

Miami-Dade County Public Schools

Wesley Matthews Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	25
V. Reading Achievement Initiative for Scholastic Excellence	25
VI. Title I Requirements	28
VII. Budget to Support Areas of Focus	30

Wesley Matthews Elementary School

12345 SW 18TH TER, Miami, FL 33175

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

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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.

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 Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Acosta Leon, Armandina	Principal	The principal as an Instructional Leader sets goals and ensures students meet their learning objectives. Oversees day to day operations, disciplinary matters, manages the budget and hires teachers and other personnel.
Gonzalez, Alina	Assistant Principal	The Assistant Principal as an Instructional Leader sets goals and ensures students meet their learning objectives. Oversees day to day operations, disciplinary matters, manages the Rtl and MTSS process, scheduling, testing, and communicates with all stakeholders.
Arp, Ivonne	Teacher, K-12	Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.
Arriola, Jackqueline	School Counselor	The counselor provides individual and group counseling to help students cope effectively with personal, social/emotional, academic, career, and family concerns. Consults with parents, teachers, administrators, and supporting agencies concerning the needs and abilities of students. Collaborates with all stakeholders in the Rtl/MTSS process.
Fernandez, Lauren	Other	Media Specialist: plans, prepares and delivers instructional activities in the Media Center to all students in Pre-K through 5th grade that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.
Grillo-Guedes, Sara	Teacher, K-12	Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.
Murado, Susana	Teacher, K-12	Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.
Olaniel, Jackie	Teacher, K-12	Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.

Name	Position Title	Job Duties and Responsibilities
Ozon, Patricia	Teacher, K-12	Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.
Sanchez, Laura	Teacher, K-12	Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.
Arroyo, Barbara	Teacher, K-12	Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.

Stakeholder Involvement and SIP Development

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

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

The process used to involve all stakeholders in the development of the SIP include all stakeholders. The team reviews and incorporates grade level team end of the year reflections. During our monthly leadership team meetings the team will review and discuss data and add input to revise SIP as needed. Additionally, during the monthly ESSAC meetings the SIP is reviewed by the ESSAC and input will be provided by the ESSAC team.

SIP Monitoring

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

Th SIP will be monitored monthly through leadership team meetings, EESAC meetings and administrative meetings to ensure effective implementation and there has been an impact on increasing the achievement of students in meeting the State's academic standards for the students with the greatest achievement gap. The action plan will be revised as needed quarterly.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
-----------------------------------	--------

School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	92%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	9	4	2	1	4	0	0	0	20
One or more suspensions	0	0	0	0	1	0	0	0	0	1
Course failure in English Language Arts (ELA)	0	2	7	9	7	0	0	0	0	25
Course failure in Math	0	4	5	7	2	3	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	0	18	19	0	0	0	37
Level 1 on statewide Math assessment	0	0	0	0	6	8	0	0	0	14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	26	29	24	21	27	0	0	0	127

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	8	3	9	7	0	0	0	32

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	6	7	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	8	7	6	3	5	0	0	0	29
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	11	5	0	7	0	0	0	26
Course failure in Math	0	1	9	3	1	7	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	3	11	14	0	0	0	28
Level 1 on statewide Math assessment	0	0	0	2	9	11	0	0	0	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	22	13	15	16	0	0	0	69
Two or More Indicators	0	3	12	4	5	14	0	0	0	38
Retained students last year	0	7	12	3	0	0	0	0	0	22

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	12	4	5	14	0	0	0	38

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	7	12	3	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	12	3	4	0	3	2	0	0	0	24
One or more suspensions	0	0	0	1	0	0	0	0	0	1
Course failure in ELA	0	4	15	7	0	1	0	0	0	27
Course failure in Math	0	5	12	2	3	2	0	0	0	24
Level 1 on statewide ELA assessment	0	0	0	20	21	18	0	0	0	59
Level 1 on statewide Math assessment	0	0	0	7	9	13	0	0	0	29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	22	31	33	25	33	20	0	0	0	164
Two or More Indicators	0	6	11	10	8	10	0	0	0	45
Retained students last year	0	6	8	0	0	0	0	0	0	14

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	11	10	8	10	0	0	0	45

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	6	8	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	76	60	53	70	62	56	79		
ELA Learning Gains				69			85		
ELA Lowest 25th Percentile				52			71		
Math Achievement*	86	66	59	69	58	50	70		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				71			49		
Math Lowest 25th Percentile				68			50		
Science Achievement*	67	58	54	57	64	59	71		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	62	63	59	55			55		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	75
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	374
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	511
Total Components for the Federal Index	8

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	55			
ELL	70			
AMI				
ASN				
BLK				
HSP	74			
MUL				
PAC				
WHT				
FRL	74			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	1	
ELL	62			
AMI				
ASN				
BLK				
HSP	63			
MUL				
PAC				
WHT				
FRL	63			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	76			86			67					62
SWD	41			76			20				5	70
ELL	72			82			48				5	62
AMI												
ASN												
BLK												
HSP	75			86			66				5	62
MUL												
PAC												
WHT												
FRL	76			84			65				5	60

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	70	69	52	69	71	68	57					55
SWD	36	37	20	45	55	55	19					43
ELL	62	66	62	66	72	71	40					55
AMI												
ASN												
BLK												
HSP	70	68	52	68	70	68	56					55
MUL												
PAC												
WHT												
FRL	68	69	52	68	69	68	55					54

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	79	85	71	70	49	50	71					55
SWD	48			56								50
ELL	75	91		74	44		73					55
AMI												
ASN												
BLK												
HSP	79	85	69	70	50	50	72					55
MUL												
PAC												
WHT												
FRL	76	80	71	66	41	46	61					56

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	62%	56%	6%	54%	8%
04	2023 - Spring	56%	58%	-2%	58%	-2%
03	2023 - Spring	65%	52%	13%	50%	15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	81%	63%	18%	59%	22%
04	2023 - Spring	78%	64%	14%	61%	17%
05	2023 - Spring	73%	58%	15%	55%	18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	55%	50%	5%	51%	4%

III. Planning for Improvement

Data Analysis/Reflection

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

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

The data component which showed the lowest performance during the Spring 2023 FAST PM3 was in 4th grade ELA proficiency. The current 4th graders also showed the least proficiency during the Spring of 2022. The number of 3rd grade proficient students during the 2022 Spring FSA was low. However, this school year the 4th graders (previous 3rd grade) did show an increase in proficiency from 3rd to 4th. A contributing factor to last year's data could be that many of the current 4th grade students did not finish school in 1st grade and lack foundational skills.

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

4th grade ELA dropped from 2022 to 2023 by 8 percentage points. The 4th grade students were the 3rd graders who had previously performed low in ELA in 2022. A factor that may have contributed to the decline could be that many of the 2nd grade students were recent arrivals to the school in the last two years and many lack foundational skills.

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

The state was higher in 4th grade ELA. The 4th grade students were the students who lacked foundational skills. We were 4 points under the state. The state's average score was 313 compared to Wesley Matthews' average score of 309.

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

Fifth grade Math showed the most improvement. In the Spring of 2022, 5th grade Math proficiency was 51%. In the Spring of 2023, 5th grade Math proficiency was 87%. This is an increase of 36 percentage points. We had Saturday Math boot camps, Math Intervention and additional Math push-in support in our classrooms with the students who needed the most support.

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

A concern is the number of students absent. We need to decrease the number of students who have more than 11 absences in a school year. This number increased from 5.65% in 2021-2022 to 8% in 2022-2023.

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

Our priorities for the 2023-2024 school year will be 4th grade ELA, 5th grade ELA and 5th grade Science. These are the areas which suffered the most due to students' lack of foundational skills. These subject area classes will have additional push-in support. Early Bird tutoring and Saturday Bootcamps will be provided in addition to push-in support during the instructional block.

Area of Focus

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

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

According to 2022-2023 FAST PM3 data, 77% of the 4th grade students were proficient compared to 80% in 2021-2022. Based on the data and the contributing factor of a high number of recently arrived ELL students who lack foundational skills, we will implement standard based instruction with scaffolding in ELA for the ELL students including differentiated instruction and targeted push-in support.

Measurable Outcome:

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

Within the targeted element of with the implementation of scaffolding and differentiated instruction in ELA for ELL students, there will be a five-percentage point increase, showing 82% of the 4th and 5th grade students will score proficient on the 2023-2024 ELA FAST PM3 in the Spring 2024.

Monitoring:

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

The Administrative Team will monitor the data from F.A.S.T. PM1 and PM2, monitor ELA bi-weekly assessments, conduct Data Chats, attend Common Planning sessions to discuss needs, provide Tier 2 and Tier 3 Intervention and tutoring as needed. Student data will be monitored using Performance Matters and report groups in i-Ready.

Person responsible for monitoring outcome:

Armandina Acosta Leon (pr3111@dadeschools.net)

Evidence-based Intervention:

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

Within the Targeted Element of Differentiation, our teachers will focus on the Evidence-based Intervention of: Scaffolding. Scaffolding will assist with gradually building the students' knowledge. Teachers will plan with their students' data to meet students' needs. Data-Driven instruction will be monitored through data trackers to drive instructional planning and data driven conversations.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Scaffolding is a teaching method that enables a student to carry out a task or achieve a goal through a gradual outside assistance. Scaffolding instruction combined with data chats and analysis of data from Power BI, F.A.S.T. PM1 and PM2, Performance Matters, i-Ready diagnostics AP1 and AP2, i-Ready progress monitoring, ELA Bi-weekly assessments and Reading Horizons and Reading Elevate progress monitoring will increase proficiency of the 4th and 5th grade ELA students.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14/2023-9/29/2023: Administering Assessments and analyzing data in a timely manner. As a result teachers will identify students needs.

Person Responsible: Armandina Acosta Leon (pr3111@dadeschools.net)

By When: September 29, 2023

8/14/2023-9/29/2023: Teachers will provide students with corrective feedback after the administration of assessments student data chats. As a result students will create individual student goals for PM2.

Person Responsible: Armandina Acosta Leon (pr3111@dadeschools.net)

By When: September 29, 2023

8/14/2023-9/29/2023: Administration will conduct Data Chats with teachers. As a results teachers will identify areas that are in need of scaffolding instruction.

Person Responsible: Armandina Acosta Leon (pr3111@dadeschools.net)

By When: September 29, 2023

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

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

According to the 2023 Science data, 20% of the 5th grade SPED students scored a level 3 or higher. Based on the data and the identified contributing factor of low percentage of proficient SPED students in Science, we will implement the targeted strategies of extended learning opportunities.

Measurable Outcome:

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

Within the Target Element of extended learning opportunities in Science, the number of proficient 5th grade SPED students will increase to 42% on the May 2024 5th grade Science assessment.

Monitoring:

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

The Administrative Team will monitor Science instruction through walkthroughs. Science data from Science topic assessments and the 2023-2024 Science Baseline and the Mid-year Science assessment for the 5th grade SPED students will be monitored and Teacher-Administration Data chats will be held in addition to teacher-student data chats. The practices mentioned above in addition to the extended learning opportunities the students will be provided will increase student proficiency on the 5th grade 2024 Science Assessment.

Person responsible for monitoring outcome:

Armandina Acosta Leon (pr3111@dadeschools.net)

Evidence-based Intervention:

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

The school will provide extended learning opportunities in Science for all 5th grade students with a focus on the 5th grade SPED students to increase student understanding and proficiency on the 5th grade Science Assessment May 2024.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Standards based instruction combined with data chats and analysis of Science data from Science Topic Assessments, Science Baseline and Science Mid-year assessments will be monitored and will assist in increasing the number of 5th grade SPED students proficient on the 5th grade Science assessment in May 2024.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14/2023-9/29/2023: Administer Science Baseline Assessments and analyze data in a timely manner. As a result the teachers will identify students for extended learning opportunities in Science.

Person Responsible: Armandina Acosta Leon (pr3111@dadeschools.net)

By When: September 29, 2023

8/14/2023-9/29/2023: Teachers will provide students with corrective feedback after the administration of the Science Baseline assessment (student data chats). As a result teachers and students will create goals for the mid-year science assessment.

Person Responsible: Armandina Acosta Leon (pr3111@dadeschools.net)

By When: September 29, 2023

8/14/2023-9/29/2023: Teachers and Administrators will meet for Science Data Chat. As a result teachers will identify the targeted area in need of extended learning opportunities.

Person Responsible: Armandina Acosta Leon (pr3111@dadeschools.net)

By When: September 29, 2023

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

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

According to the 2023 Staff Climate survey, 71% of the staff reported high morale compared to 62% on the 2022 Staff Climate. Based on the data and teacher retention, we will implement team building activities, rewards and incentives for staff and celebrate successes.

Measurable Outcome:

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

Within the target element of teacher retention and recruitment 90% of the staff will report high morale on the May 2024 Staff Climate survey.

Monitoring:

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

Social committee will plan activities outside of school so that teachers can build rapport and raise staff morale with colleagues. Every staff meeting will begin with an opportunity for connection, and teachers will have designated speaking time during every meeting to ensure that all input is considered.

Person responsible for monitoring outcome:

Armandina Acosta Leon (pr3111@dadeschools.net)

Evidence-based Intervention:

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

Incorporating the following evidence-based interventions: celebrating successes, empowering teachers and staff and promoting school spirit, pride and branding our staffs morale will increase on the June 2024 Staff Climate Survey.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Involving teachers in the school's decision-making process, leading initiatives and providing teachers with leadership opportunities will empower teachers and increase staff morale as evidenced by the June 2024 Staff Climate Survey.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/14/2023-9/29/2023: A compliment bulletin board "Igniting our Shine" will be established in the Main Office. As a result teachers and staff may write compliments to other staff members who are igniting their shine to acknowledge staff members throughout the building.

Person Responsible: Alina Gonzalez (aigonzalez@dadeschools.net)

By When: September 29, 2023

8/14/2023-9/29/2023: A social committee will plan activities outside of school. As a result teachers can meet with one another and with administrators to build rapport.

Person Responsible: Armandina Acosta Leon (pr3111@dadeschools.net)

By When: September 29, 2023

8/14/2023-9/29/2023: Staff meetings will begin with opportunities for the teachers to make connections with other staff members through ice-breaker. As a result this will build rapport and raise staff morale with their colleagues.

Person Responsible: Armandina Acosta Leon (pr3111@dadeschools.net)

By When: September 29, 2023

#4. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

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

According to the 2022-2023 EWS the average number of absences was 8 during the school year. Based on the data and the identified contributing factors of: students getting sick and not coming to school, we will implement a targeted focus on decreasing the average number of absences to 5 per student.

Measurable Outcome:

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

Within the targeted element of student attendance the average number of absences per student to 5 by June 2024.

Monitoring:

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

Attendance will be monitored weekly by teachers, the CIS and the Assistant Principal. Parents will be contacted and meet for attendance meetings to ensure students are coming to school in order to decrease the number of students with 8 absences or more.

Person responsible for monitoring outcome:

Alina Gonzalez (aigonzalez@dadeschools.net)

Evidence-based Intervention:

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

Celebrating attendance with rewards and incentives will be provided throughout the school year. These will include monthly attendance celebrations, quarterly and daily attendance incentives to decrease the number of students absent more than 8 days.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting celebrating successes and providing rewards and incentives for attendance is to increase student attendance. Students will be rewarded for coming to schools and decreasing the number of absences.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

School-wide attendance plan will be developed and shared with the teachers and students. As a result there will be a decrease in the number of absences per student.

Person Responsible: Alina Gonzalez (aigonzalez@dadeschools.net)

By When: August 18, 2023

A School-wide (Homeroom) PERFECT ATTENDANCE quarterly contest. All Homerooms will have the opportunity to fill in a letter on the PERFECT ATTENDANCE sign every time a homeroom has 100% attendance. As a result students will be motivated to attend school everyday.

Person Responsible: Alina Gonzalez (aigonzalez@dadeschools.net)

By When: September 29, 2023

Attendance meetings will take place monthly with the Assistant Principal, teachers and parents of students with excessive absences. As a result families of students with excessive absences will be identified.

Person Responsible: Alina Gonzalez (aigonzalez@dadeschools.net)

By When: September 29, 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

At our initial ESSAC meeting, the Assistant Principal will share student data, the areas of focus on the SIP and the action steps with all stakeholders. The Principal will share budget information with the EESAC, ideas for funding and a request is made to allocate funds for school improvement and extended learning opportunities. The SIP is presented to the faculty and staff and approved by EESAC.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

According to the 2023 FAST PM3 Reading data, 57% of the 1st grade students were not proficient. Based on the data and the identified factor of high number of ESOL students recently arrived to the country who lacked foundational skills and knowledge of the English language, we will implement the targeted element of: scaffolding ELA standard based instruction to our ELL students to increase student proficiency.

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

N/A

Measurable Outcomes

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Within the targeted element of scaffolded ELA instruction to our ELL students, there will be a ten-point decrease of non-proficient students on the 2023-2024 ELA FAST PM3. 53% of the students in grade 1 will score proficient on the 2023-2024 ELA FAST PM3 assessment in May 2024.

Grades 3-5 Measurable Outcomes

N/A

Monitoring

Monitoring

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

The Administrative Team will monitor the data from F.A.S.T. PM1 and PM2, monitor ELA bi-weekly assessments, conduct Data Chats, attend Common Planning sessions to discuss needs, provide Tier 2 and Tier 3 Intervention, and push-in support during ELA. Student data will be monitored using Performance Matters and report groups in i-Ready and Imagine Learning.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Gonzalez, Alina, aigonzalez@dadeschools.net

Evidence-based Practices/Programs

Description:

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

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Teachers will provide the evidence-based practice of Scaffolding during ELA with the ELL students. Scaffolding will assist students with gradually building their knowledge. Teachers will plan with their students' data to meet students' needs. Data-Driven instruction will be monitored through data trackers to drive instructional planning and data driven conversations.

Rationale:

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

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

Scaffolding is a teaching method that enables a student to carry out a task or achieve a goal through a gradual outside assistance. Scaffolding instruction combined with data chats and analysis of data from Power BI, F.A.S.T. PM1 and PM2, Performance Matters, i-Ready diagnostics AP1 and AP2, i-Ready progress monitoring, ELA Bi-weekly assessments and progress monitoring will increase proficiency of the 1st grade ELA students on the FAST ELA PM3 assessment in May 2024.

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
8/14/2023-9/29/2023: Administering Assessments PM1 and i-ready AP1. Literacy Leadership team will analyze data and provide support based on the areas of need to increase proficiency on the FAST ELA PM3 in 1st grade.	Acosta-Leon, Mindy, macostaleon@dadeschools.net
8/14/2023-9/29/2023: Teachers will provide students with corrective feedback after the administration of PM1 and i-Ready AP1 assessments (student data chats) where the students will set goals to be attained during the FAST ELA PM2 administration in December 2023.	Acosta-Leon, Mindy, macostaleon@dadeschools.net
8/14/2023-9/29/2023: Teachers will analyze the data from the PM1 and i-Ready AP1 test administration and meet with Administration during data chats to identify students in need of additional Tier 2 and Tier 3 support and provide Intervention to the identified students.	Acosta-Leon, Mindy, macostaleon@dadeschools.net

Title I Requirements

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

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

The SIP is shared with parents and stakeholders during the Title I Parent Meeting, EESAC Meeting, Faculty Meetings and the school website. A copy of the SIP is available for parents to review in the Parent Resource area with the Community Involvement Specialist (CIS). The CIS and Administrators are bilingual and are available to meet with parents to review the SIP and areas of focus when requested. A copy of the SIP can be found on the school's website at <https://wesleymatthewses.net/>.

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

Our Strengths within School Culture are Relationships, Physical & Emotional Safety and Support, Care and Connections. Our school creates experiences throughout the year to engage with parents and families and other stakeholders to fulfill the schools' mission and ensure they have the necessary information to support their children. Students are supported academically through interventions, differentiated instruction and tutoring opportunities. Students receive emotional/social support through individual and group counseling.

Staff are provided opportunities to take part in activities, shared leadership, collaboration, and come

together to share celebrations of success. We provide opportunities to both staff and students for ongoing feedback and suggestions to school leaders. We schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We also ensure information is provided to all stakeholder through our weekly newsletter and our Teams page for staff and channels are set up by department to connect with one another consistently. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

Additionally, we have our school's webpage available to all parents, students and stakeholders. The website is <https://wesleymatthewses.net/>. Our website provides district information for families, school updates and activities.

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

A Master Schedule was created and includes Grade Level Common Planning time for all grade levels. Push-in support in ELA and Math is offered in grades K-5. Extended learning opportunities beyond the school day will be offered to meet students' academic needs. Gifted students have been identified and scheduled to participate in an enriched and accelerated curriculum.

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

Our school has a CIS and School Social Worker available to meet with families in need. The CIS meets with parents regularly to provide resources and information on the parent portal and parent-to-parent classes and resources. Our school Social Worker works closely with the families and the UPSTART program.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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

Our school counselor is readily available to meet with students when needed. The counselor meets regularly with the teachers to share best practices for providing and identifying mental health services to support students with academic need and social emotional needs. Additionally, we have a Mental Health coordinator who visits our school two times a week and meets with the students referred by teachers, administrators and counselor.

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

NA

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

The Assistant Principal and the counselor work closely with the teachers and the MTSS process. The teachers identify students in need of additional support and complete a RFA. The MTSS team meets to provide support, create a plan to address needs. The team comprises of the Assistant Principal, the Counselor, the School Social Worker, the School Psychologist, the teacher and the parent. The team works together to assist the student with behavior or early intervention support. Behavior Interventions are provide for students as needed. The MTSS team meets with the parents to start the Functional Assessment of Behavior (FAB) process. Once the process has been completed a meeting is reconvened to create the Behavior Intervention Plan (BIP).

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

Teachers, paraprofessionals and support personnel participate in professional learning opportunities throughout the school year to improve instruction and interpret data from academic assessments. Teachers are also encouraged to attend professional development that will further enhance their subject area in an effort to help retain and recruit teachers.

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

The school has a transition meeting to kindergarten. The students have the opportunity to visit the kindergarten classrooms. A transition meeting is held with parents to provide them with information based on the Kindergarten programs.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No