

Miami-Dade County Public Schools

Wesley Matthews Elementary School



2015-16 School Improvement Plan

Wesley Matthews Elementary School

12345 SW 18TH TER, Miami, FL 33175

<http://wmes.dadeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	82%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our "Universal School", composed of students, school staff, family members, and business leaders, is committed to the process of educating creative and successful future citizens in an ever evolving multi-faceted community. Each child's unique intellectual and affective needs are addressed through innovative, dynamic, and relevant approaches to teaching and learning.

Provide the school's vision statement

Wesley Matthews Elementary School is a school in which every adult who works with students has the highest expectations for the students and the belief that each and every child can and will realize his or her potential.

Staff members will endeavor to make each child feel safe, secure, and special by providing the most nurturing environment possible. The end result will be that at Wesley Matthews Elementary School, no child will be left behind.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Wesley Matthews Elementary School learns about students' cultures in a variety of ways which include initial contact with parents as they register their children at the school for the first time, teacher surveys provided at the beginning of the school year or when the students first come to their class, and through formal and informal meetings scheduled to discuss student progress at the school. Teachers encourage their students to take pride in their cultural backgrounds as demonstrated through opportunities to discuss them throughout the school year.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Wesley Matthews Elementary School creates an environment where students feel safe and respected before, during and after school by providing active and visible supervisory posts in key locations throughout the building to ensure the safety of all students at the site. From the moment students walk into the building, enter the cafeteria for breakfast and/or leave that area escorted by a teacher, there is a sense of safety and belonging that supports learning and a sense of belonging to each and every student. The school not only provides adult supervision every moment of the day through security monitors that greet visitors at the main entrance of the building, but also allows students to play an active role in the safety of the school by means of the Safety Patrol comprised of fifth grade students. All students are safe and respected and reciprocate their respect toward the adults that are charged with their care.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Wesley Matthews Elementary School teachers are provided a review of the district's Code of Student Conduct at the Opening of Schools meeting and students are presented with the district's Code of

Student Conduct policies throughout the first week of school in a variety of formats that are age appropriate. Students in grades 2 through five are invited to an assembly to discuss the expectations and students in Kindergarten and first grade are addressed in their classrooms. The school counselor, teachers and administration apprise all students of the expectations at the school and what the rewards are for appropriate behaviors and what the consequences are for violations of the school rules. Behaviors that distract students from instructional time are addressed immediately in class and if not remediated at that time, students can be referred to administration and or parents are contacted. Individual teachers utilize several different modes for attaining positive behaviors in their class and throughout the building which include earning Dojo points that are immediately reported to parents through their mobile phones and/or computers. Other teachers utilize Edmodo to maintain communication with parents while others use more traditional methods such as a school agenda to keep parents informed of student behaviors and events taking place in the classroom as well as the school.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Wesley Matthews Elementary School ensures the social-emotional needs of all students are being met by providing students identified in need in this area opportunities to meet with the school counselor as needed, meeting with the guardians of these students to understand the family needs if applicable and provide strategies that both the school and the family can undertake to ensure the child is evolving appropriately in all aspects from his/her education to his/her social and emotional needs. If necessary, the school's support services can also provide outside agency information to help support the needs of the student.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance data from the 2014-2015 school year indicates that 6% of the students missed 10% or more of available instructional time throughout the school year. Students need to attend school regularly to succeed, being in school on a regular and consistent basis leads to succeeding in school. Data from the 2014-2015 school year have not been released at this time. Data from the current EWS (Early Warning Systems) report indicate that 12 students in grades Kindergarten through fifth failed a reading course during the 2014-2015 school year and 15 students in grades Kindergarten through fifth grade failed a mathematics course in the same school year. In monitoring the Early Warning Systems, the MTSS/RtI team and LLT team will monitor the all of these students identified as being at risk in these areas.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level					Total
	K	1	2	4	5	
Attendance below 90 percent	1	2	2	2	4	11
One or more suspensions	0	0	0	0	0	
Course failure in ELA or Math	1	6	4	1	8	20
Level 1 on statewide assessment	1	7	5	6	19	38

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	K	1	2	4	5	
Students exhibiting two or more indicators	1	7	5	6	18	37

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Wesley Matthews Elementary School will utilize intervention strategies such as monitoring Student Case Management reports and daily attendance bulletin logs to monitor attendance and will focus on district released interventions such as Wonder Works and i-Ready to monitor student progress in the areas of reading and mathematics. Progress monitoring reports provided from these interventions will be used to drive appropriate instruction in class.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/50979>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school's Leadership Team collaborates with the community through the PTA and other businesses partners in the area. Parents and faculty members are surveyed to ensure all areas of need are addressed throughout the school year. This year, the school is implementing a Community School to support the educational and extra curricular needs and desires of the community.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Darbonne, Deborah	Principal
Maza, Monica	Assistant Principal
Diaz, Danelle	Instructional Technology
Fernandez, Mara	Teacher, ESE
Gutierrez, Zoila	Guidance Counselor
Mestre, Dinorah	Psychologist
Santamarina, Charity	Teacher, K-12
Beckford, Jamila	Assistant Principal
Perez, Susana	Teacher, K-12
Sanchez, Laura	Teacher, K-12
Gonzalez, Michelle	Teacher, K-12
Ozon, Patricia	Teacher, K-12
Trujillo, Lourdes	Teacher, K-12
Urra, Elsa	Teacher, K-12
Ochoa, Monica	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Tier 1

The Principal (Deborah Darbonne) and Assistant Principals (Jamila Beckford and Monica Maza) will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources.

In addition to the school administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

- The school reading and behavior specialists (Susana Perez and Mara Fernandez, respectively) provide assistance in identifying appropriate strategies and creating action plans.
- The special education personnel (Belinda Rowe) provides insight as to the special education program.
- The school guidance counselor (Zoila Gutierrez) provides quality services and intervention with individual students and their families.
- The school psychologist (Dinorah Mestre) participates in the collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; and facilitates data-based decision making activities.
- The school social worker (Priscilla Oprandi) meets with parents to gather social histories and provide support as needed.
- Members of advisory group, community stakeholders, parents (Monica Ochoa, Charity Santamarina, Gelain Siriani, Yani Sanchez, Illiet Ojeda, Mayra Morgado, Lucy Varela, Ivette Guzman) provide support and feedback, as appropriate.

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (specify frequency) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization: Administrators, the reading and behavior specialists, the school guidance counselor, and the school

psychologist.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3

Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team: Administrators, the reading and behavior specialists, the school guidance counselor, the school social worker, and the school psychologist.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Wesley Matthews Elementary School's Multi-Tiered System of Supports (MTSS)/ Response to Intervention (RtI) Leadership Team uses a data-based problem-solving approach to monitor the implementation of the SIP. The Team addresses the effectiveness of core instruction and the response of individual students at Tiers I, II, and III.

Tier I

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Deciding how it will be determined if students have made expected levels of progress towards proficiency (What progress will show a positive response?)
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention.
8. Gathering ongoing progress monitoring (OPM) for all interventions and analyzing that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student
2. Response Support interventions where there is not an overall positive group
3. Response Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years' trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Currently, there are no migrant students enrolled at Wesley Matthews Elementary School. Should migrant students enroll, the school will provide services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for the school's Professional Development Liaisons (PDL), focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

At Wesley Matthews Elementary School, Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs
- parent outreach activities through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers
- reading and supplementary instructional materials
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science,

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.

- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Wesley Matthews Elementary School will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Wesley Matthews Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and the school counselor.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Wesley Matthews Elementary School is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 5.

Nutrition Programs

- Wesley Matthews Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- Nutrition education, as per state statute, is taught through physical education.
- The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Other

Wesley Matthews Elementary School benefits from the Health Connect in Our Schools initiative:

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Deborah Darbonne	Principal
Monica Ochoa	Teacher
Irmina Mesa	Teacher
Maria Mora	Teacher
Mayra Morgado	Parent
Lucy Varela	Parent
Ivette Guzman	Parent
Gelain Siriani	Business/Community
Barbara Rosen	Teacher
Patricia Guedes	Teacher
Marissa Medina	Student
Lourdes Trujillo	Teacher
Charity Santamarina	Teacher
Belinda Rowe	Teacher
Danelle Diaz	Education Support Employee
Oswaldo Ozon	Parent
Yani Sanchez	Parent
Lourdes Rivero	Parent
Zoila Gutierrez	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The faculty of Wesley Matthews Elementary School met in May of 2015 to review the 2014-2015 School Improvement Plan, it's goals, barriers, and strategies. The stakeholders reviewed these elements and made recommendations for the 2015-2016 School Improvement Plan and what areas to focus on.

Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) committee was actively involved in the evaluation of school performance data and the preparation of the school's improvement plan. At each monthly meeting, the EESAC discussed current performance data and analyzed how these indicators related to the goals of the SIP. Based on the findings that had been noted throughout the 2014-2015 school year, the EESAC reviewed the recommendations made by each grade level for the development of the 2015-2016 school improvement plan. Each recommendation was considered and suggestions were made when necessary.

Preparation of the school's annual budget and plan

The school's annual budget is reviewed with the members of the EESAC and suggestions and necessary revisions are made upon request.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The school purchased student agendas to facilitate communication between school and home. The cost for this was \$2100.00.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Darbonne, Deborah	Assistant Principal
Maza, Monica	Assistant Principal
Diaz, Danelle	Instructional Media
McGee, Sharon	Teacher, K-12
Caceres, Nancy	Teacher, K-12
Perez, Susana	Teacher, K-12
Beckford, Jamila	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Wesley Matthews Elementary School's LLT will be encouraged and supported in fostering an understanding of the Florida State Standards to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Wesley Matthews Elementary School has established biweekly faculty meetings to support vertical alignment planning opportunities that encourages collaborative conversations regarding student needs across all grade levels and promotes positive working relationships between teachers and grade levels.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Strategies:

1. Regular meetings of new teachers with Administration
2. Partnering of new teachers with mentoring staff
3. Monitoring and mentoring of pre-service teachers assigned to the school

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Beginning teachers participate in the District's MINT program and are assigned a mentor. New teachers are usually paired with an expert teacher in their grade level or department, typically the grade/department chair. The mentor must meet the following criteria:

- Mastery of pedagogical and subject matter skills;
- Evidence of strong interpersonal skills;
- Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas;
- Evidence of effective teaching and student achievement gains;
- Credibility with colleagues;
- Commitment to personal professional learning demonstrated by frequent participation in professional development;
- Expertise in accessing data resources and using data to analyze instruction.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Wesley Matthews Elementary School follows the district and state aligned curriculum that supports the Florida Standards. The school utilizes materials purchased by the district that are aligned with the state requirements and support the academic needs of students.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Wesley Matthews Elementary School uses data such as baseline assessments, previous year data and teacher assessments to provide and differentiate instruction to meet the diverse needs of students. Teachers analyze the strengths and weaknesses of skills, strands and benchmarks and strategically group students to address particular needs. Once skills are addressed, teachers re-assess to determine growth and/or lack of growth and modify their instruction to meet the needs once again. After careful monitoring of student skills, teachers discuss results with colleagues and support staff to determine what strategies to utilize to supplement and assist their students and to continue to support their learners.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 3,600

Early Bird Tutoring consists of 30 minutes of intervention focusing on the iReady program. Students who receive pull-out intervention throughout the school day do not have enough time in their schedule to participate in I-Ready. To this end, Early Bird Tutoring allows them benefit from this intervention, while receiving additional services.

The E.L.L. Tutoring Academy is available to ESOL students in fourth and fifth grades, as well as to students who have exited the program within the last two years. The E.L.L. Tutoring Academy consists of an additional two hours per week of instruction in core academic subjects.

Community School Classes are available to students whose parents enroll them and pay the associated fees. One-hour tutoring sessions in reading and mathematics will be offered twice per week.

Strategy Rationale

The purpose of all tutoring services provided for all students identified is to help support the core curricular areas provided throughout the school day.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Darbonne, Deborah, ddarbonne@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data collection is an ongoing process. Starting with baseline data, which is analyzed carefully to determine individual learner needs, ongoing assessments are then used to monitor learner growth and determine the direction of the instructional approaches being implemented. That is, the data sources are analyzed to determine if strategies need to be modified, changed, or intensified. Tutors/teachers collect the data, working with the MTSS/RtI Team to analyze the data and make meaningful decisions.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The following strategies are implemented at Wesley Matthews Elementary School:

- Orientation sessions are held prior to the opening of school which allow the parents and students to tour the school, receive information about the programs available, ask pertinent questions, and meet the teachers while visiting their future classrooms.
- Literature that highlights important information is distributed to the parents of incoming kindergarteners.
- Additional resources are available at Wesley Matthews Elementary School's Parent Resource Center and on the school's webpage.
- The school's Community Involvement Specialist (CIS) assists the parents as necessary.
- At Open House, the parents are provided with additional information, and, at a second parent night, they are provided with information about the upcoming SE-SAT/SAT and Florida Standards

Assessment (FSA).

- Throughout the school year, parent meetings are offered which provide an overview of the resources available to them through the school and district.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Wesley Matthews Elementary School will increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Wesley Matthews Elementary School will increase student achievement by improving core instruction in all content areas. 1a

G070394

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	84.0
AMO Math - All Students	85.0
AMO Math - ED	84.0
AMO Math - ELL	80.0
AMO Reading - ED	83.0
AMO Reading - ELL	77.0
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

- The school will offer an opportunity for students to participate in I-Ready interventions and Imagine Learning interventions. Additionally, parents will be offered Parent Academy workshops to assist in accessing the Parent Portal.
- The school will offer students opportunities to participate in Reflex Math, I-Ready interventions, Think Central and other tutorials to reduce the lack of basic skills in the area of mathematics. An administrator will attend monthly I-CAD district mathematics meetings to support teachers in the classroom.
- The school will offer teachers opportunities to attend monthly district I-CAD meetings for science and an administrator will attend the monthly I-CAD district science meetings to support teachers in the classroom. Professional Development opportunities and Professional Learning Community teams will be implemented to ensure the most current research-based information is utilized to support instruction.
- Faculty will be offered professional development opportunities in the area of technology to support instruction. Promethean Board trainings, I-Ready refresher sessions and technology support will be offered throughout the school year.

Targeted Barriers to Achieving the Goal 3

- A significant number of students are working more than one year below grade level in the area of reading.

Plan to Monitor Progress Toward G1. 8

Parent exit slips will be collected after each parent workshop in order to ensure a follow up activity is utilized.

Person Responsible

Deborah Darbonne

Schedule

Quarterly, from 10/20/2015 to 5/26/2016

Evidence of Completion

Logs of sign in sheets for parent workshops will be kept.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Parent exit slips will be collected after each parent workshop in order to ensure a follow up activity is utilized.	Darbonne, Deborah	10/20/2015	Logs of sign in sheets for parent workshops will be kept.	5/26/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

Total:

\$0.00