

Miami-Dade County Public Schools

Wesley Matthews Elementary School



2017-18 Schoolwide Improvement Plan

Wesley Matthews Elementary School

12345 SW 18TH TER, Miami, FL 33175

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	25
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	26

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Wesley Matthews Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our "Universal School", is composed of students, school staff, family members, and business leaders and 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.

b. 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.

2. School Environment

a. 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, 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.

b. 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.

c. 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. 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.

d. 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. A meeting is held with the parents/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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Attendance data from the 2016-2017 school year indicates that 2% of 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 time and consistently leads to success in school. Data from the current EWS (Early Warning Systems) report indicates that 16 students in grades Kindergarten through fifth failed a reading course or a mathematics course during the 2016-2017 school year. In monitoring the Early Warning Systems, the MTSS/RtI team and LLT team will monitor all of these students identified as being at risk in these areas.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	3	5	9	4	4	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	3	6	9	13	12	0	0	0	0	0	0	0	43

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	2	6	2	10	10	0	0	0	0	0	0	0	31

c. 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 bulletins to monitor attendance. Additionally, a system will be in place to focus on district interventions such as WonderWorks and i-Ready to monitor student progress in reading and mathematics. Students participating in daily interventions will complete the growth monitoring sessions every 21 days. Growth monitoring reports will be analyzed and used to drive appropriate instruction during intervention.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Wesley Matthews Elementary School engages parents in a variety of activities such as: Breakfast with the Principal, STEM Night, FSA Night, Parent Academy, Science Fair and PTA Meetings ESSAC Meetings. A commitment to home-school connections are made through our school website, Twitter, Instagram, Monthly Newsletter, school calendar, Parent Resource Center, Connect-Ed Messages and flyers.

2. 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 will collaborate with the community through the PTA and other business partners in the area. Parents and faculty members will be surveyed to ensure all areas of need are addressed throughout the school year.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Darbonne, Deborah	Principal
Trujillo, Lourdes	Teacher, K-12
Urra, Elsa	Teacher, K-12
Gonzalez, Alina	Assistant Principal
Caceres, Nancy	Teacher, K-12
Grillo-Guedes, Sara	Teacher, K-12
Saunders, Jason	Assistant Principal

b. Duties

1. 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 Principal (Alina Gonzalez) will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps and 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 behavior specialist (Susana Perez) will provide assistance in identifying appropriate strategies and creating action plans for students identified by teachers.
- The special education personnel (Susana Perez and Ana Moore) will provide insight into the special education program.
- The school guidance counselor (Jackqueline Maldonado) will provide quality services and intervention with individual students and their families.
- The school psychologist (Rebecca Prieto) will participate in the collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; and facilitate data-based decision making activities.
- The school social worker (Priscilla Oprandi) will meet with parents to gather social histories and provide support as needed.
- Members of advisory group, community stakeholders, parents (Gelain Siriani, Illiet Ojeda, Lourdes Rivero, and Ivette Guzman) provide support and feedback, as appropriate.

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly 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 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 behavior specialists, the school guidance counselor, the school social worker, and the school psychologist.

2. 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.
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) to Tier 1 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 the 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 to:

1. Review growth monitoring data for intervention groups to evaluate group and individual student.
2. Review the support interventions where there is not an overall positive result.
3. Review response to Intervention for select students (see SST guidelines) to prepare 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 to implement the SIP strategies are closely examined, planned, and monitored. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust instruction if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and growth monitoring measures (approximately once per month) that can reliably track progress on a scheduled basis for each student across the 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 impacted grades for support focus or prevention/early intervention efforts.

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 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.

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 school teachers, administrators and counselor is also a component of this program.

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 will implement 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Deborah Darbonne	Principal
Irmira Mesa	Teacher
Maria Mora	Teacher
Ivette Guzman	Parent
Gelain Siriani	Business/Community
Patricia Guedes	Teacher
Lourdes Trujillo	Teacher
Charity Santamarina	Teacher
Danelle Diaz	Education Support Employee
Osvaldo Ozon	Parent
Lourdes Rivero	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The faculty of Wesley Matthews Elementary School met in May of 2017 to review the 2017-2018 School Improvement Plan, it's goals, barriers, and strategies. The stakeholders reviewed these elements and made recommendations for the 2017-2018 School Improvement Plan and what areas to focus on.

b. 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 2016-2017 school year, the EESAC reviewed the recommendations made by each grade level for the development of the 2017-2018 school improvement plan. Each recommendation was considered and suggestions were made when necessary.

c. 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.

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

The EESAC was allocated 2,323.00. The dollars were not used and will be utilized this school year for student incentives.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Darbonne, Deborah	Principal
Diaz, Danelle	Instructional Media
Caceres, Nancy	Teacher, K-12
Trujillo, Lourdes	Teacher, K-12
Gonzalez, Alina	Assistant Principal
Urra, Elsa	Teacher, K-12
Perez, Susana	Teacher, ESE
Sanchez, Laura	Teacher, K-12
Grillo-Guedes, Sara	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Wesley Matthews Elementary School's LLT will encourage and support a fostering and understanding of the Florida 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. Additionally, Data Chats with teachers will take place monthly to analyze data and identify students' strengths and weaknesses.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Wesley Matthews Elementary School teachers' schedules have common planning time embedded in the schedule. This encourages teachers to collaborate and develop positive working relationships when they meet weekly and plan for instruction.

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

Strategies:

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

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 FSA and SAT-10 scores, i-Ready Data for new school year and previous school year, test 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 standards to 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. After careful monitoring of student skills, teachers discuss results with colleagues and support staff to determine what additional strategies to utilize to supplement and assist their students and continue to support their learners.

2. 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: 2,250

The Early Bird Tutoring will be available to students in the lowest 35% in grades 3-5 for Reading and Mathematics. The Early Bird Tutoring will consist of an additional forty-five minutes a day four days a week of instruction in core academic subjects.

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)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gonzalez, Alina, aigonzalez@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 AP1 Diagnostic 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. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 SESAT/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.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

4. 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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas, then students achievement will improve.

Strategic Goals Detail

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

G1. If core instruction is increased in all content areas, then students achievement will improve. 1a

G096860

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	80.0
ELA/Reading Lowest 25% Gains	55.0
FSAA Mathematics Achievement	83.0
Math Gains	80.0
Math Lowest 25% Gains	71.0
FCAT 2.0 Science Proficiency	60.0
ELA/Reading Gains	70.0

Targeted Barriers to Achieving the Goal 3

- According to i-Ready AP1 data 43% of the students are one year below grade level in Reading in grades Kindergarten-fifth grade and 18% are working more than two years below grade level in the area of reading and there is limited evidence of Differentiated Instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The school will offer an opportunity for students to participate in i-Ready and Imagine Learning interventions. Additionally, parents will be offered Parent Academy workshops to assist them going online and accessing the Parent Portal and the resources available to them and their child(ren).
- The school will offer students opportunities to participate in Tutoring to reduce the lack of basic skills. Grade level chairpersons will attend monthly iCAD district meetings for reading to support instruction in the classroom.
- Faculty will be offered professional development opportunities in the area of technology to support instruction. i-Ready refresher sessions and technology support will be offered throughout the school year.

Plan to Monitor Progress Toward G1. 8

i-Ready and G2D reports will be printed and the data analyzed ensuring students are showing growth in order to increase student achievement.

Person Responsible

Alina Gonzalez

Schedule

Monthly, from 9/29/2017 to 6/7/2018

Evidence of Completion

i-Ready Data and Growth Monitoring Data

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

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is increased in all content areas, then students achievement will improve. 1

 G096860

G1.B1 According to i-Ready AP1 data 43% of the students are one year below grade level in Reading in grades Kindergarten-fifth grade and 18% are working more than two years below grade level in the area of reading and there is limited evidence of Differentiated Instruction. 2

 B260570

G1.B1.S2 The MTSS (Multi-Tiered Student Support)/Rtl Leadership Team will monitor students identified as at-risk for academic progress based on the results of 2017 FSA and 2017 SAT-10, the district decision tree for I-Ready and teacher judgement. Tier I strategies, Tier II supplemental interventions and Tier III intensive intervention will be coordinated for students with severe weaknesses in learning. Differentiated Instruction will be implemented during the Reading/Language Arts and Mathematics block. 4

 S275963

Strategy Rationale

Students with severe learning difficulties should be addressed to ensure academic progress. Lack of learning progress could lead to other at-risk behaviors that include poor attendance and poor behavior.

Action Step 1 5

Students identified with severe weaknesses will receive additional support through intensive intervention and have monitored Tier II supplemental interventions in their area of need.

Person Responsible

Alina Gonzalez

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

i-Ready Data and Growth Monitoring reports will be printed and analyzed.

Action Step 2 5

Administrative Team conducts regular data chats with teachers to monitor and analyze student performance on I-Ready, Topic Assessments and Power BI.

Person Responsible

Alina Gonzalez

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

I-Ready, Topic Assessment and Power BI Reports, Data Chat Schedule

Action Step 3 5

Teachers will attend PD refresher trainings on I-Ready.

Person Responsible

Alina Gonzalez

Schedule

On 6/7/2018

Evidence of Completion

I-Ready Training Schedule and PD Agenda, sign-in sheet

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Attendance sheets will be created for the students who will be attending the intensive interventions to monitor fidelity of the intervention programs

Person Responsible

Alina Gonzalez

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Attendance sheets will be collected for each intervention session to monitor student attendance.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Intervention schedules will be monitored and adjusted as needed to serve the students needs.

Person Responsible

Alina Gonzalez







Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Attendance sheets will be collected. i-Ready reports and Growth Monitoring data will be analyzed to ensure that student needs are met..

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M399448	i-Ready and G2D reports will be printed and the data analyzed ensuring students are showing growth...	Gonzalez, Alina	9/29/2017	i-Ready Data and Growth Monitoring Data	6/7/2018 monthly
G1.B1.S2.MA1  M399446	Intervention schedules will be monitored and adjusted as needed to serve the students needs.	Gonzalez, Alina	8/21/2017	Attendance sheets will be collected. i-Ready reports and Growth Monitoring data will be analyzed to ensure that student needs are met..	6/7/2018 monthly
G1.B1.S2.MA1  M399447	Attendance sheets will be created for the students who will be attending the intensive...	Gonzalez, Alina	8/21/2017	Attendance sheets will be collected for each intervention session to monitor student attendance.	6/7/2018 monthly
G1.B1.S2.A1  A371154	Students identified with severe weaknesses will receive additional support through intensive...	Gonzalez, Alina	8/21/2017	i-Ready Data and Growth Monitoring reports will be printed and analyzed.	6/7/2018 monthly
G1.B1.S2.A2  A371155	Administrative Team conducts regular data chats with teachers to monitor and analyze student...	Gonzalez, Alina	8/21/2017	I-Ready, Topic Assessment and Power BI Reports, Data Chat Schedule	6/7/2018 quarterly
G1.B1.S2.A3  A371156	Teachers will attend PD refresher trainings on I-Ready.	Gonzalez, Alina	8/21/2017	I-Ready Training Schedule and PD Agenda, sign-in sheet	6/7/2018 one-time

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas, then students achievement will improve.

G1.B1 According to i-Ready AP1 data 43% of the students are one year below grade level in Reading in grades Kindergarten-fifth grade and 18% are working more than two years below grade level in the area of reading and there is limited evidence of Differentiated Instruction.

G1.B1.S2 The MTSS (Multi-Tiered Student Support)/RtI Leadership Team will monitor students identified as at-risk for academic progress based on the results of 2017 FSA and 2017 SAT-10, the district decision tree for I-Ready and teacher judgement. Tier I strategies, Tier II supplemental interventions and Tier III intensive intervention will be coordinated for students with severe weaknesses in learning. Differentiated Instruction will be implemented during the Reading/Language Arts and Mathematics block.

PD Opportunity 1

Teachers will attend PD refresher trainings on I-Ready.

Facilitator

Jeanine Sardinas

Participants

Teachers

Schedule

On 6/7/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S2.A1	Students identified with severe weaknesses will receive additional support through intensive intervention and have monitored Tier II supplemental interventions in their area of need.	\$0.00
2	G1.B1.S2.A2	Administrative Team conducts regular data chats with teachers to monitor and analyze student performance on I-Ready, Topic Assessments and Power BI.	\$0.00
3	G1.B1.S2.A3	Teachers will attend PD refresher trainings on I-Ready.	\$0.00
Total:			\$0.00