

---

# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

---



*School Name:* 3111 - Wesley Matthews Elementary School

*FeederPattern:* Southwest Miami Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* John Lengomin

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

---

### *Wesley Matthews Elementary School*

---

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. Wesley Matthews Elementary services approximately 1,000 students from the surrounding neighborhood. Approximately 30% of these students receive ESOL instruction, and 60% receive free or reduced lunch. The ethnic make-up of the student population is 94% Hispanic, 5% 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 (6 units), a Gifted program (4 units), and an after school Academic Excellence Program. The school offers many other opportunities for extended learning, including an Extended Foreign Language program, Inclusion program, Family Literacy program, Strings program, and Educational Enhancement tutorials.

Based upon the standards established by the No Child Left Behind (NCLB), as well as the data from the needs assessments conducted during the 2004-2005 school year, the School Improvement Plan objectives for the 2005-2006 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 83% of the students scoring Level 3 or above on the 2006 FCAT Reading Test.

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 80% of the students scoring at a Level 3 or above on the 2006 FCAT Mathematics Test.

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 76% of the students achieving 4.0 or higher on the 2006 FCAT Writing + Test.

Given attention to science process skills instruction using the Competency Based Curriculum and Sunshine State Standards, students in grade five will meet or exceed the District mean scale score on the 2006 FCAT Science Test.

Given attention to the need to increase parental involvement in the education of the students, attendance at Open House and school-sponsored parental workshops will increase by an average of 2%, as measured by 2005-2006 attendance sheets from the parent workshops as compared to those from 2004-2005.

Given instruction using conflict resolution strategies, the Code of Student Conduct, and implementing a discipline management program, the number of incidents/ referrals reported for students in kindergarten through fifth grade will decrease by 1% as compared to the number of incidents/ referrals reported during the 2004-2005 school year, as documented using Student Case Management Referral Forms (SCMs).

Given attention to computer skills, 80% of the students in grades kindergarten through five will successfully produce a minimum of two acceptable word processing artifacts developed using appropriate software, as measured by staff-developed criteria.

Given instruction in physical education using the Competency-Based Curriculum, students in grades four and five will improve their levels of physical fitness, as demonstrated by a 1% increase in the percent of students receiving FITNESSGRAM awards when compared to the percent of students receiving such awards during the 2004-2005 school year.

Given instruction using the Competency-Based Curriculum, the Sunshine State Standards, and the Core Curriculum Spanish Reading Program, grades two through five will improve their reading skills in Spanish as demonstrated by a 2% increase from pre-test to post-test scores on a Scott Foresman Spanish assessment.

Given a careful examination of its resources, Wesley Matthews Elementary will improve its ranking on the State of Florida ROI index publication from the 68th percentile in the 2003-2004 to the 70th percentile on the next publication of the index.

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 collaboratiely 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 Plan-Do-Study-Act (PDSA) model will continue to be employed. Since communication among stakeholders and effective deployment are critical to the success of any endeavour, 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 continous communication regarding the strategic objectives, action plans, and assessment of student achievement.

## 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.

## 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

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: his/her cognitive and affective needs. This is accomplished through a multi-faceted, integrated approach throughout the school, incorporating the development of those skills necessary to become independent and cooperative learners; acquisition of those skills necessary to apply and utilize current technology; development of a set of values; and 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, currently in its tenth year of operation, is located on approximately 10 acres in west Miami-Dade County at 12345 SW 18 Terrace. It 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.

Wesley Matthews Elementary services more than 1,000 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 30 percent. The school also has students in the gifted program (10.5%), and two Pre-Kindergarten classes with approximately 24 students in each class. Approximately 63 percent of the students receive free or reduced lunch. The ethnic / racial make-up of the student population is 94 percent Hispanic, 5 percent white, non-Hispanic, less than one percent Black, and one percent in the remaining ethnic/racial categories (Asian, Indian, and Multiracial). The mobility index is 20.

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 for our students. A better-educated student will have a much better chance of truly becoming a contributing member of our community of learners.

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.

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. Moreover, Academic Improvement Plans (A.I.P.) are generated as needed for those students in need of specific educational strategies. 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 counselors.

At Wesley Matthews, students who have met criteria for the Special Education (SPED) program participate in the Inclusion model (6 units). Additional programs include: Gifted (4 units), TEAM (Teaching Enrichment Activities for Minorities) classrooms (3 units), and an after-school Academic Excellence Program.

There are 70 members of the teaching staff and another 50 to 75 additional employees at Wesley Matthews Elementary. These numbers vary, as several positions are hourly or part-time. Most of the faculty has less than 10 years of teaching experience, and several teachers have advanced degrees. Most of the teachers participate in staff development to improve their professional skills. Faculty members are certified in the areas in which they teach, although several are awaiting confirmation from Tallahassee. Waivers were approved for some faculty members who are in the process of obtaining their ESOL endorsements and who have

ESOL students in their classes. All staff members received satisfactory evaluations for the 2004-2005 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.

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 \$40,000 on technology during the 2004-2005 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. Moreover, 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 survey used a Likert scale to measure participant's attitudes. The average score (4.6) 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 stakeholders input and utilize this information in all decision-making processes.

## ***District Strategic Planning Alignment:***

The results 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 4.6 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 reinvigorating 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:***

On the 6 items related to measurement, analysis, and knowledge management, the school received a score of 4.6. 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 (4.5) 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 Plan-Do-Study-Act (PDSA) method 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 PDSA model has contributed directly to improved school-wide student achievement in all key curriculum areas. Since the school's PDSA 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 4.5, 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).

## GOAL 1: READING

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### **GOAL 1 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.

### **Needs Assessment**

The disaggregated data gleaned from the results of the 2004-2005 FCAT Reading Test indicate that: a) 83% of students in grades three through five met high standards established by the state b) 69% of the students who had previously scored Levels 1 or 2 made learning gains, c) 69% 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	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 83% of the students scoring Level 3 or above on the 2006 FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Voyager Passport Reading Program with Tier II and Tier III students.	Teachers	08/08/2005	05/24/2006
Provide direct instruction in the main reading components: phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Teachers	08/08/2005	05/24/2006
Utilize computer-based monitoring programs, such as Accelerated Reader, Leap Frog, Riverdeep and Assess2Learn, to diagnose, intervene, and monitor Level 1 and 2 students.	Teachers Media Specialist	08/08/2005	05/24/2006
Provide differentiated instruction, including daily guided reading instruction, to students.	Teachers	08/08/2005	05/24/2006
Utilize the PDSA model to analyze the 2005 DIBELS scores and the results from other assessments to identify students that are strategic and intensive, guide their instruction, and determine appropriate intervention strategies.	Assistant Principal Reading Coach Teachers	9/9/2005	05/24/2006
Develop Academic Improvement Plan (AIP) for students not making adequate progress.	Assistant Principal Counselors Reading Coach Teachers	09/01/2005	05/24/2006
Identify students in Levels 1 and 2 from the results of the 2005 FCAT Reading Test and provide and monitor small group tutoring interventions before, during, after school, and on Saturdays.	Assistant Principal Reading Coach	08/08/2005	9/17/2005
Implement the Comprehensive Research-Based Reading Plan (CRRP) and the district-approved intervention reading programs, including Soar to Success, Early Success, and Quick Reads into the daily tutoring program.	Teachers Reading Coach Paraprofessionals	08/08/2005	05/24/2006

## **Research-Based Programs**

Houghton Mifflin Core Curriculum Reading Program,

Intervention/tutoring programs include: Soar to Success, Early Success, and Voyager

## **Professional Development**

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 2006 FCAT Reading Test.

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

**GOAL 2 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 disaggregated data gleaned from the results of the 2004-2005 FCAT Mathematics Test indicate that: a) 79% of students in grades three through five met high standards established by the state b) 71% 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	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 80% of the students scoring at a Level 3 or above on the 2006 FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students in Levels 1 and 2 from the results of the 2005 FCAT Mathematics Test and provide and monitor small group tutoring interventions before, during, and after school.	Assistant Principal Math/Science Leaders	08/08/2005	08/29/2006
Utilize computer-based monitoring programs, such as Accelerated Math, Quantum Leap, and Riverdeep to diagnose, intervene, and monitor Levels 1 and 2 students.	Math/Science Leaders Teachers	08/08/2005	05/24/2006
Utilize manipulatives to provide hands-on exploration of mathematical concepts.	Teachers	08/08/2005	05/24/2006
Provide daily guided mathematics instruction to students.	Teachers	08/08/2005	05/24/2006
Implement the Comprehensive Mathematics and Science Plan, the District's Revised Long-Range Plans, and the Grade Level Expectations in daily mathematics lesson plans.	Assistant Principal Math/Science Leaders Teachers	08/08/2005	05/24/2006
Make appropriate referrals to the school counselor to reduce barriers to student academic achievement and to address students' needs in the following areas: attendance, punctuality, on-task behaviors, study skills, organizational skills, effort, motivation, personal/social skills, conduct, responsibility/ self-management, health, and citizenship.	Teachers Counselors	09/01/2005	05/24/2006
Develop AIP for students not making adequate progress.	Assistant Principal Counselors Math/Science Leaders Teachers	09/01/2005	05/24/2006
Utilize the PDSA model to analyze the Scott Foresman Inventory and the District's Interim Assessment to guide mathematics instruction.	Assistant Principal Math/Science Leaders Teachers	08/16/2005	08/26/2005

## **Research-Based Programs**

Scott Foresman Mathematics Core Program

Tutoring programs include: Comprehensive Math Assessment Program

## **Professional Development**

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 Math and Science Department.

## **Evaluation**

This objective will be evaluated by analyzing the percentage of students scoring Level 3 or above on the 2006 FCAT Mathematics Test.



### GOAL 3: WRITING

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

**GOAL 3 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 disaggregated data gleaned from the results of the 2004-2005 FCAT Writing +Test indicate that 96% of the students in grade four met high standards established by the state. However, not all of the students scored 3.5 or above on this test. Data suggest that further instruction is needed in learning and practicing an array of organizational writing patterns which encourage higher order thinking. 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	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 76% of the students achieving 4.0 or higher on the 2006 FCAT Writing + Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students in need of additional assistance, including tutoring, from the results of staff-administered writing pre-tests.	Assistant Principal Reading Coach	08/08/2005	9/19/2005
Use class sets of laptop computers as part of language arts instruction.	Lead Teacher Computer Specialist Computer Assistant Teachers	8/22/2005	05/24/2006
Engage students in the writing process with an emphasis on revising and editing.	Teachers	08/08/2005	05/24/2006
Demonstrate effective use of writing strategies and skills through ongoing instruction.	Teachers	08/08/2005	05/24/2006
Facilitate opportunities for students to write for a variety of purposes across the curriculum, including journal writing.	Teachers	08/08/2005	05/24/2006
Make appropriate referrals to the school counselor to reduce barriers to student academic achievement and to address students' needs in the following areas: attendance, punctuality, on-task behaviors, study skills, organizational skills, effort, motivation, personal/social skills, conduct, responsibility/ self-management, health, and citizenship. Develop AIPs as needed.	Counselors Teachers	09/01/2005	05/24/2006
Provide and monitor small group interventions during school, including small group guided writing groups.	Teachers Reading Coach	08/08/2005	05/24/2006
Develop AIP for students not making adequate progress.	Assistant Principal Counselors Reading Coach Teachers	09/01/2005	05/24/2006
Utilize the PDSA model to analyze writing samples, assess progress, identify effective writing strategies, and improve students' writing skills.	Teachers Reading Coach	08/08/2005	05/24/2006

## **Research-Based Programs**

Houghton Mifflin Core Curriculum Reading/ Language Arts Program

Intervention programs include Write Time for Kids

## **Professional Development**

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 4.0 or above on the 2006 FCAT Writing + Test.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### ***GOAL 4 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 2005 FCAT Science Test indicate that students in Grade 5 achieved a mean scale score of 297. 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 meet or exceed the District mean scale score on the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze the 2005 Science pre-test scores to guide instruction.	Assistant Principal Math/Science Leaders Teachers	10/03/2005	10/28/2006
Involve students in a minimum of ten lessons focusing on the concepts associated with, and the implementation of the scientific method.	Math/Science Leaders Teachers	08/08/2005	05/24/2006
Utilize FOSS and Carolina Biological Kits to provide hands-on exploration of scientific concepts.	Math/Science Leaders Teachers	08/08/2005	05/24/2006
Implement the District's Elementary Science Scope, Sequence, and Pacing Document.	Assistant Principal Math/Science Leaders Teachers	08/08/2005	05/24/2006
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.	Math/Science Leaders Teachers	08/08/2005	05/24/2006
Develop AIP for students not making adequate progress.	Assistant Principal Counselors Math/Science Leaders Teachers	09/01/2005	05/24/2006

## Research-Based Programs

Scott Foresman Science Program

## **Professional Development**

Teachers at Wesley Matthews will receive training in Science pedagogy as needed. The topics of the training sessions provided by the school's mathematics/science leaders 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 Math and Science Department.

## **Evaluation**

This objective will be evaluated by comparing the mean scale score of the 2006 FCAT Science Test with that of the District.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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 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 type="checkbox"/>

### ***GOAL 5 STATEMENT:***

Parents at Wesley Matthews Elementary will be provided with opportunities to volunteer and acquire the skills and knowledge to assist their children academically.

### ***Needs Assessment***

An analysis of attendance at parent workshops during the 2004-2005 school year indicates that, on average, parents are not taking advantage of the opportunities available to them. Parent workshops included the following topics: information about the FCAT; parenting skills, including positive discipline and homework tips; Town Hall; PTA general meetings; and ways to use technology to enhance learning at home.

## Measurable Objective

Given attention to the need to increase parental involvement in the education of the students, attendance at Open House and school-sponsored parental workshops will increase by an average of 2%, as measured by 2005-2006 attendance sheets from the parent workshops as compared to those from 2004-2005.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Target parents to attend workshops.	Counselors Lead Teacher Teachers	08/08/2005	05/24/2006
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.	Lead Teacher Adult Education Teacher	08/08/2005	05/24/2006
Send communication to parents (e.g., newsletter, calendar, informational flyers, etc.)	Principal Counselors Lead Teacher Teachers	08/08/2005	05/24/2006
Encourage parents to attend parent-teacher conferences.	Teachers	08/08/2005	05/24/2006
Provide workshops to address the following needs: parenting skills and academic strategies to ensure success in school.	Counselors Lead Teachers Teachers	08/08/2005	05/24/2006
Provide student incentives for parental attendance.	Assistant Principal Counselors Lead Teacher	08/08/2005	05/24/2006

## Research-Based Programs

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

## Professional Development

Teachers at Wesley Matthews will receive training in parental involvement 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 average workshop attendance from the 2005-2006 school year with that of the 2004-2005 school year, as well as by staff-administered evaluations that will be completed by parents at the end of each workshop.

## GOAL 6: DISCIPLINE & SAFETY

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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*

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

**GOAL 6 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 and drug-free for teachers, students, parents, and community members. The Leadership Teacher and safety committee monitor school safety. Incidents/ referrals, including, but not limited to, fighting, general disruptive behavior, and trespassing are recorded and indicate that the administrative team is proactive in reporting incidents/ referrals. 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 incidents/ referrals reported for students in kindergarten through fifth grade will decrease by 1% as compared to the number of incidents/ referrals reported during the 2004-2005 school year, as documented using Student Case Management Referral Forms (SCMs).

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Address specific concerns about rule-breaking behaviors during parent conferences.	Assistant Principal Counselors Teachers	08/08/2005	05/24/2006
Implement a discipline management program in the classroom consistent with the school rules and guidelines for safety that includes incentives and consequences.	Teachers	08/08/2005	05/24/2006
Implement the character education curriculum lessons in the classroom.	Teachers	08/08/2005	05/24/2006
Provide classroom guidance lessons on self-esteem, communication skills, and conflict resolution strategies.	Counselors	08/08/2005	05/24/2006
Make appropriate referrals to school counselor and administrators and provide follow-up to administrative and counselor discipline referrals with appropriate student and parent interactions.	Teachers	08/08/2005	05/24/2006
Discuss Code of Student Conduct and school rules with students at the beginning of the school year and at any other time considered necessary.	Principal Assistant Principal Counselors Teachers	08/08/2005	05/24/2006
Implement a Peer Mediation Program.	Counselors	10/24/05	5/24/2006
Provide individual and group counseling to students who have difficulty following the school rules and interacting with others.	Counselors	08/08/2005	05/24/2006

## 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**

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 2005-2006 school year for students in kindergarten through fifth grade will be compared to the number of incidents/ referrals (SCMs) made during the 2004-2005 school year.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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*

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 type="checkbox"/>

### ***GOAL 7 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. This training must begin early. 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. Moreover, instructional technology can greatly enhance the learning process.

## Measurable Objective

Given attention to computer skills, 80% of the students in grades kindergarten through five will successfully produce a minimum of two acceptable word processing artifacts developed using appropriate software, as measured by staff-developed criteria.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Districts' Competency-Based Curriculum for Instructional Technology.	Assistant Principal Lead Teacher Teachers	08/08/2005	05/24/2006
Utilize word processing software and/or word processing hardware as appropriate a minimum of twice per month in grades kindergarten through five.	Lead Teacher Teachers Computer Specialist Computer Assistant	08/08/2005	05/24/2006
Infuse technology into the instructional program.	Assistant Principal Lead Teacher Teachers Computer Specialist Computer Assistant	08/08/2005	05/24/2006
Utilize typing software in grades kindergarten through three.	Lead Teacher Teachers Computer Specialist Computer Assistant	10/24/05	05/24/2006
Utilize the Internet to locate, evaluate, and collect information in grades two through five.	Lead Teacher Teachers Computer Specialist Computer Assistant	08/08/2005	05/24/2006

## Research-Based Programs

Microsoft Office

## 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.

## **Evaluation**

This objective will be evaluated by calculating the percentage of acceptable word processing artifacts produced by students in grades kindergarten through fifth grade. This number should equal or exceed 80%.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### **GOAL 8 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. Therefore, there is a need to increase 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, students in grades four and five will improve their levels of physical fitness, as demonstrated by a 1% increase in the percent of students receiving FITNESSGRAM awards when compared to the percent of students receiving such awards during the 2004-2005 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct activities to improve cardiovascular, flexibility, and muscular strength and endurance.	PE Teachers	08/08/2005	05/24/2006
Provide daily guided fitness instruction to students not making adequate progress.	PE Teachers	08/08/2005	05/24/2006
Implement the Physical Fitness and the Competency-Based Curriculum for Physical Education.	Assistant Principal PE Teachers	08/08/2005	05/24/2006
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.	PE Teachers	11/7/2005	04/15/2006

### Research-Based Programs

FITNESSGRAM

### Professional Development

PE teachers at Wesley Matthews will receive training in physical fitness as provided by the District.

### Evaluation

This objective will be evaluated by comparing the 2006 FITNESSGRAM scores of students in grades four and five with those attained in 2005.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### ***GOAL 9 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 recent trends in immigration, 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. Therefore, our Spanish program has to be comprehensively defined, adequately funded, and strongly supported.

## Measurable Objective

Given instruction using the Competency-Based Curriculum, the Sunshine State Standards, and the Core Curriculum Spanish Reading Program, grades two through five will improve their reading skills in Spanish as demonstrated by a 2% increase from pre-test to post-test scores on a Scott Foresman Spanish assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize computer-based monitoring programs, such as Accelerated Reader and Riverdeep, to diagnose, intervene and monitor student growth.	Lead Teacher Spanish Teachers	08/25/2005	05/24/2006
Provide daily guided Spanish instruction to students.	Spanish Teachers Paraprofessionals	08/08/2005	05/24/2006
Utilize FCAT task cards in Spanish.	Spanish Teachers	08/08/2005	05/24/2006
Utilize monthly writing samples to diagnose, intervene with, and monitor low performing students.	Assistant Principal Lead Teachers	08/08/2005	05/24/2006
Utilize the Internet to locate, evaluate, and collect information in grades two through five.	Lead Teacher Spanish Teachers	10/24/2005	05/24/2006

## 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. The teachers will also attend training conducted by the District's Bilingual Division.

## Evaluation

This objective will be evaluated by comparing the pre-test Spanish scores to the post-test scores. There should be an increase of at least 2% in each grade level.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

**GOAL 10 STATEMENT:**

Wesley Matthews Elementary School will rank at or above the 90th percentile statewide in the 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 2003-2004, 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 improve its ranking on the State of Florida ROI index publication from the 68th percentile in the 2003-2004 to the 70th percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal	08/08/2005	05/24/2006
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	08/08/2005	05/24/2006
Collaborate with the District on resource allocations.	Principal Assistant Principal	08/08/2005	05/24/2006
Monitor academic achievement of students in grades three through five on District pre- and progress assessments.	Principal Assistant Principal Reading Coach Math/Science Leaders	08/08/2005	05/24/2006
Utilize research-based, progressive, and innovative approaches to provide high quality education.	Principal Assistant Principal Lead Teacher Reading Coach Math/Science Leaders	08/08/2005	05/24/2006
Implement creative staffing strategies and unique programs to increase the school's competitive edge.	Principal	08/08/2005	05/24/2006

## Research-Based Programs

Houghton Mifflin Core Curriculum Reading/Language Arts Program

Scott Foresman Mathematics Program

Scott Foresman Science Program

## Professional Development

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 70th percentile.

## *EESAC Compliance*

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

### ***Budget:***

From its operating budget of approximately \$9,500.00, the EESAC set aside approximately \$4,500.00 for media matching funds, \$4,000.00 for students agendas, and approximately \$1,000.00 for staff development.

### ***Training:***

The EESAC considers staff development a priority. As such, the committee has set aside approximately \$1,000.00 for staff development. These funds were used to fund substitute teachers who will continue 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 they pertain to the School Improvement Plan goals and objectives.

### ***Technology:***

The infusion of current technology in all aspects of the curriculum is a crucial concern for the EESAC. The additional computers in the Media Center and the Computer Lab, funded by monies allocated by the EESAC, the laptops 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 Comprehensive Math and Science Plan, 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:***

At the recommendation of the EESAC, and the approval of appropriate district personnel, monies from the After-School Care (ASC) Program were allocated for technology so that ASC students could benefit from using state-of-the-art computers. Additionally, the EESAC participated in the decision to spend FCAT enhancement and textbook funds.

***Benchmarking:***

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 assessment.

***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. Additionally, alternative behavior management practices, such as the Positive Discipline approach are being examined for school-wide implementation.



This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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*