

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

**Mae M. Walters Elementary School (5711)**

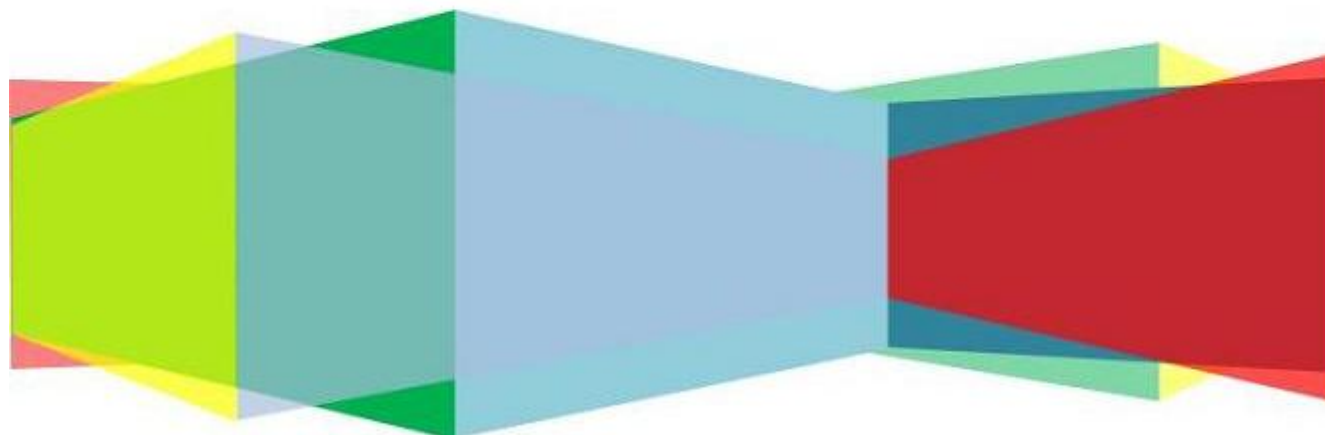
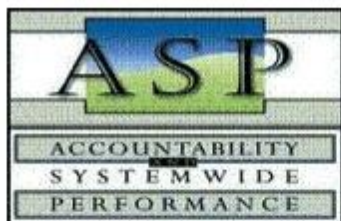
Feeder Pattern - Hialeah Senior

Regional Center I

District 13 - Miami-Dade

Principal - Yolanda Valls

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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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 and belongs to the Hialeah Senior High School Feeder Pattern. 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 and two third grade classrooms. The school has acquired a new state-of-the-art media center, a computer laboratory, a new building that houses four third grade classes and two Special Education (SPED) 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, primarily serving a large Hispanic population. Thus, these predominantly English Language Learners (ELL) create unique challenges in order to attain state standards. Mae M. Walters Elementary consists of 869 students and employs a total of 63 teachers. Additionally, we have met class-size reduction state guidelines. The average attendance during the 2006-2007 school year was 96.42%. The retention data indicates that 4.8% of our students were retained. Mae M. Walters Elementary offers a variety of instructional and extracurricular programs, including: Extended Foreign Language Program, Academic Excellence Program (AEP) Chess Program, AEP Art Appreciation Program, Music Club, Extended Day Services, and Saturday Academy. Data from the 2007 Florida Comprehensive Assessment Test (FCAT) Administration indicates that 75 percent of students in grades three through five scored at or above Achievement Level 3 on the reading portion of the test and 74 percent on the mathematics portion of the test. According to the No Child Left Behind (NCLB), our students did not meet the criteria in the area of Writing.

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 a minimum of 76 percent of students scoring at or above Achievement Level 3 on the 2008 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 75% scoring at or above Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of 1 percentage point in the percent of students achieving high standards on the 2008 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 69% scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 and 2007-2008 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 percentage point decrease in the number of Student Case Management referrals during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, students in grades one through five will increase their usage and test mastery on the Accelerated Reader (AR) as evidenced by a 10 percentage point increase in Accelerated Reader tests taken as compared to the amount of tests taken and passed in the 2006-2007 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 75 percent obtaining gold and silver recognition on the FITNESSGRAM standards as compared to the 2007-2008 school year.

Given emphasis on the benefits of participating in advanced academic programs, the chess club's participation in competitions will increase by 25 percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.

Mae M. Walters Elementary School will improve its ranking on the State of Florida ROI Index publication from a 72nd percentile in 2004-2005 to a 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 Human Resource Focus. According to the above-mentioned survey, results indicate Strategic Planning had an average score of 4.2 and Human Resource Focus had an average score of 4.3 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.



# School Improvement Plan 2007-2008



## 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.

## 5711 - 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



# School Improvement Plan

## 2007-2008



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.

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## **School Demographics**

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### Facility/Community

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 special education (SPED) class and one English Language Learner (ELL) class. The school has acquired a new state-of-the-art media center, computer laboratory and a new building which houses additional classrooms and a SPED classroom. The school has been retro-fitted to provide Internet and Intranet access.

Mae M. Walters Elementary School provides instruction based on the Sunshine State Standards to students in grades pre-kindergarten through fifth, including a pre-kindergarten class dedicated to offering services to students with varying exceptionalities. The school lunch program provides free or reduced lunch to 83.4 percent of our students. Additionally, the mobility index rate consists of 23 percent.

### Student Demographics

The current student membership of Mae M. Walters Elementary School is 869; including students that are predominantly second language learners, having 43.8 percent of English Language Learners (ELL) students. These LEP students are serviced through ten self-contained units and a resource pull-out program. The school serves a student population comprised of 96 percent Hispanic, 3 percent White non-Hispanic, and 1 percent Black non-Hispanic.

An in-house gifted program was initiated for students in grades kindergarten through fifth. Utilizing a resource model, one full time teacher services 37 students. Our Special Education (SPED) students are serviced through two full time resource teachers and one hourly paraprofessional. During the 2006-2007 school year, 47 students participated in the SPED program. Additionally, three and four year olds with varying exceptionalities were serviced through a Prekindergarten SPED unit allocating a full-time teacher and paraprofessional. The Voluntary Prekindergarten (VPK) program, funded by Title I, serviced 37 four-year olds through two full-time teachers and two paraprofessionals.

Thirty percent of our third grade, 19% of our fourth grade and 27% of our fifth grade students scored at Level 1 and 2 in Reading, as evidenced by the 2007 FCAT results. Thirteen percent of our third grade, 32% of our fourth grade and 31% of our fifth grade students scored at Level 1 and 2 in Mathematics. Thirteen percent of our fourth grade students scored below 3.5; and 56% of our fifth grade students scored at Level 1 and 2 in Science.

### Unique Aspects: Advantages

For the fourth consecutive year, Mae M. Walters Elementary School has been recognized as an "A" school under the Governor's A+ Plan based on the results of the 2007 FCAT Administration. Additionally, it has been recognized as a superior school with a Platinum Performance Award by the District.

Results of the 2007 Florida Comprehensive Assessment Test (FCAT) reveal numerous areas of strengths for Mae M. Walters Elementary School. Scores on the 2007 FCAT Reading and Mathematics Tests indicate that 75 percent and 74 percent, respectively, of students in grades three through five have scored at or above FCAT Achievement Level 3, a four percent increase as compared to the 2006 FCAT Reading and a nine percent increase as compared to the 2007 FCAT Mathematics Assessment results. Furthermore, 2007 FCAT Results scores indicate that all subgroups met state standards under the No Child Left Behind Act in Reading and Mathematics. FCAT 2007 Writing+ scores did not indicate improvement in the area of writing. Scores on the 2007 FCAT Writing+ revealed that 87 percent of students scored 3.5 or above, an eleven percent decrease as compared to the 2006 FCAT Writing+ Assessment. The English Language Learners (ELL) and the Economically Disadvantaged subgroups did not meet the standards in Writing.

Mae M. Walters Elementary Schools has been awarded the Reading First Grant through the Florida Department of Education. Through Title I funding, the school has been able to secure computers for every classroom. Currently, each classroom has a minimum of four computers that are used to enhance instruction. 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 ELL 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 English for Students of Other Languages (ESOL) classes.

This year, the Extended Foreign Language (EFL) Program will be implemented in two kindergarten classes in order to provide students with an enriching linguistic literacy model promoting home language fluency and retention.

### Unique Aspects: Areas of Concern

Mae M. Walters Elementary School has identified issues concerning challenges in learning. Among these, 43.8 percent of Mae M.



# School Improvement Plan 2007-2008



Walters students are predominantly second language learners. As a result, many students need to master skills to succeed at grade level standards, especially reading competencies. Since they come from homes where their parents are non-English speakers, parents face a challenge in providing assistance to their children in the English language.

Students have a mobility rate of 23 percent, affecting student performance. In addition, 83.4 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 creates challenges for the school. The faculty and staff will continue to focus on ways to improve home-school communication and family involvement.

This Title I school has also been identified as a school in need of improvement (SINI) due to identified areas of opportunities for improvement. Scores on the 2007 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 2006 FCAT Reading Assessment. Students in fifth grade scored 61 percent on the FCAT Reading Assessment and 61 percent on the FCAT Mathematics Assessment, an increase of 12 percentage points in Reading and 15 percentage points in Mathematics as compared to the 2006 FCAT results. However, third grade students scored 59 percent on the 2007 FCAT Reading, a decrease of four percentage points, and fourth grade students scored 64 percent, a decrease of five percentage points. In addition, fourth grade students scored 60 percent on the 2007 FCAT Mathematics, a decrease of five percentage points.

## Teacher Demographics

Mae M. Walters employs a total of 99 staff members. Of them, 84 percent are Hispanic, ten percent are Black and six percent are White. Our staff includes 77 full-time (78%) and 22 (22%) part-time members. Our staff is composed of two administrators, two reading coaches, one mathematics and science resource teacher, two special education teachers (SPED), one Gifted teacher, 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 four part-time paraprofessionals; four full-time and two part-time custodial service workers. Our instructional staff includes 17 teachers who are within their first three years of teaching and 19 that have advanced degrees. Currently, we face no challenges in recruiting and retaining staff members; all positions have been filled.

The Leadership Team is comprised of teachers, curriculum leaders, union steward and administrators. The following are the position titles:

- Principal
- Assistant Principal
- Reading First Coach
- Reading Coach
- Mathematics and Science Resource Teacher
- Mentor Primary Teacher
- Mentor Intermediate Teacher
- Media Specialist
- ESOL Resource Teacher
- UTD Steward

## Class Size/ Teacher-to Student Ratio

Mae M. Walters has the following teacher-to-student ratio for the 2007-2008 school year in general education classrooms: Kindergarten 19:1, First grade 18:1, Second grade 22:1, Third grade 20:1, Fourth grade 21:1, and Fifth grade 24:1.

The SPED program has two teachers servicing 47 students with learning disabilities in grades Kindergarten through fifth. The overall ratio is 24:1. The grade level counts are as follows:

Kindergarten - 6, First grade - 2, Second grade - 2, Third Grade - 13, Fourth grade - 12 and Fifth grade - 10.

Additionally one teacher services 37 Gifted students in grades Kindergarten through fifth. The grade level counts are as follows: Kindergarten - 2, First grade - 8, Second grade - 5, Third Grade - 8, Fourth grade - 7 and Fifth grade - 7.

## Attendance Rate

The school-wide percentage of attendance for the 2005-2006 school year showed a gradual decrease in the percentage of students attending school on a daily basis. The attendance reports indicated the following trend:

- First Grading Period – 96.76% (#112 in District ranking)
- Second Grading Period – 95.87% (#66 in District ranking)
- Third Grading Period – 94.89% (#117 in District ranking)
- Fourth Grading Period – 94.31% (#115 in District ranking)

The Leadership Team met in the fall of 2006 to develop the action plan. The intention was to create a clear and consistent attendance policy with monitoring steps to maintain it working effectively throughout the year. Grade level chairpersons, the Community



# School Improvement Plan

## 2007-2008



Involvement Specialist, and the administration were involved in the process. The draft was presented to all staff members for input and revision prior to implementation.

In reviewing the data for the 2006-2007 school year, the percentage of students attending school regularly gradually increased. The reports indicated the following:

- First Grading Period – 96.30% (#123 in District ranking)
- Second Grading Period – 96.91% (#3 in District ranking)
- Third Grading Period – 97.31% (#12 in District ranking)
- Fourth Grading Period – 95.21% (#52 in District ranking)

Data gathered from the 2006-2007 school year demonstrates an increase from 95% in 2005-2006 to 96.42%.

### Promotion/ Graduation/ Retention Rates

Data referent to FCAT scores for the 2005-2006 school year demonstrated that 21.2% of the third grade students scored below the district's criteria for proficiency, thus warranting retention. Due to increased interventions and differentiated instruction, FCAT data for 2007 indicates a positive trend of increased student mastery and a lower retention rate. In 2006-2007, 14.9% were retained. Additionally, 26 students were retained in the remaining grades based on their academic performance.

### Feeder Pattern

Mae M. Walters Elementary School belongs to the Hialeah feeder pattern. Students promoted in fifth grade continue their studies at Filer Middle School (B school), located next to the elementary school. Upon promotion from eighth grade they attend Hialeah Senior High School (F school).

### Special Programs

Mae M. Walters Elementary School is a Title I school. The supplementary funding received from this program enables the purchase of resource materials that enhance instruction. Also, an additional full-time teacher was hired to provide support to teachers in the areas of mathematics and science. Hourly teachers and paraprofessionals were hired to provide assistance with the implementation of our reading interventions for Level 1 and 2 students.

The Academic Excellence Program for eligible students in grades three through five promotes the development critical thinking skills. The two components offered are Art Appreciation and Chess. Through these, students have been able to work on their skills and enter various competitions throughout the District and state.

The Extended Foreign Language Program (EFL) is being initiated in kindergarten during the 2007-2008 school year to provide students an opportunity to become bilingual and biliterate and, at the same time, acquire skills that will enable them to function in an increasingly multicultural society.

### School Community Relations/Partners

Mae M. Walters Elementary School provides a variety of services to students and their families. In a partnership with Citrus Health, health services are provided to our students during school hours at school and to the families through referrals for services such as counseling, community agencies, therapy and psychological services. The school also houses a Parent Resource Center, staffed with a full time Community Involvement Specialist who is able to assist parents with the educational and social-emotional needs of our students. Through the Parent Academy, workshops are provided to parents.

At the Regional Center level, support is also provided to the school by the Regional Center Superintendent and Directors assigned to assist schools with Curriculum, Personnel, Business, Professional Development and Advocacy.

The District provides support through curriculum updates, site visitations and professional development opportunities for teachers and administrators.

### Grants

Mae M. Walters Elementary School has been awarded the Reading First Grant through the Florida Department of Education for the second year. Through Title I funding, the school has been able to secure computers for every classroom. Currently, each classroom has a minimum of four computers that are used to enhance instruction. 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 English Language Learners (ELL), 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 ELL classes.

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## ***School Foundation***

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### **Leadership:**

According to the Organizational Performance Improvement Snapshot assessment results, the Leadership component indicates an overall score of 4.5. The item with the highest scoring result 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 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 4.2. The items with the highest scoring result are 2B and 2C with a score of 4.3, which are one's knowledge of their part in the organization's plan 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 2A with a score of 4.0, 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 4.35. The items with the highest scoring results are 3A, 3B and 7F. These items consist of knowledge of the most important customers, keeping in touch with customers, and a law-abiding workplace. The item with the lowest scoring result is 7C with a score of 3.8, 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 Organizational Performance Improvement Snapshot assessment results, the Faculty and Staff component indicates an overall score of 4.3. The item with the highest scoring results is 5E with a score of 4.5, which reflects having a safe workplace. The item with the lowest scoring result 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.

### **Data/Information/Knowledge Management:**

According to the Organizational Performance Improvement Snapshot assessment results, this component indicates an overall score of 4.5. The item with the highest score of 4.6 is 4A, which consists of knowledge of how to measure the quality of one's work. The item with the lowest scoring result of 4.3 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 Organizational Performance Improvement Snapshot assessment results, the Education Design component indicates an overall score of 4.3. The item with the highest score of 4.4 is 6B, which consists of collecting data regarding the quality of my work. The item with the lowest score of 4.2 is 6D, which consists of having control over work processes. According to the above-mentioned survey, teachers are satisfied with the data collecting process that reflects the quality of their work. However, they feel that they do not have control over their work processes.

### **Performance Results:**





# School Improvement Plan 2007-2008



According to the Organizational Performance Improvement Snapshot assessment results, the overall performance result score for combined components is 4.4. Measurement, Analysis and Knowledge Management is the highest scoring component of 4.5. The Leadership component has resulted in a score of 4.5. Customer and Market Focus resulted in a score of 4.4. Human Resource Focus has a score of 4.3. The Business Results component has a score of 4.3. The Process Management component indicates an overall score of 4.3. Strategic Planning has the lowest score of 4.2.



# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**



School Improvement Plan  
2007-2008



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***Schools Offering Primarily Grades 6 through 12***

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**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**

### Reading Goal

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

**Florida Education Priorities**

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"/>

**Reading Statement**

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

**Needs Assessment**

The 2007 Florida Comprehensive Achievement Test (FCAT) results indicate that 75% of students tested achieved high standards and all subgroups met adequate yearly progress (AYP). However, only 59% of students in grade 3 accomplished this, a decrease of 4 percentage points. In addition, 64% of fourth grade students achieved high standards, a decrease of 5 percentage points. 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 Main Idea/Purpose and Comparisons; students in grade 4 on Comparisons; while students in grade 5 on Words/Phrases. Progress will be monitored through the analysis of in-house, district and state assessments.

The DIBELS data indicates that, for grades K-3, only 25.7% of students that began the year in need of intensive intervention showed enough progress to increase at least one instructional level. The focus of reading instruction in Kindergarten through third grade must be in strengthening the intervention program that targets struggling readers as well as our English Language Learners and retainee population.

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 2007 FCAT Reading. 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 English Language Learners subgroups.

**NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by a minimum of 76 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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 Administrators	8/20/07	6/05/08	District-wide Literacy Plan	0
Provide daily differentiated grouping to meet the needs of all students during the Language Arts/Reading block.	Teachers Administrators	8/20/07	6/5/08	District-wide Literacy Plan	0
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 Administrators	8/20/07	6/5/08	District-wide Literacy Plan	0
Incorporate planning, modeling and coaching to provide effective reading research-based strategies for teachers.	Reading Coaches Administrators	8/20/07	6/5/08	Exchange Meaningful Information	0
Engage students in the Accelerated Reader program in grades two through five to increase comprehension and stamina on students' reading proficiency.	Media Specialist Administrators	8/20/07	6/5/08	District-wide Literacy Plan	0
Administer screening, in-house benchmark assessments and district interim assessments in order to monitor progress and provide intervention.	Reading Coaches Administrators	8/20/07	6/5/08	Continuous Improvement Model	0
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 Levels 1 & 2 on the 2007 Reading FCAT Assessment. Use pretest and post-test data to measure effectiveness of program.	Administrators	10/15/07	3/10/08	Continuous Improvement Model	18666
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	1/12/08	3/8/08	Continuous Improvement Model	4800

### Research-Based Programs

- \* Houghton Mifflin
- \* Passport to Voyager
- \* 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



# School Improvement Plan 2007-2008



Formative:

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

Summative:

- \* 2008 FCAT Reading Assessment

## Mathematics Goal

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

#### **Florida Education Priorities**

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"/>

### **Mathematics Statement**

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

### **Needs Assessment**

The 2007 FCAT Mathematics results indicate that 74% of students tested achieved high standards; however, only 60% of students in grade 4 and 5 accomplished this. Results also indicated that 66% made learning gains, a decrease of 7 percentage points.

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 Algebraic Thinking and Number Sense; students in grade 4 on Data Analysis and Measurement; while students in grade 5 on Measurement and Algebraic Thinking.

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 2007 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.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>



### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 75% scoring at or above Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Align the district's pacing guide to the Houghton Mifflin Mathematics series to improve student achievement.	Grade Level Chairpersons Administrators	8/20/07	6/5/08	Continuous Improvement Model	0
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 ELL and SPED students.	Teachers Administrators	8/20/07	6/5/08	Inclusion of SWD	0
Incorporate FCAT Mathematics "Word of the Day" through closed-circuit television to expand students' vocabulary development.	Mathematics/Science Resource Teacher Administrators	8/20/07	6/5/08	District-wide Literacy Plan	0
Provide in-house strand assessments and district interim assessments to monitor progress and provide intervention.	Mathematics/Science Resource Teacher Administrators	8/20/07	6/5/08	Continuous Improvement Model	0
Provide Mathematics Curriculum Content in Spanish, or using ESOL strategies, to ELL students at ESOL level 1 and 2, in order to improve comprehension.	CCHL/CCE Teachers Administrators	8/20/07	6/5/08	District-wide Literacy Plan	0
Provide before and after school tutorial program, twice weekly, that targets students who are not receiving Supplemental Educational Services (SES), with special focus on ELL 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 2007 FCAT Mathematics Test. Use pretest and post-test data to measure effectiveness of program.	Administrators	10/9/07	2/28/08	Continuous Improvement Model	18666
Provide Saturday Academy for students in grades 3-5, with special focus on ELL students to provide further intervention and maintenance. Use pretest and post-test data to measure effectiveness of program.	Reading Coaches Administrators	1/12/08	3/1/08	Continuous Improvement Model	4800

### Research-Based Programs

\* Houghton Mifflin Mathematics

### 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
- Learning Today Math for ESOL students
- 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:

- 2008 FCAT Mathematics Assessment

## Writing Goal

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

#### **Florida Education Priorities**

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"/>

### **Writing Statement**

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

### **Needs Assessment**

The 2007 FCAT Writing+ results indicate that 87% of fourth grade students scored 3.5, a decrease of 8 percentage points. Additionally, the mean Writing+ score was 305, a decrease of 13 points. However, the school wide mean scores are still above the mean scores of the state.

The 2007 school performance in writing will need to improve in order to demonstrate proficiency as defined by the No Child Left Behind (NCLB) Act. Specifically, only 86% of the English Language Learners (ELL) and 85% of Economically Disadvantages subgroups met criteria, falling below required standards.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of 1 percentage point in the percent of students achieving high standards on the 2008 administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement District pacing guide recommendations, based on the Houghton Mifflin core reading series, to increase student knowledge of expository and narrative writing, especially targeting ELL and the Economically Disadvantaged subgroups.	Grade Level Chairpersons Administrators	8/20/07	6/5/08	District-wide Literacy Plan	0
Integrate strategies from the Florida Writing Assessment Practice Book that outlines keys to effective writing for the purpose of improving writing skills in grades 2-5, especially targeting ELL and the Economically Disadvantaged subgroups.	Teachers Administrators	8/20/07	6/5/08	District-wide Literacy Plan	0
Utilize Elements of Reading Vocabulary to promote proper usage of frequently used vocabulary.	Teachers Administrators	8/20/07	6/5/08	District-wide Literacy Plan	0
Provide small group instruction for targeted students to improve writing skills.	Teachers Administrators	8/20/07	6/5/08	Continuous Improvement Model	0
Integrate the supplemental writing program, "Teach Me Writing" to improve writing skills in grades K-2.	Teachers Administrators	8/20/07	6/5/08	District-wide Literacy Plan	0
Provide schoolwide monthly narrative and expository prompts to use as practice and to monitor student growth, especially targeting ELL and the Economically Disadvantaged subgroups.	Teachers Administrators	8/20/07	6/5/08	District-wide Literacy Plan	0
Incorporate pre-, mid-, and post- writing assessments as instructional classroom tools to monitor progress, especially targeting ELL and the Economically Disadvantaged subgroups.	Reading Coaches Administrators	8/20/07	6/5/08	Continuous Improvement Model	0

### Research-Based Programs

- Houghton Mifflin
- Elements of Reading Vocabulary

### Professional Development

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

### Evaluation

Formative:

- District assessments
- In-house schoolwide monthly prompts

Summative:

- 2008 FCAT Writing+ Assessment

## Science Goal

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

#### *Florida Education Priorities*

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"/>

### **Science Statement**

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

### **Needs Assessment**

The 2007 Florida Comprehensive Achievement Test (FCAT) results indicate that 44% of students tested achieved high standards, an increase of 21 percentage points. Results also indicate that fifth grade students scored a mean scale score of 290, 5 points below the district.

The 2007 FCAT Science cluster analysis indicates that students in grade 5 scored 47 percent on the Earth/Space Sciences. The 2008 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 69% scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Align the District's Pacing Guide and the Scott Foresman Science series to improve student achievement.	Grade Level Chairpersons Administrators	8/20/07	6/5/08	Continuous Improvement Model	0
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	8/20/07	6/5/08	Academic Enrichment Opportunities	0
Incorporate weekly hands-on activities, as evidenced by lesson plans, to enhance real-life science concepts.	Teachers Administrators	8/20/07	6/5/08	Academic Enrichment Opportunities	0
Provide in-house strand assessments and district interim assessments to monitor progress and provide intervention.	Math/Science Resource Teacher Administrators	8/20/07	6/5/08	Continuous Improvement Model	0
Host annual school wide Science Fair to showcase students' acquired skills on the scientific method.	Science Fair Committee Chairperson Administrators	4/21/08	4/25/08	Academic Enrichment Opportunities	0
Provide extended day activities for fifth grade students by the Mathematics/Science Resource Teacher, incorporating hands-on experiences to increase the science concept knowledge through the application of the scientific method.	Mathematics/Science Resource Teacher Administrators	1/7/08	3/7/08	Academic Enrichment Opportunities	

### Research-Based Programs

- Scott Foreman Science

### Professional Development

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

### Evaluation

Formative:

- In-house monthly strand assessments
- District interim assessments

Summative:

- 2008 FCAT Science Assessment

## Parental Involvement Goal

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

#### **Florida Education Priorities**

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

### **Parental Involvement Statement**

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

### **Needs Assessment**

The results of the 2006-2007 Title I Parent Outreach Monthly School Report indicate that 5,067 parents attended school sponsored events i.e. parent workshops, recognition programs and advisory meetings, an average of 6 percentage points of all parents per event. The 2007-2008 Title I Parent Outreach Monthly School Report will need to show a 5 percentage point 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 an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 and 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/07	6/5/08	Exchange Meaningful Information	0
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	8/20/07	6/5/08	Exchange Meaningful Information	0
Initiate school wide volunteer recruitment to increase participation of parents.	Counselor Administrators	8/20/07	6/5/08	Improve Public Perception	0
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 Administrators	8/20/07	6/5/08	Exchange Meaningful Information	500
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 Administrators	8/20/07	6/5/08	Improve Public Perception	1644

### 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:

- \* 2007-2008 Title I Parent Outreach Monthly School Report

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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"/>

### **Discipline & Safety 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 2006-2007 school year, 133 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 percentage point decrease in the number of Student Case Management referrals during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue implementing a school-wide discipline plan to provide uniformity in expectant behaviors.	Administrators	8/20/07	6/5/08	Truancy Prevention	0
Continue implementing a School Safety Patrols Program to promote a safe environment.	Safety Patrol Advisor Administrators	8/20/07	6/5/08	Safe and High-quality Facilities	0
Incorporate character education into the curriculum, as evidenced by lesson plans, to foster good citizenship and build self-confidence in students.	Administrators	8/20/07	6/5/08	Safe and High-quality Facilities	0
Provide counseling for students with an excessive number of Case Management referrals to improve behavior.	School Counselor Administrators	8/20/07	6/5/08	Truancy Prevention	0
Provide behavior modification and individual/group sessions based on student case management referrals to improve behavior.	School Counselor Administrators	8/20/07	6/5/08	Truancy Prevention	0
Provide instructional personnel with strategies to promote consistent behavioral management techniques.	School Counselor Administrators	8/20/07	6/5/08	Exchange Meaningful Information	0
Provide parent inservice on strategies and parenting tips to promote appropriate behavior in school.	School Counselor Administrators	11/14/07	11/14/07	Exchange Meaningful Information	0
Inform students of revised Code of Student Conduct through classroom presentations.	School Counselor Administrators	10/1/07	10/31/07	Truancy Prevention	0

### Research-Based Programs

- \* 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:

- \* 2008 Student Case Management referral data

## Technology Goal

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

#### **Florida Education Priorities**

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

### **Technology Statement**

Mae M. Walters Elementary students will increase the use of Accelerated Reader software.

### **Needs Assessment**

End of the year data on the use of Accelerated Reader (AR) indicates that, in 2006-2007, 417 students from grade one through five took the Accelerated Reader tests. Two-hundred sixteen (52%) of the tests were passed with a minimum score of 70 percent. The focus for the 2007-2008 school year will be on increasing the use of technology through participation in the Accelerated Reader program, specifically looking at the amount of tests attempted by students.

### Measurable Objective

Given an emphasis on the use of technology in education, students in grades one through five will increase their usage and test mastery on the Accelerated Reader (AR) as evidenced by a 10 percentage point increase in Accelerated Reader tests taken as compared to the amount of tests taken and passed in the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide training for all teachers and students in the use of Accelerated Reader (AR).	Administrators	9/14/07	5/30/08	Exchange Meaningful Information	0
Require students in grades one through five to check out AR books weekly, and take a minimum of two AR quizzes per month.	Teachers Administrators	9/17/07	6/5/08	District-wide Literacy Plan	0
Monitor AR data reports monthly and provide students with feedback and incentives as needed.	Media Specialist Administrators	9/17/07	6/1/08	District-wide Literacy Plan	0
Enlist the support of parents in the AR program by providing information on the school's AR requirements and keeping them regularly informed on AR levels and student progress.	Teachers Administrators	9/17/07	5/30/08	Improve Public Perception	0
Install AR in all first through fifth grade classrooms.	Microsystems Technician Administrators	8/20/07	5/30/08	Other/ Not Applicable	1000

### Research-Based Programs

- \* Accelerated Reader Program by Reading Renaissance

### Professional Development

- \* Accelerated Reader to encourage its use as an enhancement for reading achievement.
- \* Provide professional development on computer access to increase comfort level of teachers.

### Evaluation

Summative:

- \* 2007-2008 Accelerated Reader software usage records

Formative:

- \* Monthly AR activity reports

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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"/>

### **Health & Physical Fitness Statement**

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

### ***Needs Assessment***

Based on the results of the 2006-2007 FITNESSGRAM, 74 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 75 percent obtaining gold and silver recognition on the FITNESSGRAM standards as compared to the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide daily activities that emphasize improvement in cardiovascular, flexibility, and muscular strength to promote physical fitness.	Physical Education Teachers Administrators	8/20/07	6/5/08	Student Wellness	0
Provide gradual increase of cardiovascular and endurance activities to build stamina to run a mile.	Physical Education Teachers Administrators	8/20/07	6/5/08	Student Wellness	0
Provide lessons on healthy eating habits and the food groups to raise health consciousness.	Physical Education/Classroom Teachers Administrators	8/20/07	6/5/08	Student Wellness	0
Provide information/literature related to physical fitness, as evidenced in lesson plans, to raise health awareness.	Physical Education Teachers Administrators	8/20/07	6/5/08	Student Wellness	0
Incorporate tennis instruction into the physical education program to increase body strength and eye-hand coordination.	Physical Education Teachers Administrators	10/15/07	6/5/08	Student Wellness	0

### Research-Based Programs

- \* FITNESSGRAM.

### Professional Development

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

### Evaluation

- \* 2008 FITNESSGRAM results

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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"/>

### **Electives & Special Areas 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 the continuation of our 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. During the 2006-2007, 31 of our students participated in three region, district and state competitions. For the 2007-2008 school year, we will strive to increase participation of more students in at least 4 competitions.

### Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the chess club's participation in competitions will increase by 25 percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Academic Excellence Program's Chess Component to promote critical thinking skills.	Chess Sponsor Administrators	9/14/07	5/23/08	Advanced Academics	7000
Utilize technology simulation games, as evidenced by lesson plans, to promote critical thinking skills.	Chess Sponsor Administrators	09/14/07	05/23/08	Advanced Academics	0
Provide after-school chess club meetings twice per week, as evidenced by attendance logs, to increase practice.	Chess Sponsor Administrators	9/14/07	5/23/08	Advanced Academics	0
Provide simulated-type competition activities within club meetings to provide practice of skills learned.	Chess Sponsor Administrators	9/14/07	5/23/08	Advanced Academics	0
Increase parental support through active involvement in student chess competitions.	Chess Sponsor Administrators	9/14/07	5/23/08	Advanced Academics	0

### Research-Based Programs

- \* Chess in the Schools series

### Professional Development

- \* District sponsored chess inservices

### Evaluation

Formative:

- \* Attendance logs

Summative:

- \* 2007-2008 chess tournaments participation results.

## Return On Investment Goal

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

#### *Florida Education Priorities*

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"/>

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

### **Return On Investment 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 2004-2005, Mae M. Walters ranked at the 72nd percentile on the State of Florida ROI Index, an increase of 3 percentile points over the 2003-2004 ranking.



### Measurable Objective

Mae M. Walters Elementary School will improve its ranking on the State of Florida ROI Index publication from a 72nd percentile in 2004-2005 to a 73rd percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/20/07	6/5/08	Exchange Meaningful Information	0
Collaborate with the district on resource allocation.	Administrators	8/20/07	6/5/08	Safe and High-quality Facilities	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	8/20/07	6/5/08	Business Process Redesign	0
Consider shared use of facilities, partnering with community agencies.	Administrators	8/20/07	6/5/08	Business Process Redesign	0
Use student data to target specific areas for improvement and make purchases that will assist in improving student achievement.	Administrators	8/20/07	6/5/08	Continuous Improvement Model	0

### Research-Based Programs

N/A

### 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

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**EESAC Compliance**

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YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

**Budget:**

The EESAC recommended that an allocation be used for services in the Extended Day Services, 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 purchase 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 allow the general education teachers, ELL teachers, SPED teachers and the School Support Team to closely monitor the academic progress of ELL students and students working below grade level standards.

**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 teachers in every grade level and every department are to participate in all existing school committees.

**Benchmarking:**



# School Improvement Plan 2007-2008



The EESAC recommended the 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 the 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 a continuation of the established incentive programs.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	23466
Mathematics	23466
Writing	0
Science	0
Parental Involvement	2144
Discipline & Safety	0
Technology	1000
Health & Physical Fitness	0
Electives & Special Areas	7000
Return On Investment	0
<b>Total</b>	<b>57076</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

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*