

Miami-Dade County Public Schools

MAE M. WALTERS ELEMENTARY SCHL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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 around them.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dalia Villar

Position Title

Principal

Job Duties and Responsibilities

The principal oversees and manages instructional and operational aspects of the learning environment and school building.

Leadership Team Member #2

Employee's Name

Janeysa Sanchez

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name

Barbara Taveras

Position Title

ELL Compliance Specialist

Job Duties and Responsibilities

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.

Leadership Team Member #4

Employee's Name

Rosa Prieto

Position Title

School Counselor

Job Duties and Responsibilities

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.

Leadership Team Member #5

Employee's Name

Clara Gonzalez

Position Title

5th Grade Teacher

Job Duties and Responsibilities

Assist in identifying schools needs, action steps and documenting the SIP process.

Leadership Team Member #6

Employee's Name

Dr. Renata Novak

Position Title

ESE Teacher

Job Duties and Responsibilities

Assist in identifying schools needs, action steps and documenting the SIP process.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

Every stakeholder plays a crucial role in the learning community by contributing feedback to the School Improvement Process (SIP). Their insights are gathered through the Educational Excellence School Advisory Committee (EESAC), where elements of the SIP are discussed alongside relevant data that informs the decisions for ongoing enhancement. During EESAC meetings, teachers, parents, students, and community business partners collaborate to vote on SIP components and reach a consensus on further actions required to promote student success.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The SIP will be reviewed quarterly to ensure it is effectively implemented and positively impacts student achievement, especially for those with the largest achievement gaps. This will involve an ongoing process of data analysis with stakeholders, comparing student progress or setbacks to the action steps outlined in the SIP. Monitoring will take place during grade-level meetings, data discussions, faculty meetings, and EESAC meetings to promote continuous improvement. The plan will be revised each quarter by identifying areas of concern and developing targeted action steps to address key focus areas.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	99.5%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: B* 2021-22: A 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	0	14	13	6	3	15				51
One or more suspensions	0	0	1	0	0	0				1
Course failure in English Language Arts (ELA)		1	3	23	18	7				52
Course failure in Math		1	3	7	9	9				29
Level 1 on statewide ELA assessment				2	24	38				64
Level 1 on statewide Math assessment				1	16	23				40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		21	16	40						77
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		10	5	11	7					33

Current Year 2024-25

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	14	8	26	36	40				124

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2023-24) As Last 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 school days	9	13	8	12	6	11				59
One or more suspensions					2					2
Course failure in ELA		11	11	22	4	4				52
Course failure in Math		8	6	9	6	14				43
Level 1 on statewide ELA assessment				38	28	44				110
Level 1 on statewide Math assessment				23	24	36				83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		8	7	30						98

Prior Year (2023-24) As Last Reported (pre-populated)

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		8	7	30	20	33				98

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				7						7
Students retained two or more times				1	1	1				3

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	61	63	57	59	60	53	63	62	56
ELA Grade 3 Achievement **	72	63	58	60	60	53			
ELA Learning Gains	60	64	60				64		
ELA Learning Gains Lowest 25%	62	62	57				65		
Math Achievement *	68	69	62	63	66	59	67	58	50
Math Learning Gains	68	65	62				67		
Math Learning Gains Lowest 25%	68	58	52				60		
Science Achievement *	61	61	57	54	58	54	62	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	63	64	61	59	63	59	62		

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	583
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
65%	61%	64%	51%		64%	62%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	46%	No		
English Language Learners	63%	No		
Hispanic Students	65%	No		
Economically Disadvantaged Students	66%	No		

2022-23 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%
Students With Disabilities	52%	No		
English Language Learners	59%	No		
Hispanic Students	60%	No		

2022-23 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%
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Economically Disadvantaged Students

61%

No

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%
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Students With Disabilities

49%

No

English Language Learners

66%

No

Native American Students

Asian Students

Black/African American Students

Hispanic Students

64%

No

Multiracial Students

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%
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	63%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	61%	72%	60%	62%	68%	68%	68%	61%					63%
Students With Disabilities	37%	50%	59%		40%	41%							50%
English Language Learners	58%	69%	59%	64%	68%	66%	68%	55%					63%
Hispanic Students	61%	72%	60%	62%	68%	68%	68%	60%					62%
Economically Disadvantaged Students	63%	76%	61%	59%	70%	70%	71%	63%					63%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	59%	60%			63%			54%					59%
Students With Disabilities	49%	52%			44%								64%
English Language Learners	57%	57%			63%			50%					67%
Hispanic Students	58%	60%			63%			54%					67%
Economically Disadvantaged Students	60%	60%			63%			56%					64%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
Students With Disabilities	32%		56%	58%	43%	61%	50%						41%
English Language Learners	63%		67%	79%	66%	65%	66%	57%					62%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	63%		63%	65%	68%	68%	61%	62%					62%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	63%		62%	62%	67%	67%	58%	63%					61%

E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	57%	56%	1%	55%	2%
Ela	4	41%	55%	-14%	53%	-12%
Ela	5	39%	56%	-17%	55%	-16%
Math	3	60%	65%	-5%	60%	0%
Math	4	53%	62%	-9%	58%	-5%
Math	5	54%	59%	-5%	56%	-2%
Science	5	44%	53%	-9%	53%	-9%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component that showed the most significant improvement was the 3rd Grade ELA scores, with a proficiency percentage of 72% increasing 26% from the year prior. This improvement can be attributed to several strategic actions implemented by the school. We increased the use of interventionists to provide targeted support to students who were struggling. Additionally, we maintained small class sizes to allow for more personalized instruction and better student-teacher interactions. Remediation efforts were also intensified, focusing on reinforcing foundational skills and addressing individual learning gaps.

Lowest Performance

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 4th and 5th grade reading with a proficiency percentage of 55%. In mathematics 4th & 5th grade reflected the lowest performance with a percentage of 68% proficiency. The contributing factors were student engagement, influx of ESE/ESOL population. Moreover 39% of students in 5th grade and 41% in 4th grade received a score of 3 or higher on statewide assessments. Therefore this indicates a greater need for reading intervention practices.

Greatest Decline

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

Although there was no decline in scores from the 2022-2023 school year, Grade 4th proficiency repeated as the lowest proficient grade level.

Greatest Gap

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, 3rd grade reading reflected the greatest gap when compared to the state average. Our percentage of proficiency was 72% compared to the state average of 60%. Factors that

contributed to this gap was an increase of intervention, remediation and small classroom size.

EWS Areas of Concern

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.

Highest Priorities

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

Our highest priorities are all academic related, in the areas of increasing proficiency in ELA, Mathematics and Science to continue the positive trend in the intermediate grades.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 FAST PM3 data, 61% of the students in grades 3-5 were proficient in ELA as compared to the state average of 54% and the district average of 56%. Based on this data and the identified contributing factors of increased ESE/ESOL population due to an influx of students, we will implement the Before, During, and After (BDA) Reading Strategies.

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

45% of the rising second graders scored below 50% on the 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 Before, During, and After (BDA) Reading Strategies to enable students to become active and strategic readers. This will help to close the achievement gap. BDA Reading strategies used during instruction and ensuring all Tier 2 and Tier 3 Reading Interventions are done with fidelity will be the key to building our success. The Reading Horizons Program will be used as an intervention.

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

According to the school generated data for the 2023-2024 school year, 28% of the rising third graders scored below 50% on the 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 Before, During, and After (BDA) Reading Strategies in order to close the achievement gap. Implementing BDA and ensuring all Tier 2 and Tier 3 Reading Interventions are done with fidelity will be the key to building our success. The Reading Horizons Program will be used as an intervention.

Grades K-2: Measurable Outcome(s)

Reading Horizons Reading Intervention and Before, During, and After (BDA) Reading Strategies 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 BDA Reading Strategies 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 2 percentage points in reading when compared to last year's data.

Grades 3-5: Measurable Outcome(s)

Reading Horizons Reading Intervention and Before, During, and After (BDA) Reading Strategies 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 BDA Reading Strategies in 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 2 percentage points in reading when compared to last year's data.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The administration will conduct data discussions, dynamically adjust groups based on real-time data, and perform regular walkthroughs to ensure the Before, During, and After (BDA) Reading Strategies align with current data. Monthly reviews of formative assessment data will be conducted to monitor progress. This data will be shared and analyzed during collaborative planning meetings with administration to ensure students are making progress on remediated standards.

Person responsible for monitoring outcome

Dalia Villar

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Before, During, and After (BDA) Reading Strategies. Teaching BDA Reading Strategies enables students to become active and strategic readers. This is a process that engages students in the use of active reading strategies before, during, and after reading. Before reading, students preview the text to set a purpose for reading. This purpose can be set based on the genre (poetry, fiction, non-fiction) of the text. This knowledge or purpose is then used to annotate the text while reading. The students annotate (take notes) based on the main characteristics of the genre. Skimming is a strategic, selective reading method in which students focus on the main ideas of a text. this technique

can also be used when students are searching for supporting evidence to respond to comprehension questions. Additionally, students utilize vocabulary strategies to determine the meaning of unknown words which will further enhance their understanding. After reading, students dissect the questions and answers carefully, as well as search the text for appropriate evidence if need be. The Paraphrasing Strategy is designed to help students focus on the most important information in a passage and to improve students' recall of main ideas and specific facts. Students read short passages of materials, identify the main idea and details, and rephrase the content in their own words.

Rationale:

The Before, During, and After (BDA) Reading Strategies was chosen as it addresses students' individual needs and at the same time holds the teacher accountable for maintaining high standards for all students as the teacher can tailor lessons to match students' readiness levels and learning styles.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Lesson plans that incorporate BDA Strategies.

Person Monitoring:

Dalia Villar

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will consistently develop lesson plans that address students' needs through Before, During, and After (BDA) Reading Strategies. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect differentiation within the whole group instruction as well as within small groups.

Action Step #2

Professional Development

Person Monitoring:

Janeysa Sanchez

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional Development 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.

Action Step #3

Collaborative Planning

Person Monitoring:

Janeysa Sanchez

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 FAST PM3 data, 68% 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 this data and the identified contributing factors of increased ESE/ESOL population due to an influx of students, we will implement the Targeted Element of English Language Learners (ELL) Strategies with a focus on remediation.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the Targeted Element of English Language Learners (ELL) Strategies with a focus on remediation, an additional 2% of the 3rd-5th students will score at grade level or above in area of Mathematics on the FAST PM3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The administration will hold data discussions, adjust groups based on real-time data, and conduct regular walkthroughs to ensure English Language Learners (ELL) Strategies align with current data. Monthly reviews of formative assessment data will track progress. This data will be shared and analyzed during collaborative planning meetings with administration to ensure students are mastering remediated standards.

Person responsible for monitoring outcome

Dalia Villar

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

English Language Learners (ELL) Strategies refers to the processes and actions that are consciously deployed to language learners to help them learn or use a language more effectively. They have also been defined as thoughts and actions, consciously chosen by language learners to assist them in carrying out a variety of tasks from the very onset of learning to the most advanced levels of target language performance. The use of technology can be utilized to incorporate visuals, video, audio, etc., to assist English Language Learners.

Rationale:

The English Language Learners (ELL) Strategies was chosen as it addresses students' individual needs and at the same time holds the teacher accountable for maintaining high standards for all students as the teacher can tailor lessons to match students' readiness levels and learning styles.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Janeysa Sanchez

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Mathematics Liaison

Person Monitoring:

Dalia Villar

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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.

Action Step #3

Standard-Based Instruction

Person Monitoring:

Janeysa Sanchez

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 NGSSS Science Statewide Assessment, 61% of the students in 5th grade were proficient in science as compared to the state average of 53% and the district average of 53%. 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 Interactive Notebooks .

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the Targeted Element of Interactive Notebooks, an additional 2% of 5th will score at grade level or above in area of Science on the NGSSS Science Assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The administration will engage in data discussions, evaluate lesson plans for alignment with benchmark standards, and perform regular walkthroughs to ensure that instructional delivery effectively meets the established standards outlined in the lesson plans.

Person responsible for monitoring outcome

Dalia Villar

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Interactive Notebooks teach students to organize their notes/learning and synthesize their thoughts. These notebooks can be developed and utilized in all content areas. Additionally, the students can take these meaningful resources home for home learning and study guide support.

Rationale:

The evidence-based strategy of interactive notebooks was chosen as it addresses students' individual needs to show understanding, application and outcome analysis utilizing the skills identified in the scientific method.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning Communities

Person Monitoring:

Janeysa Sanchez

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Standard-Based Instruction

Person Monitoring:

Dalia Villar

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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.

Action Step #3

Standard-Aligned Instruction

Person Monitoring:

Dalia Villar

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

IV. Positive Culture and Environment**Area of Focus #1**

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 School Climate Survey results, 59% of Mae M. Walters Elementary staff frequently feel overwhelmed and overloaded while working at the school. We will implement strategies to promote a Growth Mindset and Mindfulness by facilitating activities that promote These Mindsets. The social committee will display visible signs around the school to promote Growth Mindset and Mindfulness.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The implementation of Growth Mindset and Mindfulness Strategies will decrease our staff's current stressors that contribute to the state of feeling overwhelmed by 2% from 59% to 57% as measured by the Staff Climate Survey (Q29).

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

To monitor the effectiveness of implementing Growth Mindset and Mindfulness strategies in reducing the frequent feeling of overwhelm among school staff by 2%, the administration will conduct short online surveys. These surveys will be distributed quarterly online and will include questions designed to assess changes in stress levels, mindfulness strategies, and growth mindset attitudes. By collecting and analyzing this data, the administration aims to track progress, identify trends, and make informed decisions to support staff well-being. The surveys will be anonymous to ensure honest feedback and will provide valuable insights into the impact of these strategies on reducing staff

overwhelm.

Person responsible for monitoring outcome

Dalia Villar

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Promoting Growth Mindset and Mindfulness integrates growth mindset-oriented learning and mindfulness practices. Promoting Growth Mindset and Mindfulness can be displaying visible reminders of growth mindset and mindfulness, facilitating activities that promote growth-mindset and mindfulness, and modeling growth mindset and mindfulness.

Rationale:

The evidence-based strategy of growth mindset and mindfulness was chosen as it addresses staff's expectations, learning, school climate and culture.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Strategy Visuals

Person Monitoring:

Dr. Renata Novak

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school leadership team will create a Growth Mindset and Mindfulness strategies visuals.

Action Step #2

Mindset & Mindfulness Visuals

Person Monitoring:

Dalia Villar

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school leadership team will post the visuals around the school and give each teacher a Growth Mindset and Mindfulness visual to post in their classrooms.

Action Step #3

Meditation Session

Person Monitoring:

By When/Frequency:

Janeysa Sanchez

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The leadership team will incorporate a meditation session at the beginning of each faculty meeting. (2-3 minutes)

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

<https://api.dadeschools.net/schoolwebsite/#!/?schoolId=5711>

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Mae M. Walters encourages all teachers and parents/guardians to share their opinions, ideas, and continuous feedback with the Administration. The school ensures that all stakeholders are informed by delivering relevant and essential information promptly and through various channels.

Communication methods include email, social media, text and phone messages, monthly calendars, quarterly EESAC meetings, and flyers, which help maintain open and consistent communication. We are continuously reviewing and refining our systems to ensure we provide a safe learning environment that promotes outstanding student achievement through active engagement and learning.

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

In the 2024-2025, school year, additional services will be introduced to ensure sustained

improvement in the coming years. These efforts will concentrate on achieving grade-level proficiency for students, fostering a culture of high expectations, creating positive learning environments, enhancing the instructional staff's capacity in B.E.S.T., and offering targeted support to both primary and intermediate grade levels across all subjects.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

Mae M. 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

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

N/A

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

Mae M. 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

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

Job-embedded professional development will be provided to support teachers and instructional

leaders within the school. Training sessions, such as "B.E.S.T. Collaborative Planning with a Focus on the FEI," "Standards-Aligned Instruction in ELA and Math," "Understanding Data and Tracking OPMs," and "Aligning Resources for Small Group Instruction," have already been scheduled for this school year.

Strategies to Assist Preschool Children

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

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00