
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5711 - Mae M. Walters Elementary School

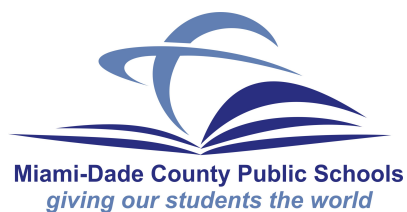
FeederPattern: Hialeah Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Jacqueline Arias

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 building currently has a two-story main building, a six classroom building, a four-classroom kindergarten building, a resource room and two relocatable buildings, which houses a Pre-Kindergarten and one exceptional students education (ESE) class and one Limited English Proficient (LEP) class. The school has acquired a new state-of-the-art media center, computer laboratory and a new building which houses additional classrooms and an ESE classroom. 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 883 students. The neighboring middle school, Henry H. Filer Middle School, provides community and adult education. Several students at Mae M. Walters are currently attending an 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 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 in grades three through five will improve their reading skills as evidenced by 69% scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 64% scoring at level 3 or higher on the 2006 administration of the FCAT-Mathematics.

Given instruction based on the Sunshine State Standards, students in fourth grade will improve the writing skills as evidenced by 90% of students scoring at 3.5 or higher on the 2006 administration of the FCAT Writing Test, a 1% increase as compared to the 2005 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the district mean scale score of 286 on the 2006 administration of the FCAT-Science.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the parent attendance logs for the 2004-2005 and 2005-2006 school years.

Given emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 1% decrease in the number of indoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Given instruction based on the Sunshine State Standards and the emphasis on the use of technology in education, first through fifth grade LEP students in levels 1-4 will improve their post test reading scores by 5% on the Learning Today Program assessment as compared to the pretest scores.

Given instruction based on the Miami Dade County Public Schools mandated FitnessGram standards, students in grades four and five will improve by 1% percent obtaining gold and silver recognition on the FitnessGram standards as compared to the 2004-2005 school year.

Given emphasis on the benefits of participating in advanced academic programs, the chess club will increase by 50% of the amount of participation in chess competitions as compared to the 2004-2005 school year.

Mae M. Walters Elementary School will improve its ranking on the State of Florida ROI index publication from 69th percentile in 2003 to the 70th 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 Leadership. According to the above-mentioned survey, results indicate Strategic Planning had an average score of 4.0 and Leadership had an average score of 4.1 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 will be beneficial for the continuing success of Mae M .Walters Elementary School. Based on these results, this organization would establish specific sub-committees with clear objectives and directions of any decision making activities, projects and/or goals of the school, district and state.

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

The focus of the Mae M. Walters Elementary School Improvement Plan is based on the academic assessment of our students, the expected high levels of achievement and the socio-economic status of our community. Believing that all students can learn and achieve in all academic areas, the school will provide a stimulating, supportive, and nurturing atmosphere to acquire 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, technology and the sciences.

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 883, including students that are predominantly second language learners, having 47 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 85 percent of our students. Additionally, the mobility index rate consists of 22 percent.

Mae M. Walters employs a total of 93 staff members. Our staff includes 74 full time and 19 part time members. Our staff is composed of two administrators, two reading coaches, two exceptional education teachers, one ESOL (English Speakers of Other Languages) teacher, two physical education teachers, one itinerant and one full time music teacher and art teachers, three Spanish teachers, two full time and one itinerant curriculum content in the home language teachers, one guidance counselor, one speech pathologist and one media specialist. In addition, we have five full time and four part time paraprofessionals and six custodial service workers. Our staff includes 15 teachers who are within their first three years of teaching and 21 that have advance degrees.

Mae M. Walters Elementary Schools has been awarded the Reading First Grant through the Florida Department of Education. 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 2005 FCAT Test reveal numerous areas of strengths for Mae M .Walters Elementary School. Scores on the 2005 FCAT Reading and Mathematics Test indicate that 68 percent and 63 percent, respectfully, of students on grades three through five have scored at or above FCAT Achievement Level 3, a three percent increase as compared to the 2004 FCAT Reading Test results. Furthermore, 2005 FCAT Results scores indicate that over 50 percent of the No Child Left Behind subgroups met state standards, an increase of 2 percent and 3 percent as compared to the 2004 FCAT Reading and Math Tests, respectfully. FCAT 2005 Writing scores indicate improvement in the area of Writing. Scores on the 2005 FCAT Writing Test revealed that 95 percent of students scored 3.0 or above, a seven percent point increase as compared to the 2004 FCAT Writing Test. Additionally, scores on the 2005 administration of the FCAT Writing Test indicate that 66 percent of students scored a 4.0 and above, a 13 percent point increase as compared to the 2004 Writing Test.

Mae M. Walters Elementary School has identified issues concerning challenges in learning. Among these are Mae M. Walters students are predominantly second language learners, influx of immigrant students, having 47 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 22 percent, affecting student performance. In addition, 85 percent of our students are considered economically disadvantaged. This results in many families 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 lessens the importance of home and school working together.

Mae M. Walters Elementary School has identified several areas of opportunities for improvement. Among these are the learning gains fourth and fifth grades are making on the FCAT Reading Test. Scores on the 2005 FCAT Reading Test indicate that fourth and fifth grade students, levels three through five, made learning gains of 19 percent and 20 percent, respectfully. Additionally, the lowest 25 percentile of students in third through fifth grades are not making adequate learning gains, in both Reading and Mathematics. Scores on the 2005 FCAT Science Test indicate that fifth grade students scored a mean scale score of 280, 6 points below the district and 16 points below the state mean scale score.

School Foundation

Leadership:

According to the Organizational Performance Self Assessment Survey results, the Leadership component indicates an overall score of 4.1. The items with the highest scoring results is 1a with a score of 4.6, which is knowledge of the organization's mission. The item with the lowest scoring result is 1g with a score of 3.7, which is the organization asking individuals what they think. The Leadership component reflects that the majority of employees are familiar with and understand the organization's mission. Employees expressed an interest in taking a proactive role in the decision making process of the organization. Additionally, results indicate employees' agree that the supervisor of the work location does create a positive environment.

District Strategic Planning Alignment:

According to the Organizational Performance Self Assessment Survey results, the District Strategic Planning Alignment component indicates an overall score of 4. The items with the highest scoring results are 2b and 2c with a score of 4.1, 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 3.7, which is the organization asking for ideas for future plans. Although, results under the Organizational Performance Self Assessment Survey were positive, employees indicate a desire to have a more active role in the planning of future goals, objectives, projects, programs and activities. Nevertheless, employees would like additional feedback in the work performance from their supervisors.

Stakeholder Engagement:

According to the Organizational Performance Self Assessment Survey results, the Stakeholder Engagement component indicates an overall score of 4.25. The items with the highest score of 4.5 are 3a,3b,7a,7b,and 7i. These items consist of the following: knowledge of the most important customers, keeping in touch with customers, customer satisfaction, work products meeting requirements for high quality and excellence, and being satisfied with one's job. The lowest scoring item of 3.6 is 7c which is knowledge of how the organization is doing financially. Results under the Stakeholder Engagement indicate an overall satisfaction with quality of employees' work performance. Nonetheless, the employees would like to be more knowledgeable with the financial aspects of the organization. A more collaborative approach between the Leadership Team of Administrators and Teachers members and the participation of the EESAC members toward the strategic planning of the school and monitoring progress, such as conducting simultaneous meetings for the development and monitoring of the School Improvement Plan.

Faculty & Staff:

According to the results on the Organizational Self Assessment Survey, the Faculty and Staff component indicates an overall score of 4.15. The items with the highest score of 4.4 are 5b and 5e, which consist of cooperating as a team and having a safe workplace. The item is the lowest score is 5d with a score of 3.8, which is being recognized for one's work.

Teacher Mentoring Programs:

Continuous teacher mentoring support is offered through the identification of a mentor teacher and also through the scheduling of common grade group planning sessions aimed to assist teachers in identifying, monitoring and

implementing required instructional strategies and programs. In addition, our school has developed an in-house buddy system to assist teachers new to our school as well as the profession. Our school has three National Board Certified teachers who participate in the Florida Excellent Teacher Program, which serves as a mentoring service. In addition, a Professional Growth Team provides assistance to new teachers in the areas of classroom management, lesson planning, instructional delivery, and data analysis. The team also provides support and constructive feedback to new teachers on an on-going basis.

Data/Information/Knowledge Management:

According to the results on the Organizational Self Assessment Survey, the Data/Information/Knowledge Management 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 analyses for making decisions about one's work. The items with the lowest scoring results of 4.3 are 4e and 4f, which consist of getting all important information they need in order to do one's work and 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 self reflect positively towards the quality of their work and decisions they have to make to improve the quality of their performance. Additionally, employees are satisfied with the information provided and how it related to the organization's performance.

Education Design:

Extended Learning Opportunities:

Mae M. Walters Elementary offers an exceptional after-school and Saturday Academy tutorial service for targeted students. Students also participate in the Academic Excellence Program, exposing them to art appreciation. Mae M Walters also sponsors clubs that provide varied and extended learning opportunities for students. These include Future Educators of America, Safety Patrol, Chess Club, 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: 1. Data Disaggregating 2. Timeline Development 3. Instructional Focus 4. Assessment 5. Tutorials 6. Enrichment 7. Monitoring 8. 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 TEAM, Teaching Enrichment Activities for Minorities. It also promotes critical thinking through the implementation of a Chess Club and the Academic Excellence Program.

Performance Results:

According to the results on the Organizational Self Assessment Survey, the overall performance result score for combined components is 4.19. Measurement, Analysis and Knowledge Management is the highest scoring component of 4.4. Customer and Market Focus resulted in a score of 4.3. Human Resource Focus has a score of 4.2. The Business Results component has a score of 4.2. The Leadership component has resulted in a score of 4.1. The Process Management component indicates an overall score of 4.1. Strategic Planning has the lowest score of 4.0. Performance results indicate that outdoor suspension rate has decreased due to alternative interventions and behavior management. Overall, students and staff members feel safe in the school environment. Many factors encompassing

safety performance are due to intensive safety and supervision procedures. Most employees are aware of the needs and wants of their customers. 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 1 STATEMENT:

Mae M. Walters Elementary students will make sufficient annual learning gains to acquire the skills, knowledge, and competencies needed to meet State Standards in the area of reading.

Needs Assessment

Although, Mae M. Walters Elementary has met high standards, this objective was written to address the following data: scores on the 2005 FCAT Reading Test indicate that 59% of fourth grade students in the lowest 25% did not make adequate learning gains and only 19% in Levels 3-5 did make an increase of achievement level gains. In addition, scores on the FCAT Reading Test indicate that fifth grade students in the lowest 25% made learning gains based on achievement levels and only 4% based on developmental scale of annual growth. Scores on the FCAT Reading Test also indicate that fifth grade students in levels 1 and 2 made 37% learning gains and fifth grade in Levels 3-5 made 20% learning gains based on achievement levels.

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 in grades three through five will improve their reading skills as evidenced by 69% scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate an additional hour of intervention instruction for all Tier 3 students in grade three using the district approved research-based intervention programs.	Teachers Reading Coaches Administrators	8/15/2005	5/24/2006
Provide before and after school tutorial program that targets third grade students scoring 40% or below or lower on the SAT-10 Reading Comprehension Subtest and third through fifth grade students scoring Levels 1 & 2 on the 2005 Reading FCAT Test.	Reading Coaches Administrators	9/19/2005	2/13/2006
Provide Saturday tutorial program that targets third grade students scoring 40% or lower on the SAT-10 Reading Comprehension Subtest and scoring Levels 1 on the 2005 Reading FCAT Test.	Reading Coaches Administrators	10/1/2005	2/11/2006
Sponsor school-wide motivational programs to encourage reading at school and at home, such as Accelerated Reader as evidenced by class rosters and reading logs.	Media Specialist Teachers Administrators	8/29/2005	5/12/2006
Provide daily differentiated grouping to meet the needs of all students during the Language Arts/Reading Block, especially targeting students in levels 3-5.	Teachers Reading Coaches Administrators	8/8/2005	5/24/2006
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.	Teachers Reading Coaches Administrators	8/15/2005	5/24/2006
Provide screening, progress monitoring and assessment to students to monitor progress, especially targeted students with learning deficiencies.	Reading Coaches Teachers Administrators	8/8/2005	5/24/2006
Develop grade level scope and sequence, based on the Houghton Mifflin core reading series, SAT/FCAT, and progress monitoring assessments.	Reading Coaches Teachers Administrators	8/8/2005	5/24/2006

	Grade Level Chairpersons		
Incorporate planning, modeling and coaching effective reading research-based strategies.	Reading Coaches Teachers Administrators	8/22/2005	5/24/2006
Incorporate part of the Inclusion Language Arts/Reading block in third, fourth, and fifth grade with the collaboration of co-teaching instruction between the teacher of students with disabilities and the general education teacher as evidenced by schedules and lesson plans.	General Education Teachers Special Education Teachers Administrators	8/8/2005	5/24/2006

Research-Based Programs

The research-based core reading program at Mae M. Walters is Houghton Mifflin, following the the Comprehensive Reading Research-based Plan. Additional research-based programs utilized by Mae M. Walters Elementary are the following:

- * CRISS strategies
- * Passport to Voyager
- * Early/Soar to Success intervention programs
- * STAR/ Accelerated Reader Program
- * Quick Reads program
- * Continuous Improvement Model (CIM)

Professional Development

The following professional development opportunities will be provided for the Mae M. Walters Staff:

- * Creating Independence Through Student-owned Strategies (CRISS)
Refresher
- * Voyager Passport
- * Early Success
- * Soar to Success intervention program
- * Student Performance Indicators Data Analysis
- * Analysis of DIBELS and SAT/FCAT results
- * Houghton Mifflin Implementation Model
- * 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

The evaluation component will include the FCAT as the final data of evaluation, but will also incorporate DIBELS, and school site based pretest, mid-year, and post test reading assessments as a progress monitoring tool.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 2 STATEMENT:

Mae M. Walters Elementary students will make annual learning gains sufficient to acquire the skills, knowledge and competencies needed to master State standards in the area of mathematics.

Needs Assessment

Although Mae M. Walters Elementary School has met high standards, scores on the 2005 FCAT-Mathematics indicate that 13% of the rising 3rd graders (that have scored 25% or less on the 2004 SAT Mathematics Subtest) scored levels 3-5. Furthermore, scores on the 2005 FCAT-Mathematics indicate that fourth grade students in the lowest 25% made 19% learning gains based on achievement levels. Scores on the 2005 FCAT-Mathematics indicate that fourth grade students in levels 1 & 2 made 18 % learning gains based on achievement levels. Additionally, 53% of fifth grade students in Levels 3-5 did not make learning gains based on achievement levels.

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 grades three through five will improve their mathematics skills as evidenced by 64% scoring at level 3 or higher on the 2006 administration of the FCAT-Mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Saturday Academy for third grade students scoring 40% or below on the SAT-10 Mathematics Test and third grade students scoring levels 1 on the 2005 FCAT Mathematics Test.	Reading Coaches Administrators	10/1/2005	2/11/06
Provide students with performance-based activities, incorporating the use of manipulatives, problem solving, critical thinking, technology and daily FCAT practice from the core Mathematic series, incorporating progress monitoring assessments that are SAT/FCAT correlated.	Teachers Administrators Grade Level Chairpersons	8/8/2005	5/24/06
Provide an uninterrupted daily 60-minute block in Mathematics for Kindergarten-5th grade.	Teachers Administrators	8/8/2005	5/24/2006
Provide an Extended Day Tutorial Program, before and after school, for third grade students scoring 40% or below on the SAT-10 Mathematics Test and third-fifth grade students scoring levels 1 & 2 on the 2005 FCAT Mathematics Test.	Reading Coaches Administrators	9/19/2005	2/13/2006
Incorporate daily FCAT Math vocabulary words through close-circuit television.	Teachers Media Specialist Administrators	8/29/05	5/11/06
Provide and utilize district recommended Mathematics Long-Range Plans for K-5th grade, especially targeting students in Levels 3-5.	Teachers Administrators	8/8/2005	5/24/2006
Collaborate for part of the inclusion mathematics block in fourth and fifth grades a a co-teaching model between the teacher of Students w/Disabilities and the General Education teacher as evidenced by schedules and lesson plans.	Special Education Teachers General Education Teachers Administrators	8/8/05	5/24/06

Research-Based Programs

The research-based core mathematics program at Mae M. Walters Elementary is Houghton Mifflin. Additional research-based programs utilized at Mae M. Walters Elementary include the following:

- * SMILE
- * CRISS
- * Continuous Improvement Model (CIM)

Professional Development

The following professional development opportunities will be provided to the staff at Mae M. Walters:

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

Evaluation

The evaluation component will include that 64% of students score at a Level 3 or higher in the 2006 FCAT-Mathematics as the final data of evaluation, but will also incorporate school site based pretest, mid-year, and post test mathematics assessments as a progress monitoring tool.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 3 STATEMENT:

Mae M. Walters Elementary students will make annual learning gains sufficient to acquire the skills, knowledge and competencies needed to master or meet the State Standards in the areas of writing.

Needs Assessment

Although, 95 % of fourth grade students scored 3.0 and above on the FCAT Writing Test, 89% scored 3.5 and above. Additionally, scores on the 2005 administration of the FCAT Narrative Writing Test indicate that 68% of students have scored a 4.0 or above, a 1% decrease as compared to the 2004 FCAT Narrative Writing Test. Additionally, writing rubric scores indicate that in the fourth quarter of the 2004-2005 school year 59% of first grade students scored Low in the Narrative and 54% scored Low in the Expository District Prompts used at the school-site.

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 fourth grade will improve the writing skills as evidenced by 90% of students scoring at 3.5 or higher on the 2006 administration of the FCAT Writing Test, a 1% increase as compared to the 2005 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Support teachers using the Cycle of Support in the area of writing; planning, modeling writing lessons and coaching teachers.	Reading Coaches Teacher Administrators	8/15/05	5/24/06
Incorporate quarterly writing assessments as instructional classroom tools.	Teachers Administrators	8/22/05	5/24/06
Interpret and analyze assessment data using monthly in-class writing results and quarterly assessments to serve as progress monitoring tools.	Reading Coaches Teachers Grade Level Chairpersons Administrators	8/22/05	5/24/06
Conduct professional development workshops for teachers as evidenced by attendance rosters.	Reading Coaches Teachers Administrators	8/22/05	5/16/06
Incorporate writing strategies in grades K-5th to improve writing skills as evidenced by lesson plans. Additionally, utilize the supplemental writing program, "Teach Me Writing" and Lucy Calkins Writing Workshop for grades K -2nd.	Reading Coaches Teachers Administrators	8/8/05	5/24/06
Incorporate read-aloud as an integral part of the Language Arts/Reading Curriculum to promote the use of authors as mentors in students' writing.	Reading Coaches Teachers Media Specialist Administrators	8/8/05	5/24/06

Research-Based Programs

The research-based core writing program at Mae M Walters is based on strategies for effective writing components from the Reading Research-Based Core Program, Houghton Mifflin. Additional research-based programs utilized by Mae M. Walters Elementary School are the following:

- * CRISS strategies
- * Continuous Improvement Model (CIM)

Professional Development

The following professional development opportunities will be provided to the staff at Mae M. Walters Elementary:

- * Beginning teachers and/or teachers new to the school or grade level will receive continuous mentoring
- * Updates and revising writing strategies for improvement
- * Analyze students writing samples to guide instruction and identify needs
- * Training in holistic scoring.
- * Continuous Improvement Model (CIM)

Evaluation

The evaluation component will include the FCAT-Writing as the final data of evaluation, but will also include school-based pretest, mid-year, and post test as a progress monitoring tool.

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

GOAL 4 STATEMENT:

Mae M. Walters Elementary students will make annual learning gains sufficient to acquire the skills, knowledge, and competencies needed to master or meet the State standards in the area of science.

Needs Assessment

Although Mae M. Walters Elementary School met the 2004-2005 School Improvement Plan objective, scores on the 2005 FCAT-Science indicate that fifth grade students scored a mean scale score of 280, a decrease of 6 points compared to the results of the 2004 FCAT-Science, 6 points below the district and 16 below the state mean scale score.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the district mean scale score of 286 on the 2006 administration of the FCAT-Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate hands-on activities through the use of FOSS Kits to enhance real –life science concepts as evidence by lesson plans.	Teachers Administrators	8/8/05	5/24/06
Conduct a school wide Science Fair by having students implement and apply the scientific method.	Teachers Administrators	3/27/06	3/31/06
Provide instruction in the classroom involving problem-solving through the scientific method, inquiry-based learning as evidenced by lesson plans.	Teachers Administrators	8/8/05	5/24/06
Provide a 13 point rubric scale to evaluate the Science Fair Projects.	Grade Chairpersons Teachers Administrators	3/27/06	3/31/06
Provide staff development for the enhancement of science instruction.	Grade Chairpersons Teachers Administrators	8/8/05	5/24/06

Research-Based Programs

The research-based core science program at Mae M. Walters Elementary is the Harcourt Science Program. Additional researched based programs utilized by Mae M. Walters Elementary School are the following:

- * CRISS strategies
- * FOSS Science Kits for inquiry-based learning
- * Continuous Improvement Model (CIM)

Professional Development

The following professional development opportunities will be provided to the staff at Mae M. Walters Elementary are the following:

- * CRISS
- *Continuous Improvement Model (CIM)

Evaluation

The evaluation component will include that students in 5th grade will score a mean scale of 286 in order to meet the district mean scale score in the FCAT-Science as the final data of evaluation, but will also include school-based pretest and post test as a progress monitoring tool for fifth grade students.

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.)

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 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 type="checkbox"/>

GOAL 5 STATEMENT:

Mae M. Walters Elementary will increase the amount of parent involvement, in order for students to receive additional assistance with the skills, knowledge, and competencies needed to master or meet the State Standards in the areas of reading, writing, mathematics, test taking skills and science.

Needs Assessment

Parent involvement logs indicate that fewer parents attended the FCAT Mathematics and Science workshops than in-services tailored to Reading and Writing strategies.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the parent attendance logs for the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide in-services for parents targeting Reading, Writing and Math strategies to enhance students' achievement as evidenced by attendance rosters.	Community Involvement Specialist Reading Coaches Administrators	8/04/05	5/24/06
Provide in-services for parents of low-achieving students to promote awareness and increase students' achievement.	Community Involvement Specialist Reading Coaches Administrators	8/8/05	5/24/06
Provide grade level meetings involving parents of students who are not meeting grade level standards in Reading & Math.	Teachers Reading Coaches Administrators	10/17/05	5/24/06
Provide in-services for parents emphasizing the science curriculum and scientific process.	Teachers Community Involvement Specialist Administrators	1/2/06	5/24/06
Provide workshops for parents to inform parents of community resources and parenting tips.	School Counselor Administrators	10/18/05	5/24/06

Research-Based Programs

Mae M. Walter Elementary is aware of the critical role parental involvement plays on the success of a student. The following program are used:

- * Hernderson and Berla (1995), a home environment that to encourages learning
- * SIRS-School Improvement Reaserch Series (2001 Northwest Regional Educational Laboratory) encourages positive self concept, positive attitude, classroom behavior and attendance
- * Parent Teacher Association (PTA)

Professional Development

The following in-services will be provided to the parents of students at Mae M. Walters Elementary:

- * Reading strategies
- * Mathematics strategies
- * Writing strategies
- * Science curriculum and scientific process
- * FCAT standards and activities to enhance improvement
- * Community resources services and parenting tips
- * Strategies targeting low-performing students.

Evaluation

The evaluation component will include attendance logs as the final data of evaluation, but will also monitor attendance on quarterly parental involvement activities as reflected on attendance logs.

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.)

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

GOAL 6 STATEMENT:

Mae M. Walters Elementary students and staff member will work in a safe and positive environment, providing clear behavior expectations and incorporating character education goals.

Needs Assessment

An assessment of data indicates a need to reduce the number of Student Case Referral forms at Mae M. Walters Elementary School. During the 2004-2005, 35 out of 125 students who violated the "Code of Student" resulted in indoor suspension.

Measurable Objective

Given emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 1% decrease in the number of indoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue the Truancy Intervention Program to promote student attendance as evidenced by a file and data base system.	School Counselor Administrators Teachers Data Input Specialist Parents	8/8/05	5/24/06
Incorporate programs to promote safety, such as Walk Our Children to School, Red Ribbon Week, etc.	School Counselors Teachers Administrators	8/8/05	5/24/06
Provide parental an in-service on strategies and parenting tips.	Community Involvement Specialist School Counselor Reading Coaches Administrators	8/4/05	5/24/06
Provide weekly closed circuit television presentations reviewing "Code of Student Conduct" as evidenced on lesson plans.	School Counselor Administrators	10/11/05	5/23/06
Provide behavior modification and individual/group sessions based on students case management referrals.	School Counselor Administrators	8/8/05	5/24/06
Provide consistent mediation sessions based upon students case management referrals.	School Counselor Administrators	8/8/05	5/24/06
Provide strategies to promote consistent behavioral management techniques to instructional personnel.	School Counselor Administrators	8/8/05	5/24/06
Incorporate character education into the curriculum as evidenced by lesson plans.	School Counselor Administrators	8/8/05	5/24/06
Create resistant drug awareness through D.A.R.E. (Drug Abuse Resistance Education) and TRUST/Substance Education.	School Counselor D.A.R.E. Officer Teachers Administrators	03/13/06	5/24/06

Research-Based Programs

The research-based programs incorporated at Mae M. Walters include such programs as:

- * D.A.R.E.
- * TRUST
- * Substance Education Curriculum

Furthermore, staff members practice positive behavior management programs, such as:

- * Canter's Assertive Discipline

Based on the research by Lee and Marlene Canter, the foundations of assertiveness training and applied behavior analysis, they developed a common sense, easy-to-learn approach to help teachers become the captains of their classrooms and positively influence their students' behavior.

Professional Development

The following professional development opportunities will be provided to the staff at Mae M. Walters are:

- * Strategies for consistent behavioral management
- * Positive attitude behaviors to encourage in the classroom

Evaluation

Mae M. Walters Elementary will be evaluated by a 1% decrease of the indoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

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.)

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

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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 students will improve their academic skills through the infusion of technology.

Needs Assessment

The 2005 FCAT Reading Test indicated that 59% of the No Child Left Behind subgroups, including Limited English Proficient (LEP) students, are meeting state standards. However, it also indicated that 71% of the rising third graders (that had scored 25% or less on the 2004 SAT Reading Subtest) scored level 1 and 7% scored a level 2, mainly affecting LEP students. In addition, there are currently 62 LEP students identified as being participants in the ESOL program for six semesters or more.

Measurable Objective

Given instruction based on the Sunshine State Standards and the emphasis on the use of technology in education, first through fifth grade LEP students in levels 1-4 will improve their post test reading scores by 5% on the Learning Today Program assessment as compared to the pretest scores.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide a schedule identifying all LEP students in levels 1-4 in first through fifth grades to participate in the Learning Today program.	Reading Coaches Administrators	8/18/05	5/24/06
Monitor student usage of Learning Today "Smart Tutor" practice lessons as evidenced by generated reports.	Reading Coaches Administrators	8/18/05	5/24/06
Provide informative in-services to parents on internet programs accessible at home as evidenced by attendance logs.	Teachers Reading Coaches Administrators	9/14/05	5/24/06
Promote usage of Riverdeep as evidenced by usage reports.	Teachers Administrators	8/8/05	5/24/05
Promote usage of FCAT Explorer for students in grades 3-5 as evidenced by usage reports.	Teachers Administrators	8/8/05	5/24/06

Research-Based Programs

The research-based technology program at Mae M. Walters is the following:

*Learning Today Web-Based Computer Program

Professional Development

The following professional development opportunities will be provided to the staff as follows:

- * Learning Today in-services
- * FCAT Explorer
- * Riverdeep refresher
- * Train new teachers how to utilize STAR/AR.

Evaluation

The evaluation component will include the Learning Today post test as the final means of evaluation, but will also incorporate “Smart Tutor” practice lessons as a progress monitoring tool.

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

GOAL 8 STATEMENT:

Mae M. Walters students will develop positive attitudes towards a healthy lifestyle that will include proper exercise and diet.

Needs Assessment

During the 2004-2005 school year, 77% of fourth and fifth grade students met the FitnessGram standards.

Measurable Objective

Given instruction based on the Miami Dade County Public Schools mandated FitnessGram standards, students in grades four and five will improve by 1% percent obtaining gold and silver recognition on the FitnessGram standards as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide flexibility/stretching exercises during physical education as evidenced by lesson plans.	Physical Education Teachers Administrators	8/8/05	5/24/06
Provide gradual increase of endurance activities to reach a mile as evidenced by lesson plans.	Physical Education Teachers Administrators	8/8/05	5/24/06
Provide information/literature related to physical fitness as evidenced in lesson plans.	Physical Education Teachers Administrators	8/8/05	5/24/06
Provide safety activities such as "Whales Tails" and water safety as evidenced by lesson plans.	Physical Education Teachers Administrators	8/8/05	5/24/06
Provide lessons on healthy eating habits and the food groups to promote a positive lifestyle as evidenced by lesson plans.	Physical Education Teachers Classroom Teachers Administrators	8/8/05	5/24/06

Research-Based Programs

The research-based core physical education program at Mae M Walters is the following:

*FitnessGram which is based on the value of human kinetics

Professional Development

The following professional development opportunities will be provided to the physical education teachers are:

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

Evaluation

Mae M. Walters Elementary will be evaluated by the 1% increase on the 2005-2006 Fitness Gram Student Recognition Awards as compared to the 2004-2005 school year 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.)

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 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 students will increase their understanding and relationship of chess to promote higher order thinking skills.

Needs Assessment

Although scores indicate that 63% of students in grades 3-5 scored at or above FCAT Achievement Level 3 on the 2005 FCAT-Mathematics, only 14% in fourth grade and 47% in fifth grade made achievement level gains. In addition, 41% of third graders scored Levels 1 or 2 on the 2005 FCAT-Mathematics.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the chess club will increase by 50% of the amount of participation in chess competitions as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide chess sets for participating students to practice critical thinking skills.	Sponsor Teachers Administrators	9/13/05	5/24/06
Utilize technology simulation games as evidenced by lesson plans.	Sponsor Teachers Administrators	09/13/05	05/24/06
Provide twice weekly after school chess club meetings as evidenced by attendance logs.	Sponsor Teachers Administrators	9/13/05	5/24/06
Provide simulated-type competition activities within club meetings.	Sponsor Teachers Administrators	9/13/05	5/24/06
Increase parental support through active involvement in student chess competitions.	Sponsor Teachers Administrators	9/13/05	5/24/06

Research-Based Programs

The research-based programs incorporated in the Chess Club at Mae M. Walters will include the following:

- *Chess in the Schools
- *Chess Mate Programs

According to research, chess has been proven to increase memory, promote numeral and verbal aptitude and develop higher order thinking skills. There is significant correlation between the ability to play chess well, and spatial, numeric, and independent activities.

Professional Development

The Chess Club sponsor will participate in the following professional development

* District sponsored chess in-services

Evaluation

The evaluation component will include the amount of registration participation in chess tournaments in the 2005-2006 school year as the final data of evaluation.

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.)

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

GOAL 10 STATEMENT:

Mae M. Walters Elementary School will rank at or above the 90th percentile statewide 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 2003, Mae M Walters ranked at the 69th percentile on the State of Florida ROI index.

Measurable Objective

Mae M. Walters Elementary School will improve its ranking on the State of Florida ROI index publication from 69th percentile in 2003 to the 70th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/8/05	5/24/05
Collaborate with the district on resource allocation.	Administrators	8/8/05	5/24/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators Community Involvement Specialist Counselor	8/8/05	5/24/06
Consider shared use of facilities, partnering with community agencies.	Administrators Community Involvement Specialist	8/8/05	5/24/06

Research-Based Programs

The following are research-based programs relevant to the Return on Investment Goal:

- * Houghton Mifflin Reading
- * Houghton Mifflin Mathematics
- * Harcourt Science
- * Harcourt Social Studies
- * Quick Reads program

Professional Development

Professional development opportunities at Mae M. Walters Elementary will include:

- * Voyager/Passport
- * Early Success/Soar to Success
- * Analysis of Reading and Math assessments, such as the DIBELS, SAT-10, and FCAT
- * Houghton Mifflin Reading Series training
- * Differentiated Instruction
- * Big 5 Reading Components
- * Student Performance Indicators data analysis program for student achievement
- * Hands-on Mathematics Training
- * Hands-on Science Training
- * CRISS strategies
- * Analysis of student writing skills and holistic scoring

Evaluation

On the next State of Florida ROI index publication, Mae M. Walters will show progress toward reaching the 70th percentile.

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 teacher, 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 new teachers on 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 EESACC recommended the consistency of school and cafeteria rules and the established incentive programs to be followed.

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