Mae M. Walters Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Mae M. Walters Elementary School

650 W 33RD ST, Hialeah, FL 33012

http://mwalters.dadeschools.net/

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

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

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders are an essential component of the learning community and providing feedback towards the
School Improvement Process (SIP). Their input is provided through the Educational Excellence School

Advisory Committee (EESAC), where components of the SIP are shared along with data to support the decisions made for continuous improvement. During the EESAC meetings, teachers, parents, students, and community business partners vote upon the components of the SIP and come to a consensus on additional action steps needed to support student achievement.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored quarterly for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap, by engaging in an on-going data disaggregation process with stakeholders and correlating the achievements or lack of to the action steps outlined on the SIP. This will be done through grade level meetings, data chats, faculty meetings, and EESAC meetings. To ensure continuous improvement. The plan will be revised quarterly through analyzing the areas of concern and developing new implementation steps that will be purposeful in targeting the areas of focus.

Demographic Data

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	9	13	8	12	6	11	0	0	0	59
One or more suspensions	0	0	0	0	2	0	0	0	0	2
Course failure in English Language Arts (ELA)	0	11	11	22	4	4	0	0	0	52
Course failure in Math	0	8	6	9	6	14	0	0	0	43
Level 1 on statewide ELA assessment	0	0	0	38	28	44	0	0	0	110
Level 1 on statewide Math assessment	0	0	0	23	24	36	0	0	0	83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	8	7	30	20	33	0	0	0	98

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	8	7	30	20	33	0	0	0	98

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	14	16	16	8	12	0	0	0	66
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	6	11	10	5	0	0	0	35
Course failure in Math	0	5	5	3	5	10	0	0	0	28
Level 1 on statewide ELA assessment	0	0	0	5	14	19	0	0	0	38
Level 1 on statewide Math assessment	0	0	0	1	7	33	0	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	15	23	18	26	0	0	0	88

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	7	5	9	13	23	0	0	0	57

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	12	4	5	1	2	0	0	0	24
Students retained two or more times	0	0	0	0	1	1	0	0	0	2

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	9	13	10	15	7	14	0	0	0	68
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	15	13	27	4	6	0	0	0	65
Course failure in Math	0	10	8	13	8	24	0	0	0	63
Level 1 on statewide ELA assessment	0	0	0	60	42	72	0	0	0	174
Level 1 on statewide Math assessment	0	0	0	40	31	60	0	0	0	131
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	15	59	94	124	84	138	0	0	0	514

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	10	9	48	27	57	0	0	0	151

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement*	63	62	56	65	62	57
ELA Learning Gains	64	69	61	62	62	58
ELA Lowest 25th Percentile	65	60	52	63	58	53
Math Achievement*	67	64	60	78	69	63
Math Learning Gains	67	71	64	63	66	62
Math Lowest 25th Percentile	60	66	55	44	55	51
Science Achievement*	62	53	51	69	55	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	62			69		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	510
Total Components for the Federal Index	8
Percent Tested	100

2021-22 ESSA Federal Index	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	49			
ELL	66			
AMI				
ASN				
BLK				
HSP	64			
MUL				
PAC				
WHT				
FRL	63			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	63	64	65	67	67	60	62					62
SWD	32	56	58	43	61	50						41
ELL	63	67	79	66	65	66	57					62
AMI												
ASN												
BLK												
HSP	63	63	65	68	68	61	62					62
MUL												
PAC												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
WHT												
FRL	63	62	62	67	67	58	63					61

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	59	62	67	58	36	28	38					57
SWD	19			38								54
ELL	57	63	71	54	37	29	31					57
AMI												
ASN												
BLK												
HSP	59	61	67	57	36	28	38					57
MUL												
PAC												
WHT												
FRL	58	61	67	57	37	28	39					58

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	65	62	63	78	63	44	69					69
SWD	43	41		54	35							65
ELL	60	60	64	75	61	47	65					69
AMI												
ASN												
BLK												
HSP	65	62	64	78	64	44	69					69
MUL												
PAC												
WHT												
FRL	64	60	62	76	64	43	66					69

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	43%	56%	-13%	54%	-11%
04	2023 - Spring	51%	58%	-7%	58%	-7%
03	2023 - Spring	46%	52%	-6%	50%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	62%	63%	-1%	59%	3%
04	2023 - Spring	55%	64%	-9%	61%	-6%
05	2023 - Spring	55%	58%	-3%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	50%	-11%	51%	-12%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on the FAST PM3, the data component that reflected the lowest performance was 3rd and 5th grade reading with a proficiency percentage of 46% for 3rd grade and 43% for 5th grade. In mathematics 4th & 5th grade reflected the lowest performance with a percentage of 55% proficiency. The contributing factors were student engagement and lack of knowledge on the the new testing format. This impacted the ability for student progress which is the reason why the areas of focus were selected.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was 3rd and 5th grade reading. In the 2021-2022 school year, they had a proficiency of 65% for 3rd grade and 62% for 5th grade in comparison to 46% for 3rd grade and 43% for 5th grade in the FAST PM3. It demonstrated a decrease of 19% for both grade levels. The factors that contributed to this decline was student engagement and the new testing format from 21-22 to 22-23. This impacted the ability for student progress which is the reason for the areas of focus selected.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Based on data, 5th grade reading reflected the greatest gap when compared to the state average. Our percentage of proficiency was 43% compared to the state average of 50%. Factors that contributed to this gap was lack of student engagement and the new testing format from 21-22 to 22-23. This impacted the ability for student progress which is the reason for the areas of focus selected.

Which data component showed the most improvement? What new actions did your school take in this area?

Based on data, 4th grade mathematics showed the most improvement with an increase of 2 percentage points in proficiency. The new actions that the school took in this area was pull-out intervention done with fidelity to help the lower-performing students.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data from Part I, two potential areas of concern are student attendance and scoring a Level 1 or Level 2's in both Reading and Mathematics.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The highest priorities for the school improvement in the upcoming school year are working on ELA with the intermediate grades, as well as increasing intervention and push-in support with fidelity while continuing consistent progress monitoring and increased rigor on DI.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data, 46% of the students in grades 3-5 were proficient in ELA as compared to the state average of 50% and the district average of 51%. Based on school generated data, the 2022-2023 school year reading proficiency declined 18% from the 2021-2022 school year. Based on the identified contributing factors of high number of level 1 and 2 ESOL students, limited evidence of intervention and differentiated instruction, as well as inconsistent evidence of collaborative planning when noted during instructional walkthroughs. These significant improvements need to be made which is why Differentiation was selected as an Area of Focus.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By successfully implementing differentiated instruction, students will show significant improvements on their Reading on-going progress monitoring and i-Ready assessments. After analyzing school generated data, it is our goal to increase the percent of students scoring in the proficiency range by 3 percentage points in reading when compared to last years data.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Teacher and student data chat meetings will be implemented quarterly across all grade levels. Data Analysis of formative assessments will be tracked and reviewed to ensure students are progressing. Data will be discussed during Leadership Team meetings and administration will be monitoring to ensure data driven instruction, differentiated instruction, and interventions are being implemented with fidelity.

Person responsible for monitoring outcome:

Elizabeth Chardon (pr5711@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element Differentiation, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven instruction. will assist in closing the achievement gap as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through data chats and data monitoring to drive instructional planning and data driven conversations to on-going progress monitoring.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Data driven instruction will ensure teachers are utilizing relevant and aligned data to plan lessons that are specific to the needs of the students. Teachers will adjust their plans and instructional delivery as data is continuously acquired based on Reading progress monitoring assessments, topic assessments, and i-Ready assessments.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

A reading coach will be hired to assist teachers. As a result, teachers will be guided on how to implement effective ELA strategies in the classroom.

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

By When: September 29, 2023

Provide Professional Development for teachers on effective implementation of differentiated instruction and intervention that is aligned to the school goals based on data. As a result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student folders, and posted groups. The curricular alignment will be evident throughout the grade levels.

Person Responsible: Joana Ledo (jledo@dadeschools.net)

By When: September 29, 2023

During collaborative planning teachers will share best practices and effective strategies used during DI groups that help students achieve higher levels of proficiency. As a result, teachers will share best practices that will increase student knowledge in core subjects.

Person Responsible: Joana Ledo (jledo@dadeschools.net)

By When: September 29, 2023

During collaborative planning teachers and instructional coaches will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction developed to increase student achievement.

Person Responsible: Joana Ledo (jledo@dadeschools.net)

By When: September 29, 2023

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data, 57% of the students in grades 3-5 were proficient in Mathematics as compared to the state average of 58% and the district average of 62%. Based on school generated data, the 2022-2023 school year mathematics proficiency declined 10% from the 2021-2022 school year. Based on the identified contributing factors of high number of level 1 and 2 ESOL students, limited evidence of differentiated instruction, collaborative planning, and data driven instruction is why Math instruction was selected as an Area of Focus.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Improving the overall proficiency rate is a main focus. An emphasis will be placed on Standards-aligned instruction to ensure students are making adequate. After analyzing school generated data, it is our goal to increase the percent of students scoring in the proficiency range by 3 percentage points when compared to last years data.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Administration will conduct quarterly data chats , adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Data Analysis of formative assessments will be reviewed monthly to observe progress. This data will be shared and analyzed during collaborative planning meetings with administration to ensure students are demonstrating on remediated standards.

Person responsible for monitoring outcome:

Janeysa Sanchez (jmsanchez@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Mathematics, our school will focus on the Evidence-based Intervention of: Scaffolding. Scaffolding will assist with gradually building the students' knowledge by planning with their data in mind and meeting students where they are. Data-Driven instruction will be monitored using data trackers to drive instructional planning and data driven conversations to Ongoing Progress Monitoring (OPM).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Data driven instruction will ensure teachers are utilizing relevant and aligned data to plan lessons that are specific to the needs of the students. Teachers will adjust their plans and instructional delivery as data is continuously acquired based on Mathematics progress monitoring assessments, topic assessments, and i-Ready assessments.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will attend weekly collaborative planning meetings to collaborate and brainstorm challenges, needs, and shared best practices. Strategies can include appropriate scaffolding, thinks aloud, and student questioning.

Person Responsible: Gonzalez Clara (clgonzalez@dadeschools.net)

By When: September 29, 2023

Mathematics liaison will attend mathematics district-provided meetings on monthly basis and will share best practices with staff. As a result, teachers will plan for instruction that is aligned to B.E.S.T standards.

Person Responsible: Gonzalez Clara (clgonzalez@dadeschools.net)

By When: September 29, 2023

Based on the data review, our school will ensure that student products and teaching techniques are aligned to the state standards.

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

By When: September 29, 2023

Standards-based instruction will ensure that teachers are applying relevant, rigorous, and innovative academics with detailed lessons that are developmentally appropriate to eliminate the achievement gap

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

By When: September 29, 2023

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 NGSSS Science Statewide Assessment, 39% of the students in 5th grade were proficient in science as compared to the state average of 51% and the district average of 50%. Based on school generated data, the 2022-2023 school year science proficiency declined 25% from the 2021-2022 school year. Based on the identified contributing factors of limited evidence of relevant, rigorous, and innovative academics with detailed lessons that are developmentally appropriate are needed to eliminate the achievement gap. We will implement the Targeted Element of Benchmark-Aligned Instruction.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Benchmark-Aligned Instruction, students will increase at least 3 percentage points in the NGSSS Science Statewide Assessment Data by May 31st, 2024.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Administration will conduct quarterly data chats, review lesson plans for indications for use of benchmark correlation, and follow-up with regular walkthroughs to ensure effective instructional delivery based on stated standards on lesson plans.

Person responsible for monitoring outcome:

Janeysa Sanchez (jmsanchez@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Benchmarked-Aligned Instruction, our school will focus on the Evidence-based Intervention of: Interactive Learning Environment. Interactive Learning Environment will assist with allowing students to gradually build knowledge with hands-on activities such as interactive science labs. instruction will be driven by standard-aligned benchmarks that will provide effective transition to build upon.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Interactive Learning Environments allow students to interact with visual aids/scaffolds that support the acquisition or assimilation of prerequisite skills, academic vocabulary, and instructional/metacognitive processes.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Based on the data review, our school will ensure that student products and teaching techniques are aligned to the state standards.

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

By When: September 29, 2023

Standards-based instruction will ensure that teachers are applying relevant, rigorous, and innovative academics with detailed lessons that are developmentally appropriate to eliminate the achievement gap.

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

By When: September 29, 2023

Teachers will attend professional developments for teachers on effective implementation of scaffolding that is aligned to relevant student data. As a result, teachers will identify resources that are appropriate for differentiated instruction.

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

By When: September 29, 2023

Science liaison will attend science district-provided meetings monthly and will share best practices with staff. As a result, teachers will plan for instruction that is aligned to the benchmark-aligned standards.

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

By When: September 29, 2023

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 School Year Attendance data, 42% of the students were absent more than 11 days, as compared to the district average of 46%. Based on school generated data, the 2022-2023 there was an increase of 6 percentage points compared to the 2021-2022 school year which signifies more students were absent 11 or more times. This year's attendance initiatives will need to be improved in order to ensure attendance is consistently high so students are in school and learning.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement the targeted Area of Focus relating to Student Attendance, our students will receive targeted instruction to ensure improved academic outcomes. With consistent implementation of student incentives our attendance will increase by 3 percentage points by June 2024.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Attendance Review Committee (ARC) meets monthly and will work to connect families who struggle with attendance, identifying the root cause for absences, and developing a plan to ensure students are present daily. The ARC will plan regular student incentives to promote the importance of daily attendance. Teachers will monitor their daily attendance and will reach out to parents if a child has 3 days of unexcused absences and will notify the ARC if a family voices any issues or concerns. Teachers and the ARC will follow the established school's attendance protocols and will discuss this data during data chats.

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Attendance, our school will focus on the Evidence-based intervention of: Attendance Initiatives. Attendance Initiatives will assist in
narrowing the attendance and achievement gap. Student absences will be monitored to prevent a pattern of excessive absences.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The leadership team will create an attendance contract. As a result, contract will be shared with all stakeholders in which they will be aware and held responsible for consequences for excessive absences.

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

By When: September 29, 2023

School CIS will contact the parents of students who have 3 or more unexcused absences with a telephone call. As a result, the importance of daily attendance will be reviewed with parents.

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

By When: September 29, 2023

Teachers will be provided with a monthly calendar to keep track of the days their homeroom gets 100% perfect attendance. The class with the most days at the end of the month will receive a prize.

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

By When: September 29, 2023

The school leadership will establish an Attendance Review Committee (ARC). As a result, students that have been identified with increasing absences will be monitored to include, home visits, daily calls, and Attendance interventions.

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

By When: September 29, 2023

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the school generated data for the 2022-2023 school year, 56% of the rising second graders scored below 40% on the STAR Reading Assessment. This data is significant as it indicates that increasing proficiency in Reading is our school's main priority. Emphasis will primarily be given to Reading Intervention and Differentiated Instruction in order to close the achievement gap. Implemented differentiated instruction and ensuring all Tier 2 and Tier 3 Reading Interventions are done with fidelity will be the key to building our success.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

According to the school generated data for the 2022-2023 school year, 61% of the rising third graders scored below 40% on the STAR Reading Assessment. This data is significant as it strongly indicates that increasing proficiency in Reading is our school's main priority. Emphasis will primarily be given to Reading Intervention and Differentiated Instruction in order to close the achievement gap. Implemented differentiated instruction and ensuring all Tier 2 and Tier 3 Reading Interventions are done with fidelity will be the key to building our success.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Reading Intervention and Differentiated Instruction are needed to close the achievement gap. Percentage rates are significantly lower than our desired goals of performance. Data points indicate that students need assistance developing basic Reading skills. Focusing on differentiated instruction and Tier 2/Tier 3 Reading Interventions with fidelity is crucial for success. This is why our goal is to increase the percent of students scoring in the proficiency range by 3 percentage points in reading when compared to last year's data.

Grades 3-5 Measurable Outcomes

Reading Intervention and Differentiated Instruction are needed to close the achievement gap. Percentage rates are significantly lower than our desired goals of performance. Data points indicate that students need assistance developing basic Reading skills. Focusing on differentiated instruction and Tier 2/Tier 3 Reading Interventions with fidelity is crucial for success. This is why our goal is to increase the percent of students scoring in the proficiency range by 3 percentage points in reading when compared to last year's data.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Intervention and D.I. groups will be adjusted based on current data in real time, ensure that differentiation is aligned to current data. Data Analysis of formative assessments will be reviewed monthly to observe progress. This data will be shared and analyzed during collaborative planning meetings and data chats with administration to ensure students are demonstrating on remediated standards.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Chardon, Elizabeth, pr5711@dadeschools.net

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Mae M. Walters Elementary will incorporate the science of reading and evidence-based strategies which will focus on gradually building the students' knowledge by planning with their data in mind and meeting students where they are. Reading intervention and differentiated instruction will be monitored using teacher generated data trackers during classroom walkthroughs and through administrative teacher/student data chats to drive instructional planning and data driven conversations to Ongoing Progress Monitoring (OPM).

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Based on the identified contributing factors of limited evidence of intervention and differentiated instruction along with high number of level 1 and 2 ESOL students. We believe focusing on the foundational skills and phonies through the Horizons Discovery Program and McGraw Hills. This will address the identified needs of our population.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Mrs. Joana Ledo, Reading Coach will develop, lead, and provide teachers support and guidance with the core content, standards/program, intervention approaches, participate in the design and delivery of professional development and identify systematic patterns of student needs.	Chardon, Elizabeth, pr5711@dadeschools.net
Intervention and differentiated instruction will be adjusted based on alignment with current data in real time. Data Analysis of formative assessments will be reviewed monthly to observe progress. Planning meetings and data chats with administration will take place to ensure students are demonstrating on remediated standards.	Chardon, Elizabeth, pr5711@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Disseminating the Student Improvement Plan (SIP) effectively is crucial to ensure that all stakeholders are aware of the plan's goals, strategies, and progress. Mae W. Walters Elementary plans to do: (a) publish the SIP on the school's official website or educational portals. This ensures that parents, students, teachers, and the broader community have easy access to the plan, (b) share the plan and any updates with the EESAC Committee, and (c) display information about the SIP during school open houses, back to-school nights, and other events that attract parents and community members.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Mae Walters provides opportunities for all teachers and parents/guardians to provide their opinion, ideas, and ongoing feedback to Administration. Mae Walters includes all stakeholders by providing all pertinent and necessary information in a timely manner and through multiple mediums to ensure receipt. Email, social media, text & phone messages, monthly calendars, quarterly ESSAC meetings, and flyers are implemented to ensure open and constant communication. We are constantly analyzing and fine-tuning systems to ensure that we are providing a safe classroom that foster remarkable students' achievement through engagement and learning.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

For the 2023 - 2024 school year, additional services that will be implemented to ensure sustainability of improvement in the next year and beyond will begin with focusing on student grade-level achievement (proficiency), creating a culture of high expectations, building positive learning environments, building capacity of the instructional staff in B.E.S.T., and providing strategic support to both primary and intermediate grade levels across all contents.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Mae Walters will employ both individual and group counseling and mediation with the student services team. Additionally, we will offer a multi-tiered system of supports that will be available to students with the school counselor, mental health coordinator, and more.
- Safety Smart Kids
- Start with Hello
- Anti bullying curriculum

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Mae Walters has implemented many opportunities to prevent and address problem behavior. For example, but not limited to.
- Functional Behavior Assessment
- S.E.B.I.P = Social Emotional Behavioral Intervention Plan
- MTSS- Multi-Tiered Systems of Supports

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Job-embedded professional development will be offered to support teachers and instructional leaders in the building. Professional developments such as "B.E.S.T. Collaborative Planning with a Lens on the FEI", "Standard-Aligned Instruction in ELA and Math, "Understanding the Data and Tracking OPMs", and the "Aligning Resources to Small Group Instruction trainings have already been outlined as training

sessions for this school year. Instructional Coaching will also be implemented individually with teachers to support specific needs.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A