at ESOL level 1 and 2, in order to improve comprehension.	CCHL/CCE Teachers Administrators	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Provide before and after school tutorial program, twice weekly, that targets students who are not receiving Supplemental Educational Services (SES), with special focus on LEP students, to provide further intervention on the five strands, as follows: third grade students scoring 40% or below on the SAT-10 Mathematics Assessment and third-fifth grade students scoring Levels 1 & 2 on the 2006 FCAT Mathematics Test. Use	Administrators	10/9/06	2/23/07	Continuous Improvement Model	\$7200.00

pretest and post-test data to measure effectiveness of program.					
Provide Saturday Academy for students in grades 3-5, with special focus on LEP students to provide further intervention and maintenance. Use pretest and post-test data to measure effectiveness of program.	Reading Coaches Administrators	1/13/07	2/24/07	Continuous Improvement Model	\$4800.00

Research-Based Programs

- * Houghton Mifflin Mathematics
- * SMILE Strategies

Professional Development

- * Students Performance Indicators (SPI)/data retrieval
- * Data analysis to use in planning strategies and instruction
- * SMILE Math/Science Strategies (in-house)
- * Riverdeep Technology Training
- * Additional professional development based on needs identified by mathematics teachers.
- * Training for Mathematics Leader who, in turn, will provide professional development for classroom teachers.
- * Continuous Improvement Model(CIM)

Evaluation

Formative:

- * In-house biweekly strand assessments
- * District interim assessments

Summative

- * 2007 FCAT Mathematics Assessment

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

Mae M. Walters Elementary School will improve student performance in Writing.

Needs Assessment

The 2006 FCAT Writing+ results indicate that 98% of fourth grade students scored 3.5 and above on the prompt response. Results also indicate that 85% of students scored at 4.0 or higher. Additionally, the mean Writing+ score of 318 was 19 points above the District and 22 above the State results.

The 2007 school performance in writing will need to be maintained in order to demonstrate proficiency as defined by the No Child Left Behind (NCLB) Act.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will maintain their writing skills as evidenced by 98% of students scoring 3.5 or higher on the 2007 administration of the FCAT Writing+ Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement District pacing guide recommendations, based on the Houghton Mifflin core reading series, to increase student knowledge of expository and narrative writing.	Grade Level Chairpersons	8/14/06	5/30/07	District Strategic Plan	\$0.00
Integrate strategies from the Florida Writing Assessment Practice Book that outlines keys to effective writing for the purpose of improving writing skills in grades 3-5.	Teachers Administrators	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Integrate the supplemental writing program, "Teach Me Writing" to improve writing skills in grades K -2.	Teachers Administrators	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Incorporate pre-, mid-, and post- writing assessments as instructional classroom tools to monitor progress.	Reading Coaches	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Implement daily journal writing for students in grades kindergarten through five to provide practice in the writing process.	Grade Level Chairpersons	8/14/06	5/30/07	District-wide literacy plan	\$0.00

Research-Based Programs

- * Houghton Mifflin
- * CRISS Strategies

Professional Development

- * Instructional strategies to improve student revision techniques
- * Analysis of students' writing samples to guide instruction and identify needs
- * Holistic Scoring
- * Continuous Improvement Model (CIM)

Evaluation

Formative:

- * District assessments

Summative:

- * 2007 FCAT Writing+ Assessment

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

Mae M. Walters Elementary School will improve student performance in Science.

Needs Assessment

The 2006 Florida Comprehensive Achievement Test (FCAT) results indicate that 30% of students tested achieved high standards compared to 35% throughout the state. Results also indicate that fifth grade students, scoring a mean scale score of 274 were 14 points below the district and 25 below the state. This also indicated a decrease of 6 points compared to the results of the 2005 administration.

The 2006 FCAT Science cluster analysis indicates that students in grade 5 scored 36 percent on the Earth/Space and 46 percent on the Life/Environmental clusters. The 2007 school performance in science will need to show increased gains to meet the District scores.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 55% scoring at a Level 3 or higher on the 2007 administration of the FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Align the District's Pacing Guide and the Harcourt Brace Science series to improve student achievement.	Grade Level Chairpersons	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide classroom instruction involving problem-solving through the scientific method, inquiry-based learning, as evidenced by lesson plans, to emphasize higher order thinking.	Teachers Administrators	8/14/06	5/30/07	District Strategic Plan	\$0.00
Incorporate weekly hands-on activities, as evidenced by lesson plans, to enhance real-life science concepts.	Teachers Administrators	8/14/06	5/30/07	School-to-Career	\$0.00
Provide in-house strand assessments and district interim assessments to monitor progress and provide intervention.	Math/Science Resource Teacher	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Host annual school wide Science Fair, using a 13-point rubric, to showcase students' acquired skills on the scientific method.	Science Fair Committee Chairperson	3/26/07	3/29/07	Career Development Programs	\$0.00

Research-Based Programs

- * Harcourt Science
- * SMILE Strategies

Professional Development

- *Data analysis to use in planning strategies and instruction
- *Scientific Thinking Strand Strategies to enhance instruction
- *FOSS Science Kits
- *CRISS/SMILE strategies (in-house)
- *Continuous Improvement Model (CIM)

Evaluation

Formative:

- * In-house monthly strand assessments
- * In-house pre-, mid-, and post- tests for students in grades 4-5

Summative:

- * 2007 FCAT Science Assessment

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Mae M. Walters Elementary School will improve communication and parental involvement.

Needs Assessment

The results of the 2005-2006 Title I Parent Outreach Monthly School Report indicate that 4,908 parents attended school sponsored events i.e. parent workshops, recognition programs and advisory meetings, an average of six percent of all parents. The annual school's Open House had 999 parents in attendance, while the other activities throughout the year had an average of 18 parents in attendance. The 2006-2007 Title I Parent Outreach Monthly School Report will need to show a five percent increase in the number of parents participating in school related activities as supporters, learners, and advisors, in order to promote student achievement.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 3% increase in parental and community interaction as evidenced by comparing the parent attendance logs for the 2006-2007 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Establish a Title One Parent Contract with parents to collaborate in the educational process by reinforcing Reading, Writing, Mathematics, and Science at home, as well as, participate in school-related activities.	Administrators	8/14/06	5/30/07	Community Partnerships	\$0.00
Disseminate monthly parent newsletter/calendar, in students' home language, to include school related events, testing schedules, school policies and student/parent recognitions to improve home-school communications and parental involvement.	Administrators	8/14/06	5/30/07	Community Partnerships	\$0.00
Initiate school wide volunteer recruitment to increase participation of parents.	Counselor	8/14/06	5/30/07	Community Partnerships	\$0.00
Plan, advertise and deliver inservices for parents targeting Reading, Writing, Mathematics and Science strategies to help equip parents with skills to assist in student achievement.	Parent Involvement Committee Chairperson	8/14/06	5/30/07	District Strategic Plan	\$500.00
Provide and maintain a parent resource center with instructional materials for check-out and use at home. Additionally, parents will be encouraged to use the resources available through the Parent Academy.	Community Involvement Specialist	10/14/06	5/30/07	Community Partnerships	\$1633.00

Research-Based Programs

*Families Building Better Readers

*National P.T.A. Standard IV Overview to promote parental involvement.

Professional Development

- * Customer Service Techniques
- * Community Involvement Strategies
- * National P.T.A. Standard IV Overview to promote parental involvement.

Evaluation

Formative:

- * parental involvement logs
- * sign-in sheets
- * parent surveys

Summative:

- * 2006-2007 Title I Parent Outreach Monthly School Report

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Mae M. Walters Elementary School will improve student behavior.

Needs Assessment

An assessment of data indicates a need to reduce the number of Student Case Management (SCM) Referral forms at Mae M. Walters Elementary School. During the 2005-2006 school year, 205 SCM referrals were made as a result of students who violated the Code of Student Conduct.

Measurable Objective

Given the Code of Student Conduct and an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of Student Case Management referrals during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue implementing a school-wide discipline plan to provide uniformity in expectant behaviors.	Administrators	8/14/06	5/30/07	District Strategic Plan	\$0.00
Continue implementing a School Safety Patrols Program to promote a safe environment.	Safety Patrol Advisor	8/14/06	5/30/07	District Strategic Plan	\$0.00
Incorporate character education into the curriculum, as evidenced by lesson plans, to foster good citizenship and build self-confidence in students.	Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide counseling for students with an excessive number of Case Management referrals to improve behavior.	School Counselor	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide behavior modification and individual/group sessions based on student case management referrals to improve behavior.	School Counselor	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide instructional personnel with strategies to promote consistent behavioral management techniques.	School Counselor	8/14/06	5/30/07	Small Learning Communities	\$0.00
Provide parent inservice on strategies and parenting tips to promote appropriate behavior in school.	School Counselor	11/15/06	11/15/06	Community Partnerships	\$0.00
Coordinate student participation in the Project Drug Abuse Resistance Education (DARE) Program to provide skills to avoid involvement in drugs, gangs and violence.	Fifth Grade Chairperson	3/12/07	5/25/07	School-to-Career	\$0.00

Research-Based Programs

- * D.A.R.E.
- * TRUST
- * Substance Education Curriculum
- * Canter's Assertive Discipline

Professional Development

- * Strategies for consistent behavioral management
- * M-DCPS Character Education Program

Evaluation

Formative:

- * Quarterly review of referrals

Summative:

- * 2007 Student Case Management referral data

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Mae M. Walters Elementary School will increase student use of technology.

Needs Assessment

End of the year data on the usage of the Learning Today Program software indicates that, in 2005-2006, students had a mean usage time of 9.9 hours, an overall 14.1 below the recommended time of 25 hours. Furthermore, data also reflects that students in grade one had a mean usage time of 7.92 hours, in second 11.16, in third 5.86, in fourth 9.9 and in fifth 4.79. Technology resources will be used to enhance learning and promote use of technology, vitally needed to compete in our global economy.

Measurable Objective

Given an emphasis on the use of technology in education, all Limited English Proficient (LEP) students will increase their usage of the Learning Today Program as evidenced by a 40 percent increase during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze 2005-2006 students' time-on-task results of Learning Today with individual teachers of reading to identify target increase need.	Administrators	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Provide rosters identifying all LEP students in levels 1-4 to ensure daily participation in the Learning Today Program.	Microsystems Technician	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide in-services to teachers, stressing the benefits, to promote daily usage.	Administrators	9/25/06	9/25/06	Small Learning Communities	\$0.00
Use generated reports to monitor the weekly usage of Learning Today's "Smart Tutor" and assist teachers on ways to increase usage.	Microsystems Technician	10/6/06	5/30/07	Continuous Improvement Model	\$0.00
Provide incentives for students to encourage the use for the allocated time daily.	Administrators	10/6/06	5/30/07	District-wide literacy plan	\$1000.00

Research-Based Programs

* Learning Today Web-Based Computer Program.

Professional Development

* Learning Today to encourage its use as an enhancement for reading achievement.

* Provide professional development on computer access to increase comfort level of teachers.

Evaluation

Summative:

- * 2006-2007 Learning Today software usage records

Formative:

- * Monthly time on task reports

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Mae M. Walters Elementary School will improve student health and physical fitness.

Needs Assessment

Based on the results of the 2005-2006 FITNESSGRAM, 78 percent of students in grades four and five had passing scores. These results indicate a need for students to continue to be more physically active and health conscious.

Measurable Objective

Given instruction based on the Miami Dade County Public Schools mandated FITNESSGRAM standards, students in grades four and five will improve physical fitness skills as evidenced by 79 percent obtaining gold and silver recognition on the FitnessGram standards as compared to the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide daily activities that emphasize improvement in cardiovascular, flexibility, and muscular strength to promote physical fitness.	Physical Education Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide gradual increase of cardiovascular and endurance activities to build stamina to run a mile.	Physical Education Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide lessons on healthy eating habits and the food groups to raise health consciousness.	Physical Education/Classroom Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide information/literature related to physical fitness, as evidenced in lesson plans, to raise health awareness.	Physical Education Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Incorporate weekly "Healthy Minute" on closed circuit television, to encourage positive lifestyles and healthy habits.	Wellness Committee Chairperson	10/1/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

- * FITNESSGRAM.

Professional Development

- * CRISS strategies
- * Rhythm and Dance
- * Integrating FCAT Strategies in the Physical Education classroom
- * Games and Fit to Achieve activities

Evaluation

* 2007 FITNESSGRAM results

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 9 STATEMENT:

Mae M. Walters Elementary School will increase students' participation in chess.

Needs Assessment

Based on the need to increase critical thinking skills, students would benefit from a chess program that builds a strong intellect and improves cognitive ability. The ability to play chess promotes logical thinking, reinforces the skills of pattern recognition and instills a sense of self-confidence and self-worth.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the chess club's participation in competitions will increase by 50% during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Academic Excellence Program's Chess Component to promote critical thinking skills.	Chess Sponsor	9/13/06	5/25/07	Communities of Practice	\$6958.00
Utilize technology simulation games, as evidenced by lesson plans, to promote critical thinking skills.	Sponsor	09/13/06	05/25/07	School-to-Career	\$0.00
Provide after-school chess club meetings twice per week, as evidenced by attendance logs, to increase practice.	Sponsor	9/13/06	5/25/07	Expanding arts opportunities	\$0.00
Provide simulated-type competition activities within club meetings to provide practice of skills learned.	Sponsor	9/13/06	5/25/07	Academic Teams	\$0.00
Increase parental support through active involvement in student chess competitions.	Sponsor	9/13/06	5/25/07	Community Partnerships	\$0.00

Research-Based Programs

- * Chess in the Schools
- * Chess Mate

Professional Development

- * District sponsored chess inservices

Evaluation

Formative:

- * Attendance logs

Summative:

- * 2006-2007 chess tournaments participation results.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 10 STATEMENT:

Mae M. Walters Elementary School will improve its statewide ranking in the Return on Investment (ROI) Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicates that in 2004, Mae M Walters ranked at the 72nd percentile on the State of Florida ROI Index, an increase of 3 percentile points over the 2003 ranking.

Measurable Objective

Mae M. Walters Elementary School will improve its ranking on the State of Florida ROI Index publication from 72nd percentile in 2004 to the 73rd percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/14/06	5/30/07	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administrators	8/14/06	5/30/07	Transition and Articulation Programs	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	8/14/06	5/30/07	Community Partnerships	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administrators	8/14/06	5/30/07	Community Partnerships	\$0.00
Use student data to target specific areas for improvement and make purchases that will assist in improving student achievement.	Administrators	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

* Continuous Improvement Model (CIM)

Professional Development

- * Money Matters Support Program Inservices:
 - * Management & Compliance Overview
 - * FTE/FEFP Overview
 - * Title I/Grants Overview
 - * Food & Nutrition
 - * Before/After School Programs Management
 - * Voluntary Pre-K
 - * Internal Accounting Overview
 - * Procurement Credit Card
 - * Labor Contracts

Evaluation

Summative:

State of Florida ROI Index publication

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The EESAC recommended that an allocation be used for services in the Extended Day Services (Morning & Afternoon Tutoring), Saturday Academy, and hourly teachers. These services would provide intervention strategies to targeted students.

Training:

The EESAC recommended that teacher in-services be provided in the areas of reading, writing, mathematics, science and data analysis. Teachers have participated in CRISS, SMILE, Project OWL, Project BEAR, Project Right Beginnings and Project DRAW. Professional development will include district and school-site based.

Instructional Materials:

The EESAC recommended and assisted in the selection of, and approved the purchased of, research-based materials according to student needs as identified on the various forms of assessments.

Technology:

The EESAC recommended the purchase of technology to enhance student achievement. Technology is infused through the use of Accelerated Reader, STAR, Waterford, FCAT Explorer, Riverdeep, Compass Learning, READ 180 and Learning Today.

Staffing:

The EESAC recommended the use of FCAT tutors, hourly teachers, and paraprofessionals to promote a better learning environment.

Student Support Services:

The EESAC recommended counseling of third grade retainees and continuation of the School Support Team. In addition, the EESAC recommended a systematic approach and process to monitor and track the progress of students in the early grades prior to entering third grade. This process will closely monitor the academic progress of LEP students and students working below grade level standards by the general education teachers, ESOL teachers ESE teacher and the School Support Team.

Other Matters of Resource Allocation:

The EESAC recommended the EESAC funds to be used to purchase supplemental materials to enhance the standard curriculum. Also, the EESAC recommended that funds be distributed towards the purchase of additional Accelerated Reader Exams, Accelerated Reader incentives and FCAT incentives for students who have met their goals. Furthermore, the EESAC recommended that in order to enhance the learning community at Mae M. Walters, representation of teacher of every grade level and department are to participate in every existing committee in the school.

Benchmarking:

The EESAC recommended continuation of staff development, especially for teachers new to the grade level and first year teachers.

School Safety & Discipline:

The EESAC recommended several programs in the areas of safety, including D.A.R.E., use of safety patrols, Walk Safe Program, security monitors, a crossing guard and Do the Right Thing. For discipline, the EESAC recommended the consistency of school and cafeteria rules and the established incentive programs to be followed.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$12,000.00
Goal 2: Mathematics	\$12,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$2,133.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$1,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$6,958.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$34,091.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent