

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Wesley Matthews Elementary School (3111)

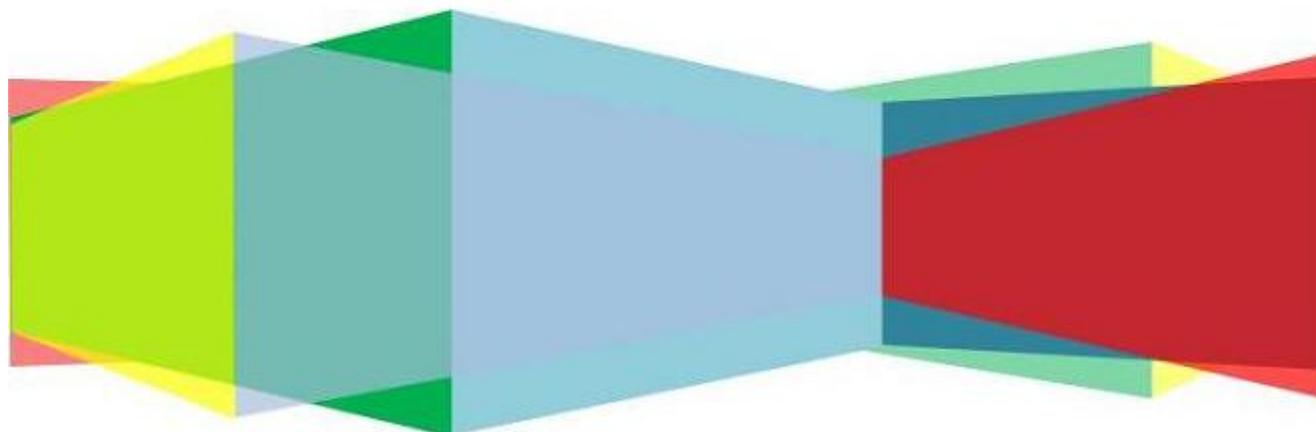
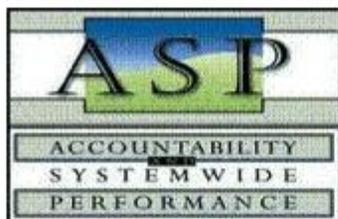
Feeder Pattern - Southwest Miami Senior

Regional Center V

District 13 - Miami-Dade

Principal - John Lengomin

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Wesley Matthews Elementary School provides state-of-the-art education for all of its students through a community-based approach. Through the on-going commitment staff, parents, and community members, students are immersed in a learning environment that infuses reading and writing, critical and creative thinking, problem solving, cooperative learning, research skills, and technology into an integrated program which focuses on actualizing each student's potential. By using this approach, all learning becomes relevant, meaningful, and instantly applicable to each child's life. Moreover, this approach affords the opportunity for the students to become active and responsible participants in their community and provides them with the tools and skills to become happy, successful members of a multicultural society. This School Improvement Plan describes the successes of the school, as well as opportunities for organizational growth. Part of the Miami Southwest Feeder Pattern, Wesley Matthews Elementary, currently in its eleventh year of operation, services approximately 700 students from the surrounding neighborhood. Approximately 35% of these students receive ESOL instruction, and 61% receive free or reduced lunch. The ethnic make-up of the student population is 93% Hispanic, 6% white, non-Hispanic, less than 1% Black, and 1% in the remaining categories (Asian, Indian, Multiracial). Qualified students at Wesley Matthews Elementary participate in a Special Education program (4 units), a Gifted program (4 units), and an after school Academic Excellence Program. The school offers many other opportunities for extended learning, including TEAM classes, an Extended Foreign Language program, Inclusion program, Family Literacy program, Strings program, and Educational Enhancement tutorials. Most of the students met the State's high standards on the 2007 administration of the FCAT, as evidenced by the fact that only 14% and 19% of all students scored FCAT Levels 1 or 2 on the Reading and Mathematics tests, respectively. Student attendance averages at approximately 95%. The staff is qualified, as indicated HOUSSSE. The average number of years of teaching experience is nine, and 47 percent of the teachers have advanced degrees. Class size is 18 or less in the primary grades and 22 or less in the upper grades. The school has various Dade Partners, including Barnes & Noble Booksellers, Wal-mart, BJ's Wholesale Club, Starbucks Coffee Company, and Washington Mutual. Although Wesley Matthews Elementary is not a Title I school, several family literacy grants have been awarded throughout the years. Based upon the standards established by the No Child Left Behind (NCLB), as well as the data from the needs assessments conducted during the 2006-2007 school year, the School Improvement Plan objectives for the 2007-2008 school year are the following:

Given instruction using the Competency-Based Curriculum, Sunshine State Standards, and the Core Curriculum Reading Program, students in grades three through five will improve their reading skills as demonstrated by 89% of the students scoring Level 3 or above on the 2008 FCAT Reading Test.

Given instruction using the Competency-Based Curriculum, Sunshine State Standards, and the Core Curriculum Reading Program, students who scored at Levels 1 and 2 during the 2007 administration of the FCAT Reading test will make learning gains.

Given instruction using the Competency Based Curriculum and Sunshine State Standards, students in grades three through five will improve their mathematics skills as demonstrated by 83% of the students scoring at a Level 3 or above on the 2008 FCAT Mathematics Test.

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students who scored at Levels 1 and 2 during the 2007 administration of the FCAT Mathematics test will make learning gains.

Given instruction using the Competency-Based Curriculum, Sunshine State Standards, and the Core Curriculum Reading/ Language Arts Program, students in grade four will improve their writing skills as demonstrated by 90% of the students achieving 3.5 or higher on the 2007 FCAT Writing+ Test.

Given attention to science process skills instruction using the Competency Based Curriculum and Sunshine State Standards, students in grade five will improve their science skills as demonstrated by 71% of the students scoring at a Level 3 or above on the 2008 FCAT Science Test.

Given attention to the need to increase parental involvement in the education of the students, attendance at school-sponsored parental workshops will average 21 parents or more, as measured by the 2007-2008 attendance sheets from the parent workshops.

Given instruction using conflict resolution strategies, the Code of Student Conduct, and implementing a discipline management program, the number of discipline-related incidents/ referrals reported for students in kindergarten through fifth grade will decrease to 30 or less, as documented using Student Case Management Referral Forms (SCMs) during the 2007-2008 school year.

Given attention to computer skills, 82% of the students in grades two through five will produce a minimum of two word processing artifacts (one during the first semester and the other during the second semester, which will be maintained in the students' portfolios).

Given instruction in physical education using the Competency-Based Curriculum, at least 70% of the students in grades four and five will improve their levels of physical fitness, as demonstrated by an increase in the percentage of students receiving FITNESSGRAM awards.

Given instruction using the Competency-Based Curriculum, the Sunshine State Standards, and the Core Curriculum Spanish Reading Program, at least 75% of the students in grades two through five will improve their reading comprehension skills in Spanish, as demonstrated an increase of 2% in the students' performance on the pre/post-test assessment developed by the bilingual teachers.



School Improvement Plan

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Given a careful of examination of its resources, Wesley Matthews Elementary will increase its ranking to the 69th percentile on the State of Florida ROI based upon publication of next statement.

At Wesley Matthews Elementary, the students, teachers, family members, and community members are involved in a continuous quest to build a community of life-long learners, since each has a stake in our future. The aforementioned goals will help all of these stakeholders, as they focus on skills and address specific needs that will improve the educational experience of our students. A better educated student will have a much better chance of truly becoming a contributing member of our community of learners. The Leadership Team received the results of the Organizational Performance Improvement Snapshot Survey, a survey administered to all staff members at the beginning of the school year. Although there were high marks in all of the seven categories, the Leadership Team will be addressing Business Results and Strategic Planning, which were two areas that ranked the lowest, so that all stakeholders work collaboratively to examine school's effectiveness in providing the services necessary and in producing the desired results. Efforts will be made to align available resources to meet the needs of all stakeholders. The Continuous Improvement Model (CIM) will continue to be implemented. Since communication among stakeholders and effective deployment are critical to the success of any endeavor, the Leadership Team in collaboration with the EESAC and other stakeholder representatives, will develop a system for the deployment of the SIP and the school-wide scope and sequence, as well as a mechanism for continuous communication regarding the strategic objectives, action plans, and assessment of student achievement.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

3111 - WESLEY MATTHEWS ELEMENTARY SCHOOL

VISION

Wesley Matthews Elementary 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, no child will be left behind.

MISSION

Our "Universal School," including students, school staff, family members, and business leaders, is committed to the process of building a community of learners. Each child's unique intellectual and affective needs are addressed through innovative, dynamic, and relevant approaches to learning.

CORE VALUES



School Improvement Plan 2007-2008



Wesley Matthews Elementary School is committed to the values espoused by the District: Excellence, Integrity, Equity, and Citizenship. The focus at Wesley Matthews Elementary is on addressing the needs of the total child, emphasizing his/her cognitive and affective needs. This is accomplished through a multi-faceted, integrated approach implemented throughout the school, which includes the following: (a) the development of those skills necessary to become independent and cooperative learners; (b) the acquisition of those skills necessary to apply and utilize current technology; (c) the development of a set of values; and (d) the development of each student's self-esteem.

The mission statement developed for the school focuses on building a community of learners and addressing each child's unique intellectual and affective needs through innovative, dynamic, and relevant approaches to teaching and learning. Through the on-going commitment of all stakeholders, students are immersed in a learning environment that infuses reading and writing, critical and creative thinking, problem solving, cooperative learning, research skills, and technology into an integrated program which focuses on actualizing each student's potential. By using this approach, all learning becomes relevant, meaningful, and instantly applicable to each student's life. Moreover, this approach affords the opportunity for the students to become active participants in their community and provides them with the tools to become happy, successful members of a multicultural society.

School Demographics

Wesley Matthews Elementary is located on approximately 10 acres in west Miami-Dade County at 12345 SW 18 Terrace. It was built in 1996 and consists of four classroom buildings, one of which also houses the cafeteria/auditorium; a fifth building which houses the media center; a sixth building which houses the physical education shelter, storage area, and office; and one relocatable classroom. All rooms and offices have access to the Internet, as the school has a dedicated T1 line, switches for faster online access, and a wireless network that is used by most classroom desktop and laptop computers. The media center contains a closed circuit television system that broadcasts throughout the school. The school was recently painted, and, currently, the roof is being replaced.

Wesley Matthews Elementary services approximately 700 students from the surrounding neighborhood, which consists of single-family homes, town homes, condominiums, and rental apartments, that are classified as predominantly middle and lower-middle class. The percentage of all ESOL students (standard and non-standard curriculum) at the school is approximately 35 percent. The school also has students in the gifted program (10.3%), and two pre-kindergarten classes with approximately 18 students in each class. Approximately 61% of the students receive free or reduced lunch. The mobility index is 15.

Wesley Matthews Elementary School provides state-of-the-art education for all of its students through a community-based approach. Through the on-going commitment of staff, parents, and community members, students are immersed in a learning environment that infuses reading and writing, critical and creative thinking, problem solving, cooperative learning, research skills, and technology into an integrated program which focuses on actualizing each student's potential. By using this approach, all learning becomes relevant, meaningful, and instantly applicable to each student's life. Moreover, this approach affords the opportunity for the students to become active and responsible participants in their community and provides them with the tools and skills to become happy, successful members of a multicultural society.

The ethnic / racial make-up of the student population is 93 percent Hispanic, 6 percent white, non-Hispanic, less than one percent Black, and one percent in the remaining ethnic/racial categories (Asian, Indian, and Multiracial). Most of the students met the State's high standards on the 2007 administration of the FCAT, as evidenced by the fact that only 14% and 19% of all students scored FCAT Levels 1 or 2 on the Reading and Mathematics tests, respectively. All NCLB sub-groups made adequate progress. Students who need additional help in order to be successful in school receive tutoring through a variety of programs, including before, during, and after school tutorials, as well as the Saturday academy. Student progress is closely monitored, and specific educational strategies are implemented as necessary. Additionally, since appropriate educational placement is a priority at Wesley Matthews, students who meet the requirements according to district guidelines are referred to the School Support Team. Students who demonstrate behaviors that might prevent them from maximizing their educational potential are referred to the school's counselor.

At Wesley Matthews, students who have met criteria for the Special Education (SPED) program participate in the Inclusion (4 units), Consultative or Resource models. Additional programs include: Gifted (4 units), TEAM (Teaching Enrichment Activities for Minorities) classrooms (3 units), and an after-school Academic Excellence Program. There are 2 VPK classes. Class size is 18 or less in grades K-3 and 22 or less in grades 4 and 5.

Wesley Matthews Elementary has demonstrated great capacity for growth. The staff is dedicated and eager to learn. This is evidenced by the fact that, each year, the school surpasses previous achievements. In spite of increasingly challenging goals, the school continues to earn an "A," and it continues to make AYP.

There are approximately 65 members of the teaching staff and another 30 to 50 additional employees at Wesley Matthews Elementary. These numbers vary, as several positions are hourly or part-time. The ethnic/ racial make-up of the full staff is 11 percent white, non-Hispanic, 11 percent black, 76 percent Hispanic, and 1 percent Asian/ American Indian. Most of the faculty has less than 9 years of teaching experience, and 47 percent of the teachers have advanced degrees: 37% of the instructional staff has a Master's degree, 7% have a Specialist's degree, and 3% have a Doctoral degree. Four teachers attained National Board Certification. Most of the teachers participate in staff development to improve their professional skills. Faculty members are certified in the areas in which they teach. Waivers were approved for some faculty members who are in the process of obtaining their gifted and ESOL endorsements. All staff members received satisfactory evaluations for the 2006-2007 school year. This is a professional staff dedicated to strengthening the instructional program for all children. No child will be left behind, as expectations are kept at a high level for everyone. To this end, the Leadership Team is made up by the Administration, Lead Teacher, the Counselor, Reading, Mathematics, and Science Coaches, the Bilingual Chairperson, the Media Specialist, and the Grade Level and Department Chairs.

Class size for grades pre-kindergarten through third is calculated at 16.01 and, for grades 4 and 5, it is calculated at 18.73. Average class sizes by grade level are summarized below:

Grade Level Average Size

PK 17

Kindergarten 18

First Grade 17

Second Grade 17

Third Grade 15

Fourth Grade 19

Fifth Grade 22

Class size is lowered for SPED students in both the inclusion and resource programs.



School Improvement Plan

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Last year, improved student attendance was a major goal. Analysis of attendance data indicates that attendance did, in fact, improve during the 2006-2007 school, as compared to attendance data from 2005-2006. The rate increased from 95.5 to 96.1. There was an increase in the number of students who had 100% attendance and a decrease in the number of students who were absent 6 or more days.

The number of students retained in third grade has decreased. During the 2004-2005 school year, 10.2% were not promoted to fourth grade. During the past two school years, only 1-2 students have been retained because they scored Level 1 on the FCAT Reading. Retentions at the other grade levels have decreased. Students who are at-risk of failing are identified early so that strategies can be implemented. As a result, many of the students identified as "possible retentions" are promoted.

Wesley Matthews Elementary School is part of the Miami Southwest Feeder Pattern. With the exception of students attending magnet schools, our fifth grade students transition to one of two middle schools in the area: W.R. Thomas and Paul Bell. Neither is a ZONE school.

At Wesley Matthews Elementary School, students are able to participate in several special programs:

- Academic Excellence Program (AEP) provides enhancement opportunities to students who meet specific criteria. The students participating in this after-school program put together the school's yearbook.
- Extended Foreign Language (EFL) provides students with the opportunity to become bi-literate in English and Spanish. The students participating in this program receive one hour of Spanish language arts every day.
- The school's gifted program is a full-time model. Students are in self-contained classes and receive an enriched curriculum throughout the entire day.
- Before, during, and after-school tutorials are provided to students who are identified as being at risk. This includes the lowest 25th percentile in the FCAT Reading and Mathematics Tests, TIER II students, and students who, as a result of formal and informal assessment, are identified as being at risk.

Wesley Matthews Elementary works collaboratively with Miami South Dade Adult. Through this institution, the school is able to offer English classes to parents, family and community members. Additionally, the school has established partnerships with the following entities:

- Barnes & Noble Booksellers provide special functions for educators.
- Wal-mart, BJ's Wholesale Club, Starbucks Coffee Company, and Washington Mutual assist the school with special events that are planned throughout the school year.

Wesley Matthews Elementary has demonstrated its strong commitment to enhancing the technology program at the school. Funds secured through federal and state grants have been used extensively for this purpose. The school spent in excess of \$20,000 on technology during the 2005-2006 school year. As a result, every classroom in the school has at least one computer for student use, and there is one 30-station computer lab. In addition, students currently have access to more than 150 laptop computers. Computers and related equipment are being allocated to the arts programs at the school, as evidenced by the formation of a MIDI lab in the music room and a computer graphics lab in the art room and one of the computer labs.

School Foundation

Leadership:

The Organizational Performance Improvement Snapshot used a Likert scale to measure participant's attitudes. The average score (4.7) suggests that the Leadership Team serves as a guide for the faculty and staff, gives direction to personnel, and influences teachers and staff by demonstrating a clear mission and vision for the school, as well as by developing and implementing systematic curricular innovations. In order to maximize student performance, senior leaders review student performance data, survey results, and stakeholder input and utilize this information in all decision-making processes.

District Strategic Planning Alignment:

The results (4.6) of the survey indicate that the faculty and staff members understand the importance of continuously examining pertinent data and assessing the needs of the students to be able to implement an effective system for building upon areas of strength and addressing opportunities for improvement. Strategic planning involves representatives from different stakeholder groups. Meetings emphasize the discussion of organizational strengths and weaknesses such that satisfaction is enhanced.

Stakeholder Engagement:

As with any service provider, a school succeeds or fails in part as a result of the degree to which its customers are satisfied with the educational program and overall operation of the school. The Leadership Team at Wesley Matthews places a huge priority on maintaining good relationships with all its customer groups as indicated by the faculty response. The school received a score of 4.6. The customer groups most important at Wesley Matthews Elementary are the students, parents, and members of the community. Each of these customer groups benefit from the instruction program at Wesley Matthews. The parents of the students who live within the boundaries of the school constitute the market segment that is most interested in the school's operation.

Faculty & Staff:

As indicated by a score of 4.7 on the Likert scale, employee satisfaction is a factor in employee retention. To that end, the Leadership Team has established an environment wherein all employees feel that they are important to the process of maintaining an effective school and that their ideas and concerns are valid.

Built into the school's master schedule are weekly department and grade level meetings designed to foster cooperation and collaboration between grade level members. Additionally, articulation meetings between grade levels are held to facilitate discussion about goals and objectives. This provides the teachers with clear guidelines as to what should be emphasized at each grade level. Moreover, "think tank" sessions are held at times to provide opportunities for teachers from all grade levels and departments to work together to develop action plans that address critical issues in the school and/or to participate in Plan-Do-Study-Act (PDSA) improvement sessions regarding initiatives in place at the school.

The Teacher Mentor Program at Wesley Matthews Elementary has been in place since the school's inception. This program is a critical component to the overall success that the school has enjoyed for the past nine years. Each beginning teacher is provided with the assistance of a Professional Growth Team (PGT), which aids in the development of that teacher's Professional Development Plan. Faculty members are encouraged to share newly acquired strategies with their peers. In this manner, the administration assists faculty and staff in the attainment of career-related development objectives while enhancing the educational program at the school.

Professional development is an important component at Wesley Matthews. Professional conferences, workshops, and inservices serve as vehicles for deploying the mission, vision, goals, objectives, and new initiatives for the school. These types of activities empower individual teachers with new techniques while often reinventing them with a renewed sense of purpose in the classroom.

Finally, the Leadership Team meets periodically to discuss formal and informal measures of employee satisfaction and to devise and implement strategies which will improve employee well-being.

Data/Information/Knowledge Management:



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On the 6 items related to measurement, analysis, and knowledge management, the school received a score of 4.7. Since assessment and monitoring are key components of the School's PDSA (Plan-Do-Study-Act), or continuous improvement model, the Leadership Team places great importance on the data collection analysis. Moreover, the Leadership Team, in collaboration with other stakeholders, has developed systems for using data as a tool for improving student achievement and the overall operation of the school. Student performance data from the State and District assessments is analyzed. School leaders meet with grade level members, chairpersons, curriculum leaders, other faculty members, and the EESAC to debrief and align goals, objectives, and strategies in order to improve performance. This information allows teachers to analyze their students' strengths and weaknesses and to provide appropriate instruction that facilitates growth, while providing the necessary support.

Education Design:

The results of the survey (4.7) indicate that the stakeholders in the organization feel supported to provide a high quality education. The conclusion is that there is a high level of satisfaction on behalf of the staff. Faculty and staff at Wesley Matthews Elementary are very satisfied with their job and it is evident in their involvement, education, productivity, and commitment to the organization. The staff works cohesively, and their interest is in the general welfare of the children.

Wesley Matthews employs the Continuous Improvement Model for developing and implementing a research-based School Improvement Model. To that end, the school has many committees that meet to address specific issues and processes. Additionally, a special feature of Wesley Matthews is the formation of ad hoc committees, in addition to standing committees that meet to discuss other critical and often impending issues. Depending upon the issue to be discussed, these committees will consist of parents, community members, teachers, and/or administrators. The ad hoc committees are usually charged with the task of brainstorming a large quantity of ideas related to the designated issue, and making recommendations to the administration, staff, and/or Educational Excellence School Advisory Committee (EESAC). Anyone who is interested in the topics being discussed is welcome to join these committees, as it is believed at Wesley Matthews that the most innovative solutions come from a synthesis of ideas generated by many people.

This Continuous Improvement Model has contributed directly to improved school-wide student achievement in all key curriculum areas. Since the school's Continuous Improvement Model is data-driven, it provides the "blueprint" for the delivery, implementation, and deployment of effective teaching strategies.

Performance Results:

Data are just one of the many tools available to organizations that drive decision making and are critical to the continuous quality improvement process. The survey used a Likert scale to measure participants' attitudes concerning Business Results. Staff strongly agreed, with a score of 4.6, that Wesley Matthews is dedicating its resources, human and financial, to providing high quality education and support opportunities for its stakeholders (students, parents, and staff).



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan 2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Reading Statement

Students at Wesley Matthews Elementary will make sufficient annual learning gains to acquire the skills, knowledge, and abilities needed to demonstrate competency in the state reading standards.

Given instruction using the Competency-Based Curriculum, Sunshine State Standards, and the Core Curriculum Reading Program, students who scored at Levels 1 and 2 during the 2007 administration of the FCAT Reading test will make learning gains.

Needs Assessment

The data gleaned from the results of the 2007 FCAT Reading Test indicate the following: (a) 88% of students in grades three through five attained Level 3 or above, (b) 75% of the students made learning gains in reading, (c) 55% of the students who had scored at the lowest 25% on this test made adequate progress, and d) all subgroups made Adequate Yearly Progress (AYP). However, the data also revealed that there are still students in grades three through five who need to increase their reading scores, particularly in the areas of main idea and author's purpose, on the FCAT Reading Test.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>							

Measurable Objective

Given instruction using the Competency-Based Curriculum, Sunshine State Standards, and the Core Curriculum Reading Program, students in grades three through five will improve their reading skills as demonstrated by 89% of the students scoring Level 3 or above on the 2008 FCAT Reading Test.

Given instruction using the Competency-Based Curriculum, Sunshine State Standards, and the Core Curriculum Reading Program, students who scored at Levels 1 and 2 during the 2007 administration of the FCAT Reading test will make learning gains.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide differentiated instruction, including daily guided reading instruction, to students.	Principal, Assistant Principal, Reading Coach, Teachers	8/27/2007	5/30/2008	Other/ Not Applicable	0
Utilize computer-based monitoring programs, such as Accelerated Reader, Reading Plus, Leap Frog, Riverdeep and Assess2Learn, to diagnose, intervene, and monitor Level 1 and 2 students.	Principal, Assistant Principal, Reading Coach, Teachers, Media Specialist	8/27/2007	5/30/2008	Other/ Not Applicable	0
Implement the Comprehensive Research-Based Reading Plan (CRRP) and the district-approved intervention reading programs for Tier II students, including Soar to Success, Early Success, and Voyager into the daily tutoring program.	Principal, Assistant Principal, Reading Coach, Teachers, Paraprofessionals	8/27/2007	5/30/2008	Other/ Not Applicable	0
Develop a monitoring tool to track the progress of students not making adequate progress.	Principal, Assistant Principal, Counselors, Reading Coach, Teachers	8/27/2007	5/30/2008	Other/ Not Applicable	0
Provide direct instruction in the essential reading components: phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Principal, Assistant Principal, Reading Coach, Teachers	8/27/2007	5/30/2008	Other/ Not Applicable	0
Utilize the Continuous Improvement Model to identify students in Levels 1 and 2 from the results of the 2007 FCAT Reading Test and provide and monitor small group tutoring interventions before, during, after school, and on Saturdays.	Principal, Assistant Principal, Lead Teacher, Reading Coach	8/20/2007	9/28/2007	Other/ Not Applicable	15000
Utilize the Continuous Improvement Model to identify, schedule, and attend professional development sessions (i.e., CRISS and the Big Five) that will improve the quality of the reading program, with an emphasis on reading comprehension including main idea and author's purpose.	Principal, Assistant Principal, Lead Teacher, Reading Coach, Reading Teachers	8/27/2007	5/30/2008	Other/ Not Applicable	0
Utilize the Continuous Improvement Model to monitor the progress of students who scored Level 3 and above on the 2007 FCAT Reading Test and ascertain that they continue to make higher learning gains.	Principal, Assistant Principal, Reading Coach, Reading Teachers	8/27/2007	5/30/2008	Other/ Not Applicable	0
Utilize the Continuous Improvement Model to analyze DIBELS scores and the results from other assessments to identify students that are strategic and intensive, guide their instruction, and determine appropriate intervention strategies.	Principal, Assistant Principal, Reading Coach, Teachers	9/10/2007	4/28/2008	Other/ Not Applicable	0
Identify the students scoring at the lowest 25th percentile on the 2007 FCAT Reading Test and provide Reading Plus instruction and tutoring outside of the Reading/ Language Arts block (as much as possible).	Principal, Assistant Principal, Lead Teacher, Reading Coach, Reading Plus Coordinator, Teachers, Paraprofessionals	8/27/2007	5/30/2008	Other/ Not Applicable	5000

Research-Based Programs

Houghton Mifflin Core Curriculum Reading Program, Intervention/tutoring programs include the following: Soar to Success, Early Success, and Voyager Reading Plus

Professional Development



School Improvement Plan

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Professional development activities will be job-embedded and will foster learning communities. Additionally, teachers at Wesley Matthews will receive training in Reading pedagogy as needed. The topics of the training sessions provided by the school's Reading Coach will include: CRISS, phonemic awareness, fluency, comprehension, vocabulary, and phonics. The District will also provide training sessions for reading teachers.

Evaluation

This objective will be evaluated by analyzing the percentage of students scoring Level 3 or above on the 2008 FCAT Reading Test. In addition, student progress will be monitored by the use of DIBELS, interim assessments, and staff-developed formative tests, the results of which will be used throughout the school year to guide instruction.

Mathematics Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Mathematics Statement

Students at Wesley Matthews Elementary School will make annual learning gains sufficient to acquire the skills, knowledge, and competencies needed to master the state standards in the area of mathematics.

Needs Assessment

The data gleaned from the results of the 2007 FCAT Mathematics Test indicate the following: (a) 82% of students in grades three through five attained Level 3 or above b) 67% of the students who had previously scored Levels 1 or 2 made learning gains, c) all subgroups made Adequate Yearly Progress. However, the data also revealed that students in grades three through five need to increase their scores, particularly in number sense and measurement in grades three through five and data analysis in grade five, on the FCAT Mathematics Test.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>							

Measurable Objective

Given instruction using the Competency Based Curriculum and Sunshine State Standards, students in grades three through five will improve their mathematics skills as demonstrated by 83% of the students scoring at a Level 3 or above on the 2008 FCAT Mathematics Test.

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students who scored at Levels 1 and 2 during the 2007 administration of the FCAT Mathematics test will make learning gains.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Continuous Improvement Model to analyze the Scott Foresman Inventory and the District's Interim Assessment to guide mathematics instruction.	Principal, Assistant Principal, Math/Science Leaders, Teachers	9/10/2007	5/30/2008	Other/ Not Applicable	0
Utilize manipulatives to provide hands-on exploration of mathematical concepts, focusing on number sense and measurement.	Principal, Assistant Principal, Mathematics Coach, Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0
Provide daily guided mathematics instruction to students, focusing on number sense, measurement, and data analysis.	Principal, Assistant Principal, Mathematics Coach, Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0
Identify students in Levels 1 and 2 from the results of the 2007 FCAT Mathematics Test and monitor small group tutoring interventions before, during, and after school, and on Saturdays.	Principal, Assistant Principal, Mathematics Coach	8/20/2007	6/6/2008	Other/ Not Applicable	15000
Utilize the Continuous Improvement Model to identify, schedule, and attend professional development sessions (i.e., CRISS, Riverdeep, Accelerated Math) that will improve the quality of the mathematics program, with an emphasis on number sense, measurement, and data analysis.	Principal, Assistant Principal, Lead Teacher, Mathematics Coach, Mathematics Teachers	9/24/2007	05/30/2008	Other/ Not Applicable	0
Utilize computer-based monitoring programs, such as Accelerated Math, Quantum Leap, and Riverdeep to diagnose, intervene, and monitor Levels 1 and 2 students.	Principal, Assistant Principal, Mathematics Coach, Teachers	8/27/2007	5/30/2008	Other/ Not Applicable	0
Utilize the Continuous Improvement Model to monitor the progress of students who scored Level 3 and above on the 2006 FCAT Mathematics test and ascertain that they continue to make higher learning gains.	Principal, Assistant Principal, Mathematics Coach, Mathematics Teachers	08/20/2007	06/05/2007	Other/ Not Applicable	0
Implement the District's Pacing Guide and the Grade Level Expectations in daily mathematics lesson plans.	Principal, Assistant Principal, Mathematics Coach, Teachers	8/27/2007	5/30/2008	Other/ Not Applicable	0
Develop a monitoring tool to track the progress of students not making adequate progress.	Principal, Assistant Principal, Counselor, Mathematics Coach, Teachers	9/10/2007	6/6/2008	Other/ Not Applicable	0

Research-Based Programs

Scott Foresman Mathematics Core Program
 Tutoring programs include: Comprehensive Math Assessment Program
 Accelerated Math

Professional Development

Professional development activities will be job-embedded and will foster learning communities. Teachers at Wesley Matthews will receive training in Mathematics pedagogy as needed. The topics of the training sessions provided by the school's mathematics leaders will include: number sense, measurement, data analysis and probability, algebraic thinking, geometry, and an infusion of technology to enhance mathematics instruction. The topics of the training sessions provided by the district will include: SMILE, CRISS, Riverdeep, and other workshops provided by the District's Mathematics and Science Department.

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated by analyzing the percentage of students scoring Level 3 or above on the 2008 FCAT Mathematics Test. In addition, student progress will be monitored by the use of the Accelerated Math program, staff-developed formative tests, and interim assessments, the results of which will be used throughout the school year to guide instruction.

Writing Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Writing Statement

Students at Wesley Matthews Elementary will make sufficient annual learning gains to acquire the skills, knowledge, and abilities needed to demonstrate competency in the state writing standards.

Needs Assessment

The data gleaned from the results of the 2007 FCAT Writing+ Test indicate that 89% of the students in grade four scored 3.5 or higher: 95% of the students scored 3.5 or above when asked to write an expository text, whereas 86 % scored 3.5 or above when asked to write a narrative text. Data suggest that further instruction is needed in the implementation of graphic organizers and in engagement in the writing process, including editing for grammatical conventions. Among these organizational patterns are chronological order, comparison-contrast, description, concept/definition, and process cause/effect.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>							

Measurable Objective

Given instruction using the Competency-Based Curriculum, Sunshine State Standards, and the Core Curriculum Reading/ Language Arts Program, students in grade four will improve their writing skills as demonstrated by 90% of the students achieving 3.5 or higher on the 2007 FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Continuous Improvement Model to identify, schedule, and attend professional development sessions (i.e., analytic and holistic scoring, writing across the curriculum, and Write Time for Kids) that will improve the quality of the writing program, with an emphasis on narrative writing.	Principal, Assistant Principal, Lead Teacher, Reading Coach, Writing Coaches, Writing Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Use computer lab and class sets of laptop computers as part of language arts instruction.	Principal, Assistant Principal, Lead Teacher, Computer Specialist, Computer Assistant, Teachers	8/27/2007	5/30/2008	Other/ Not Applicable	0
Engage students in the writing process with an emphasis on revising and editing through writer's workshop.	Principal, Assistant Principal, Reading Coach, Teachers	8/27/2007	5/30/2008	Other/ Not Applicable	0
Facilitate opportunities for students to write for a variety of purposes across the curriculum, including journal writing.	Principal, Assistant Principal, Reading Coach, Teachers	8/27/2007	5/30/2008	Other/ Not Applicable	0
Provide and monitor small group interventions during school, including small group guided writing groups.	Principal, Assistant Principal, Teachers, Reading Coach	8/27/2007	5/30/2008	Other/ Not Applicable	0
Utilize the Continuous Improvement Model to analyze pre/post tests and writing samples, for the purpose of assessing progress, identifying effective writing strategies, and improving students' writing skills.	Principal, Assistant Principal, Reading Coach, Teachers	8/27/2007	5/30/2008	Other/ Not Applicable	0
Develop a monitoring tool to track the progress of students not making adequate progress.	Principal, Assistant Principal, Counselor, Reading Coach, Teachers	9/10/2007	5/30/2008	Other/ Not Applicable	0
Demonstrate the implementation of graphic organizers to plan the writing, effective use of writing strategies to develop ideas and the use of appropriate conventions through ongoing instruction, focusing on narrative texts.	Principal, Assistant Principal, Reading Coach, Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin Core Curriculum Reading/ Language Arts Program
Intervention programs include Write Time for Kids

Professional Development

Professional development activities will be job-embedded and will foster learning communities. Teachers at Wesley Matthews will receive training in Writing pedagogy as needed. The topics of the training sessions provided by the school's Reading Coach will include: holistic scoring, writing across the curriculum, FCAT writing for teachers in third and fourth grades, and Write Time for Kids. The topics of the training sessions provided by the district will include: FCAT Writing + Test for teachers new to fourth grade.

Evaluation

This objective will be evaluated by analyzing the percentage of students scoring 3.5 or above on the 2008 FCAT Writing+ Test. In addition, student learning will be monitored through the District pre-/post-test and monthly writing samples in response to specific prompts.

Science Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Science Statement

Students at Wesley Matthews Elementary School will make annual learning gains sufficient to acquire the skills, knowledge, and competencies needed to master the state standards in the area of science.

Needs Assessment

Data gleaned from the 2007 FCAT Science Test indicate that 46% of the students in grade five attained Level 3 or above. The data also revealed that students need to increase their scores, particularly in the area of earth science and scientific thinking on the FCAT Science Test.

Measurable Objective

Given attention to science process skills instruction using the Competency Based Curriculum and Sunshine State Standards, students in grade five will improve their science skills as demonstrated by 71% of the students scoring at a Level 3 or above on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Continuous Improvement Model to identify, schedule, and attend professional development sessions (i.e., "hands-on" activities, implementation of FOSS and AIMS activities, CRISS, SMILE) that will improve the quality of the science program, with an emphasis on earth science and scientific thinking.	Principal, Assistant Principal, Lead Teacher, Science Coach, Science Teachers	08/27/2007	05/30/2008	Other/ Not Applicable	0
Involve students in the use of CRISS strategies and in Activities Integrating Mathematics and Science(AIMS) that infuse problem-solving and critical reading and thinking.	Principal, Assistant Principal, Science Coach, Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement the District's Pacing Guide.	Principal, Assistant Principal, Math/Science Leaders, Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Develop a monitoring tool to track the progress of students not making adequate progress.	Principal, Assistant Principal, Counselor, Science Coach, Teachers	9/10/2007	5/30/2008	Other/ Not Applicable	0
Utilize the Continuous Improvement Model to analyze the 2007 fifth grade Science FCAT scores to guide instruction.	Principal, Assistant Principal, Lead Teacher, Science Coach, Teachers	8/20/2007	9/28/2007	Other/ Not Applicable	0
Utilize FOSS and Scott Foresman Science Kits to provide hands-on exploration of scientific concepts, focusing on earth science and scientific thinking.	Principal, Assistant Principal, Science Coach, Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	100
Involve students in a minimum of ten lessons focusing on the concepts associated with, and the implementation of the scientific method and scientific thinking.	Principal, Assistant Principal, Science Coach, Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0

Research-Based Programs

Scott Foresman Science Program
FOSS Kits
AIMS (Activities integrating Mathematics and Science)

Professional Development

Professional development activities will be job-embedded and will foster learning communities. Teachers at Wesley Matthews will receive training in Science pedagogy as needed. The topics of the training sessions provided by the school's Science Coach will include: "hands-on" science, the scientific method, incorporation of the school-wide scope and sequence among and between grade levels, and an infusion of technology to enhance science instruction. The topics of the training sessions provided by the district will include: SMILE, CRISS, HOMES and other workshops provided by the District's Mathematics and Science Department.

Evaluation

This objective will be evaluated by comparing the percentage of students scoring at Level 3 or above with the goal (71%). In addition, student progress will be monitored by the use of text assessments and interim assessments, the results of which will be used throughout the school year to guide instruction.

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Parental Involvement Statement

Parents at Wesley Matthews Elementary will be provided with opportunities to meet with teachers and counselors and to participate in activities in school that will help them acquire the skills and knowledge to assist their children academically.

Needs Assessment

An analysis of attendance at parent workshops during the 2006-2007 school year indicates that, on average, approximately 20 parents attend the parent workshops provided at school. This suggests that caregivers are not taking advantage of the opportunities available to them so that they can become better informed about the educational program imparted at school, as well as about strategies to ensure that their children succeed academically and socially. Parent workshops about standardized measures were well-attended; however, workshops about discipline and communication were not well-attended.

Measurable Objective

Given attention to the need to increase parental involvement in the education of the students, attendance at school-sponsored parental workshops will average 21 parents or more, as measured by the 2007-2008 attendance sheets from the parent workshops.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage parents to attend parent-teacher conferences so that they can learn how to monitor student progress and apply strategies to extend learning at home.	Principal, Assistant Principal, Lead Teacher, Counselor, Teachers	9/5/2007	5/30/2008	Other/ Not Applicable	0
Send communication(e.g., newsletter, calendar, informational flyers, etc.) and/or use ConnectEd, as appropriate, to inform parents of upcoming parent activities and workshops. (PTA Standard I)	Principal, Lead Teacher, Counselor, Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0
Provide workshops to address the following needs: parenting skills and academic strategies to ensure success in school. ("Family TIME")	Principal, Assistant Principal, Lead Teacher, Counselor, Teachers	8/27/2007	5/30/2008	Other/ Not Applicable	200
Use the Continuous Improvement Model to identify and target parents to attend workshops so that they can acquire strategies to help their children succeed in school. ("Family TIME")	Principal, Assistant Principal, Lead Teacher, Counselor, Teachers	8/27/2007	5/9/2008	Other/ Not Applicable	0
Provide student incentives for parental attendance so that caregivers can acquire strategies to help their children succeed in school.	Principal, Assistant Principal, Lead Teacher, Counselor	9/10/2007	5/9/2008	Other/ Not Applicable	0
Develop and implement adult ESOL classes for parents designed to assist in the acquisition of English language skills as well as to provide skills that can be applied to working with their children at home on school assignments and projects. ("Family TIME")	Principal, Lead Teacher, Adult Education Teacher	8/27/2007	6/6/2008	Other/ Not Applicable	5000

Research-Based Programs

The state-approved "Family TIME" program will be the primary program employed to assist in increasing attendance at and the effectiveness of parental workshops.
PTA Standards

Professional Development

Professional development activities will be job-embedded and will foster learning communities. Teachers at Wesley Matthews will receive training in parental involvement, in accordance with the state grant, "Family TIME," and/or as needed. The topics of the training sessions provided at the school level will include workshop techniques for potential presenters and information on how to make the best of parent-teacher conferences.

Evaluation

This objective will be evaluated by comparing the average number of parents attending workshop during the 2007-2008 school year with the goal of 21 parents, as well as by staff-administered evaluations that will be completed by parents at the end of each workshop. The level of participation will be monitored, through analysis of the attendance logs, and recruitment strategies will be employed as applicable.

Discipline & Safety Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Discipline & Safety Statement

Students at Wesley Matthews Elementary will demonstrate appropriate behavior by showing respect to fellow students, faculty, and staff members; by conducting themselves in an orderly manner on school grounds and field trips; by refraining from engaging in actions that could be harmful to themselves or others; by solving interpersonal conflict in a peaceful manner; and, by demonstrating respect for public and private property at all times.

Needs Assessment

Wesley Matthews Elementary places school safety in the forefront of its responsibility to all the stakeholders. The organization must provide an environment that is safe, violence-free, and drug-free for teachers, students, parents, and community members. To this end, the Leadership Team and safety committee monitor the number of incidents/ referrals, including, but not limited to, fighting, general disruptive behavior, and trespassing. Last year, 6 general disruptive conduct referrals were submitted to the administration. Incidents are negligible, as compared to the State and District, yet need to be addressed.

Measurable Objective

Given instruction using conflict resolution strategies, the Code of Student Conduct, and implementing a discipline management program, the number of discipline-related incidents/ referrals reported for students in kindergarten through fifth grade will decrease to 30 or less, as documented using Student Case Management Referral Forms (SCMs) during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the character education and TRUST curriculum lessons in the classroom.	Principal, Assistant Principal, Counselor, Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Make appropriate referrals to school counselor and administrators and provide follow-up to administrative and counselor discipline referrals with appropriate student and parent interactions.	Principal, Assistant Principal, Counselor, Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0
Provide individual and group counseling to students who have difficulty following the school rules and interacting with others.	Principal, Assistant Principal, Counselor	8/20/2007	6/6/2008	Other/ Not Applicable	0
Address specific concerns about rule-breaking behaviors during parent conferences.	Principal, Assistant Principal, Lead Teacher, Counselor, Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0
Provide information to parents about outside agencies that offer family and individual therapy, as deemed necessary.	Principal, Assistant Principal, Counselor	8/20/2007	6/6/2008	Other/ Not Applicable	0
Provide student incentives for good behavior (e.g., Do the Right Thing, Peacemaker of the Month)	Principal, Assistant Principal, Counselor, Teachers	9/10/2007	5/30/2008	Other/ Not Applicable	0
Discuss Code of Student Conduct and school rules with students at the beginning of the school year and at any other time considered necessary, and send the Code of Student Conduct information and acknowledgement form home so that the parents can discuss appropriate school behavior with their children.	Principal, Assistant Principal, Lead Teacher, Counselor, Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0
Implement a discipline management program in the classroom consistent with the school rules and guidelines for safety, as well as the Code of Student Conduct, that includes incentives and consequences.	Principal, Assistant Principal, Lead Teacher, Counselor, Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0
Implement a Peer Mediation Program (i.e., Peace-making Skills for Little Kids, Creative Conflict Solving for Kids, Mediation for Kids) to teach conflict resolution strategies.	Principal, Assistant Principal, Lead Teacher, Counselor	9/10/2007	6/6/2008	Other/ Not Applicable	0
Provide classroom guidance lessons on self-esteem, communication skills, and conflict resolution strategies using the identified research-based programs.	Principal, Assistant Principal, Counselor	8/20/2007	6/6/2008	Other/ Not Applicable	0
Provide parent education on positive discipline.	Principal, Assistant Principal, Counselor	8/20/2007	06/06/2008	Other/ Not Applicable	
Introduce and adopt the WMES Student Pledge to emphasize the responsibility of the students in managing their own school behavior; and to increase a sense of self-efficacy, personal accomplishment, and accountability.	Principal, Assistant Principal, Lead Teacher, Counselor, Teachers	08/20/2007	06/06/2008	Other/ Not Applicable	
Develop and put in place a bullying/ violence prevention plan, Project S.A.F.E. (Safe Atmosphere for Everyone), designed to support the school in dealing effectively with incidents of bullying/ violence (e.g., box for anonymous reporting, teacher professional development, posting and publicizing clear behavior standards, recognition of peacemaking behavior, etc.)	Principal, Assistant Principal, Counselor	08/20/2007	06/06/2008	Other/ Not Applicable	

Research-Based Programs

Code of Student Conduct, Character Education Curriculum, Peace-making Skills for Little Kids, Creative Conflict Solving for Kids, and Mediation for Kids

Professional Development



School Improvement Plan 2007-2008



Professional development activities will be job-embedded and will foster learning communities. Teachers will receive training in the use of conflict resolution strategies. This training will include techniques to help students effectively solve problems.

Evaluation

The number of incidents/ referrals reported during the 2007-2008 school year for students in kindergarten through fifth grade will decrease to a maximum of 30 incidents/ referrals (SCMs). Throughout the school year, student behavior will be monitored in the classroom and in the cafeteria. The Student Case Management System Report will be analyzed.

Technology Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Technology Statement

Students at Wesley Matthews Elementary School will acquire the skills, knowledge, and competencies needed to master the state standards in the area of Instructional Technology.

Needs Assessment

Technology is an integral part of society and, as such, places new demands on the workforce. Because of these demands, it is crucial that students become facile with technology so that they can face the challenges of the future and compete in the global economy. Students in grades kindergarten through five need the basis of a technology foundation, which includes basic computer operations and concepts, the use of productivity, communication, and research tools. Data from the 2006-2007 school year indicate that 81% of the students were able to complete two word processing documents. Students in the lower grades (i.e., kindergarten through second) experienced more difficulty in meeting the goal than students in the intermediate grades (i.e., third through fifth grade). This suggests that training in the use of instructional technology must begin early.

Measurable Objective

Given attention to computer skills, 82% of the students in grades two through five will produce a minimum of two word processing artifacts (one during the first semester and the other during the second semester, which will be maintained in the students' portfolios.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Districts' Competency-Based Curriculum for Instructional Technology.	Principal, Assistant Principal, Lead Teacher, Teachers	08/20/2007	06/06/2008	Other/ Not Applicable	0
Utilize word processing software (i.e., Microsoft Word) and/or word processing hardware as appropriate a minimum of once per month in grades kindergarten through five.	Principal, Assistant Principal, Lead Teacher, Teachers, Computer Specialist, Computer Assistant	08/20/2007	06/06/2008	Other/ Not Applicable	0
Infuse technology into the instructional program to improve the students' awareness of computer operations and concepts, as well as their facility with communication, research, and productivity tools, emphasizing word processing.	Principal, Assistant Principal, Lead Teacher, Teachers, Computer Specialist, Computer Assistant	08/20/2007	06/06/2008	Other/ Not Applicable	0
Utilize the Internet to locate, evaluate, and collect information in grades two through five, emphasizing research skills.	Principal, Assistant Principal, Lead Teacher, Teachers, Computer Specialist, Computer Assistant	08/20/2007	06/06/2008	Other/ Not Applicable	0
Utilize typing software in grades kindergarten through three to develop typing skills and facilitate the use of word processing tools.	Principal, Assistant Principal, Lead Teacher, Teachers, Computer Specialist, Computer Assistant	09/27/2007	06/06/2008	Other/ Not Applicable	0

Research-Based Programs

The District's Competency-Based Curriculum for Instructional Technology

Professional Development

Teachers at Wesley Matthews will receive training in the use of instructional technology. This training will include basic technology operations and functions, as well as the use of technology as a productivity, communications, and research tool. An emphasis will be placed on the use of Microsoft Word.

Evaluation

This objective will be evaluated by calculating the percentage of students in kindergarten through fifth grade producing two word processing artifacts. This number should equal or exceed 82%.

Health & Physical Fitness Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Health & Physical Fitness Statement

Students at Wesley Matthews will develop an awareness of a wide variety of physical activities to develop and maintain an acceptable level of physical fitness. Through participation in the physical education program, students develop interest and skills that promote and encourage lifelong fitness for daily living and overall wellness.

Needs Assessment

Recent studies indicate that the level of physical fitness awareness of elementary school children has decreased. Data collected during the 2005-2006 school year indicate that only 69% of the students in grades four and five received FITNESSGRAM awards. Therefore, there is a need to increase the students' awareness of physical fitness and to include physical activity as a part of their daily lives.

Measurable Objective

Given instruction in physical education using the Competency-Based Curriculum, at least 70% of the students in grades four and five will improve their levels of physical fitness, as demonstrated by an increase in the percentage of students receiving FITNESSGRAM awards.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct activities to improve cardiovascular, flexibility, and muscular strength and endurance.	Principal, Assistant Principal, PE Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0
Provide daily guided fitness instruction to students not making adequate progress.	Principal, Assistant Principal, PE Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0
Implement the Physical Fitness and the Competency-Based Curriculum for Physical Education.	Principal, Assistant Principal, PE Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0
Conduct pre-tests and post-tests by conducting the following activities: (1) measure aerobic capacity by timing the rate in which one mile is completed, (2) measure body fatness by utilizing the skin fold technique, (3) measure muscular strength and endurance by performing 75 abdominal strength exercises at a specified rate, and (4) measure flexibility by performing the sit and reach box.	Principal, Assistant Principal, PE Teachers	9/10/2007	5/2/2008	Other/ Not Applicable	0

Research-Based Programs

FITNESSGRAM

Professional Development

PE teachers at Wesley Matthews will receive training in physical fitness as provided by the District. This includes professional development in current issues and strategies in physical education.

Evaluation

This objective will be evaluated by comparing the percentage of students receiving 2008 FITNESSGRAM awards to the goal of 73%. Progress in the areas of cardiovascular endurance, flexibility, and muscular strength and endurance will be monitored throughout the school year, as the students engage in physical education activities.

Electives & Special Areas Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Electives & Special Areas Statement

Students at Wesley Matthews will acquire the skills, knowledge, and competencies needed to master the state standards in the area of Spanish.

Needs Assessment

In order for our students to successfully compete in the global economy, they should be bilingual and biliterate in Spanish. Given increases in immigration to South Florida, the shrinking of our world, and the subsequent necessity to learn and communicate with larger numbers of people, it is clear that a reconceptualization of the role of languages other than English within our schools and society in general has to take place. The school has experienced an increase of 2% in the number of students who are learning English as a second language. Analyses of pre-test data suggest that only 43% of the students in grades two through five scored 80% or higher, as demonstrated on a Scott Foresman assessment adapted by the bilingual teachers. Therefore, in order to meet the needs of the students, there is a need to improve the students' achievement level.

Measurable Objective

Given instruction using the Competency-Based Curriculum, the Sunshine State Standards, and the Core Curriculum Spanish Reading Program, at least 75% of the students in grades two through five will improve their reading comprehension skills in Spanish, as demonstrated an increase of 2% in the students' performance on the pre/post-test assessment developed by the bilingual teachers.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize computer-based monitoring programs, such as Accelerated Reader and Riverdeep, to diagnose, intervene and monitor student growth.	Principal, Assistant Principal, Lead Teacher, Spanish Teachers	9/17/2007	6/6/2008	Other/ Not Applicable	0
Provide daily guided Spanish instruction to students.	Principal, Assistant Principal, Lead Teacher, Spanish Teachers, Paraprofessionals	08/20/2007	06/06/2008	Other/ Not Applicable	0
Utilize FCAT task cards in Spanish.	Spanish Teachers	08/20/2007	06/06/2008	Other/ Not Applicable	0
Utilize monthly writing samples to diagnose, intervene with, and monitor low performing students.	Principal, Assistant Principal, Lead Teacher, Teachers	08/20/2007	06/06/2007	Other/ Not Applicable	0
Utilize the Internet to locate, evaluate, and collect information in grades two through five in order to write reports and present findings to peers.	Principal, Assistant Principal, Lead Teacher, Spanish Teachers	09/24/2007	06/06/2008	Other/ Not Applicable	0

Research-Based Programs

Scott Foresman Lectura

Professional Development

Spanish teachers at Wesley Matthews will receive training in Reading and Writing pedagogy as needed. This training will be provided by the school's Reading Coach and Bilingual Chairperson as appropriate. The teachers will also attend training conducted by the District's Bilingual Division, including the Summer Institutes.

Evaluation

This objective will be evaluated by calculating the percentage of students in grades two through five who increase by at least 2% from the pre-test to the post-test. The percentage of students making such growth should equal or exceed 75%. Progress will be monitored throughout the school year using teacher-developed and Scott Foresman assessment, as well as through monthly writing samples.

Return On Investment Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Return On Investment Statement

Wesley Matthews Elementary School will increase its percentile ranking based upon publication of the next statement of the statewide return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicates that, in 2004-2005, Wesley Matthews Elementary School ranked at the 68th percentile on the State of Florida ROI index.

Measurable Objective

Given a careful of examination of its resources, Wesley Matthews Elementary will increase its ranking to the 69th percentile on the State of Florida ROI based upon publication of next statement.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal	8/20/2007	6/6/2008	Other/ Not Applicable	0
Utilize Student Achievement Enhancement funds for tutorial programs to assist students who have been identified as Level 1 or Level 2 on the FCAT Reading and/or Mathematics assessments.	Principal Assistant Principal Reading Coach Math/Science Leaders	8/20/2007	6/6/2008	Other/ Not Applicable	0
Collaborate with the District on resource allocations.	Principal Assistant Principal	8/20/2007	6/6/2008	Other/ Not Applicable	0
Monitor academic achievement of students in grades three through five on District pre- and progress assessments.	Principal Assistant Principal Reading Coach Math/Science Leaders	8/20/2007	6/6/2008	Other/ Not Applicable	0
Implement creative staffing strategies and unique programs to increase the school's competitive edge.	Principal	8/20/2007	6/6/2008	Other/ Not Applicable	0
Utilize research-based, progressive, and innovative approaches to provide high quality education, including the implementation of the aforementioned research-based programs.	Principal Assistant Principal Lead Teacher Reading Coach Math/Science Leaders	8/20/2007	6/6/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin Core Curriculum Reading/Language Arts Program
 Scott Foresman Mathematics Program
 Scott Foresman Science Program

Professional Development

Professional development activities will be job-embedded and will foster learning communities. Staff will be provided with workshops which will enhance their instruction and student achievement.

Evaluation

On the next State of Florida ROI index publication, Wesley Matthews Elementary will show progress toward reaching the 69th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

From its operating budget of approximately \$9,500.00, the EESAC set aside approximately \$5,000.00 for media matching funds, \$2,500.00 for students agendas, and approximately \$2,000.00 for instructional materials.

Training:

The EESAC considers staff development a priority. In the past, the committee has set aside funds for staff development. These monies were used to fund temporary instructors who continued the educational program for the students while the teachers were participating in workshops and inservices focusing on issues relevant to the School Improvement Plan.

Instructional Materials:

The EESAC provides constant input on the selection and/or utilization of instructional materials, particularly as these pertain to the School Improvement Plan goals and objectives. Last year, funds were set aside for Science textbooks. Because a new series was not adopted, the EESAC decided to spend those resources to purchase Spanish instructional materials instead.

Technology:

The infusion of current technology in all aspects of the curriculum is a crucial concern for the EESAC. The computer lab and the mobile laptop labs funded by various grants awarded to the school, as well as the classroom computers, were used as part of the established strategies through the School Improvement Plan.

Staffing:

The EESAC has had input in critical staffing issues. Among these issues is the utilization of teachers, through creative staffing approaches, for specific purposes at the school. These teachers include a Reading Coach who assists in the implementation of the Comprehensive Research-Based Reading Plan, Math and Science leaders who assist in the implementation of the Pacing Guides, and an ESOL Leader who ensures that ESOL strategies are properly incorporated in the classroom.

Student Support Services:

Since the EESAC considers school-to-work a high priority, the committee has provided input in the development of School Improvement Plan goals incorporating discipline and safety.

Other Matters of Resource Allocation:

The EESAC participated in the decision to spend FCAT enhancement and textbook funds. The committee set aside funds for student agendas, which facilitate communication between parents and students. Additionally, the EESAC made recommendations on the distribution of the School Recognition funds.

Benchmarking:



School Improvement Plan 2007-2008



The EESAC has provided input which has led to the development and implementation of effective reading strategies incorporated into the School Improvement Plan to help foster the development of the skills needed for the benchmark assessments.

School Safety & Discipline:

The EESAC has made several safety and discipline recommendations which have been implemented at the school. As a result, programs such as DARE, Safety Patrol, and Do the Right Thing are currently in place.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	20000
Mathematics	15000
Writing	0
Science	100
Parental Involvement	5200
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	40300



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent