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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 3111 - Wesley Matthews Elementary School

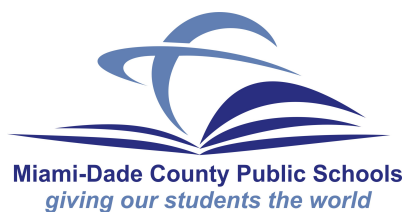
*FeederPattern:* Southwest Miami Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* John Lengomin

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Wesley Matthews Elementary School*

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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 34% of these students receive ESOL instruction, and 64% receive free or reduced lunch. The ethnic make-up of the student population is 94% Hispanic, 4% 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.

Based upon the standards established by the No Child Left Behind (NCLB), as well as the data from the needs assessments conducted during the 2005-2006 school year, the School Improvement Plan objectives for the 2006-2007 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 2007 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 83% of the students scoring at a Level 3 or above on the 2007 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 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 60% of the students scoring at a Level 3 or above on the 2007 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 20 parents or more, as measured by the 2006-2007 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 36 or less, as documented using Student Case Management Referral Forms (SCMs) during the 2006-2007 school year.

Given attention to computer skills, 82% of the students in grades kindergarten through five will produce a minimum of two word processing artifacts, which will be maintained in the students' portfolios.

Given instruction in physical education using the Competency-Based Curriculum, at least 73% 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 45% of the students in grades two through five will improve their reading skills in Spanish, as demonstrated by 80% mastery level on a Scott Foresman assessment adapted by the bilingual teachers.

Given a careful 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 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 Continuous Improvement Model (CIM) will continue to be implemented. 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, 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*

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Wesley Matthews Elementary, currently in its eleventh 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 approximately 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 34 percent. The school also has students in the gifted program (10.7%), and two Pre-Kindergarten classes with approximately 18 students in each class. Approximately 64 percent of the students receive free or reduced lunch. The ethnic / racial make-up of the student population is 94 percent Hispanic, 4 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 18.

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. 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 counselors.

At Wesley Matthews, students who have met criteria for the Special Education (SPED) program participate in the Inclusion model (4 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 75 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. The ethnic/ racial make-up of the full staff is 13 percent white, non-Hispanic, 11 percent black, 75 percent Hispanic, and 1 percent Asian/ American Indian. Most of the faculty has less than 10 years of teaching experience, and 43 percent of the teachers have advanced degrees. One teacher 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, 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 2005-2006 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 \$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*

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## ***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 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 4.7. 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).

## 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 checked="" 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 data gleaned from the results of the 2005-2006 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 who had previously scored Levels 1 or 2 made learning gains, (c) 70% 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 89% of the students scoring Level 3 or above on the 2007 FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide differentiated instruction, including daily guided reading instruction, to students.	Teachers	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
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	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Utilize the Continuous Improvement Model to analyze the 2006 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	9/27/2006	05/30/2007	District-wide literacy plan	\$0.00
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, Voyager, and Quick Reads into the daily tutoring program.	Teachers Reading Coach Paraprofessionals	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Develop a monitoring tool to track the progress of students not making adequate progress.	Assistant Principal Counselors Reading Coach Teachers	9/18/2006	05/30/2007	District-wide literacy plan	\$0.00
Provide direct instruction in the main reading components: phonemic awareness, phonics, fluency, vocabulary, and comprehension, focusing on main idea and author's purpose.	Teachers	8/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Utilize the Continuous Improvement Model to identify students in Levels 1 and 2 from the results of the 2006 FCAT Reading Test and provide and monitor small group tutoring interventions before, during, after school, and on Saturdays.	Assistant Principal Reading Coach	08/14/2006	9/22/2006	District-wide literacy plan	\$15000.00
Utilize the Continuous Improvement Model	Principal	8/28/2006	05/30/07	District Strategic	\$0.00

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.	Assistant Principal Lead Teacher Reading Coach Reading Teachers			Plan	
Utilize the Continuous Improvement Model to monitor the progress of students who scored Level 3 and above on the 2006 FCAT Reading Test and ascertain that they continue to make higher learning gains.	Principal Assistant Principal Reading Coach Reading Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00

## Research-Based Programs

Houghton Mifflin Core Curriculum Reading Program,  
Intervention/tutoring programs include the following: 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 2007 FCAT Reading Test. In addition, student progress will be monitored by the use of DIBELS, interim assessments, and staff-developed tests, the results of which will be used throughout the school year to guide instruction.

## 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 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*

*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 data gleaned from the results of the 2005-2006 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	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 83% of the students scoring at a Level 3 or above on the 2007 FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
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	09/11/2006	05/30/2007	District Strategic Plan	\$0.00
Implement the District's Pacing Guide and the Grade Level Expectations in daily mathematics lesson plans.	Assistant Principal Math/Science Leaders Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Develop a monitoring tool to track the progress of students not making adequate progress.	Assistant Principal Counselors Math/Science Leaders Teachers	09/18/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize the Continuous Improvement Model to analyze the Scott Foresman Inventory and the District's Interim Assessment to guide mathematics instruction.	Assistant Principal Math/Science Leaders Teachers	08/21/2006	09/15/2006	District Strategic Plan	\$0.00
Utilize manipulatives to provide hands-on exploration of mathematical concepts, focusing on number sense and measurement.	Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide daily guided mathematics instruction to students, focusing on number sense, measurement, and data analysis.	Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Identify students in Levels 1 and 2 from the results of the 2006 FCAT Mathematics Test and monitor small group tutoring interventions before, during, and after school,	Assistant Principal Math/Science Leaders	08/14/2006	9/18/2006	District Strategic Plan	\$15000.00

and on Saturdays.					
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 Math Coach Math Teachers	9/25/2006	05/30/07	District Strategic Plan	\$0.00
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 Math Coach Math Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00

## Research-Based Programs

Scott Foresman Mathematics Core Program

Tutoring programs include: Comprehensive Math Assessment Program

Accelerated Math

## 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. In addition, student progress will be monitored by the use of the Accelerated Math program, staff-developed tests, and interim assessments, the results of which will be used throughout the school year to guide instruction.



### 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 checked="" 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 data gleaned from the results of the 2005-2006 FCAT Writing+ Test indicate that 89% of the students in grade four scored 3.5 or higher: 88% of the students scored 3.5 or above when asked to write an expository text, whereas 78 % 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	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 90% of the students achieving 3.5 or higher on the 2007 FCAT Writing+ Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use computer lab and class sets of laptop computers as part of language arts instruction.	Lead Teacher Computer Specialist Computer Assistant Teachers	8/28/2006	05/30/2007	District-wide literacy plan	\$0.00
Engage students in the writing process with an emphasis on revising and editing.	Teachers	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Facilitate opportunities for students to write for a variety of purposes across the curriculum, including journal writing.	Teachers	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Provide and monitor small group interventions during school, including small group guided writing groups.	Teachers Reading Coach	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Utilize the Continuous Improvement Model to analyze writing samples, assess progress, identify effective writing strategies, and improve students' writing skills.	Teachers Reading Coach	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Develop a monitoring tool to track the progress of students not making adequate progress.	Assistant Principal Counselors Reading Coach Teachers	09/18/2006	05/30/2007	District-wide literacy plan	\$0.00
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.	Counselors Teachers	09/18/2006	05/30/2007	District-wide literacy plan	\$0.00
Utilize the Continuous Improvement Model to identify students in need of additional assistance, including tutoring, from the results of staff-administered writing pre-tests.	Assistant Principal Reading Coach	08/14/2006	9/22/2006	District-wide literacy plan	\$15000.00

Demonstrate effective use of writing strategies and skills through ongoing instruction, focusing on narrative texts.	Teachers	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
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 reading program, with an emphasis on narrative writing.	Principal Assistant Principal Lead Teacher Reading Coach Writing Coaches Writing Teachers	08/25/06	05/30/07	District Strategic Plan	\$0.00

## **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 3.5 or above on the 2007 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.

## 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 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*

#### *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 2006 FCAT Science Test indicate that 44% 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 60% of the students scoring at a Level 3 or above on the 2007 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement the District's Pacing Guide.	Assistant Principal Math/Science Leaders Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Develop a monitoring tool to track the progress of students not making adequate progress.	Assistant Principal Counselors Math/Science Leaders Teachers	09/18/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize the Continuous Improvement Model to analyze the 2006 fifth grade Science FCAT scores to guide instruction.	Assistant Principal Math/Science Leaders Teachers	10/16/2006	10/30/2006	District Strategic Plan	\$0.00
Utilize FOSS and Carolina Biological Kits to provide hands-on exploration of scientific concepts, focusing on earth science and scientific thinking.	Math/Science Leaders Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$100.00
Involve students in a minimum of ten lessons focusing on the concepts associated with, and the implementation of the scientific method and scientific thinking.	Math/Science Leaders Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
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	08/25/06	05/30/07	District Strategic Plan	\$0.00

## **Research-Based Programs**

Scott Foresman Science Program  
FOSS

## **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 percentage of students scoring at Level 3 or above with the goal (60%). 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.

## 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*

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<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 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 2005-2006 school year indicates that, on average, approximately 17 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 20 parents or more, as measured by the 2006-2007 attendance sheets from the parent workshops.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide student incentives for parental attendance so that caregivers can acquire strategies to help their children succeed in school.	Assistant Principal Counselors Lead Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
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 Counselors Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
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 Counselors Lead Teacher Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
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")	Lead Teacher Adult Education Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$5000.00
Provide workshops to address the following needs: parenting skills and academic strategies to ensure success in school. ("Family TIME")	Counselors Lead Teachers Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$200.00
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")	Counselors Lead Teacher Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00



## **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**

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 2006-2007 school year with the goal of 20 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.

## 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*

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<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, 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, 36 general disruptive conduct, 2 fighting, and 2 simple battery 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 36 or less, as documented using Student Case Management Referral Forms (SCMs) during the 2006-2007 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the character education curriculum lessons in the classroom.	Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
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	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide individual and group counseling to students who have difficulty following the school rules and interacting with others.	Counselors	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Address specific concerns about rule-breaking behaviors during parent conferences.	Principal Assistant Principal Lead Teacher Counselors Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide information to parents about outside agencies that offer family and individual therapy, as deemed necessary.	Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide student incentives for good behavior (e.g., Do the Right Thing)	Counselors Teachers	9/29/2006	5/30/2007	District Strategic Plan	\$0.00
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 books home so that the parents can discuss appropriate school behavior with their children.	Principal Assistant Principal Lead Teacher Counselors Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
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.	Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

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.	Counselors	11/6/2006	5/30/2007	District Strategic Plan	\$0.00
Provide classroom guidance lessons on self-esteem, communication skills, and conflict resolution strategies using the identified research-based programs.	Counselors	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

## **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 2006-2007 school year for students in kindergarten through fifth grade will decrease to a minimum of 36 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.

## 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*

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<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. 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 2005-2006 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 kindergarten through five will produce a minimum of two word processing artifacts, which will be maintained in the students' portfolios.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Districts' Competency-Based Curriculum for Instructional Technology.	Assistant Principal Lead Teacher Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
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.	Lead Teacher Teachers Computer Specialist Computer Assistant	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
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.	Assistant Principal Lead Teacher Teachers Computer Specialist Computer Assistant	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize the Internet to locate, evaluate, and collect information in grades two through five, emphasizing research skills.	Lead Teacher Teachers Computer Specialist Computer Assistant	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize typing software in grades kindergarten through three to develop typing skills and facilitate the use of word processing tools.	Lead Teacher Teachers Computer Specialist Computer Assistant	10/30/2006	05/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

### 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%.

## 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*

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<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. Data collected during the 2005-2006 school year indicate that only 72% 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 73% 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.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct activities to improve cardiovascular, flexibility, and muscular strength and endurance.	PE Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide daily guided fitness instruction to students not making adequate progress.	PE Teachers	08/24/2006	05/30/2007	District Strategic Plan	\$0.00
Implement the Physical Fitness and the Competency-Based Curriculum for Physical Education.	Assistant Principal PE Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
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	11/6/2006	4/20/2007	District Strategic Plan	\$0.00

## 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 2007 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.

## 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 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*

#### *District Strategic Plan*

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<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 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 45% of the students in grades two through five will improve their reading skills in Spanish, as demonstrated by 80% mastery level on a Scott Foresman assessment adapted by the bilingual teachers.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize computer-based monitoring programs, such as Accelerated Reader and Riverdeep, to diagnose, intervene and monitor student growth.	Lead Teacher Spanish Teachers	9/11/2006	05/30/2007	Dual Language Education	\$0.00
Provide daily guided Spanish instruction to students.	Spanish Teachers Paraprofessionals	08/14/2006	05/30/2007	Dual Language Education	\$0.00
Utilize FCAT task cards in Spanish.	Spanish Teachers	08/14/2006	05/30/2007	Dual Language Education	\$0.00
Utilize monthly writing samples to diagnose, intervene with, and monitor low performing students.	Assistant Principal Lead Teachers	08/14/2006	05/30/2007	Dual Language Education	\$0.00
Utilize the Internet to locate, evaluate, and collect information in grades two through five in order to write reports and present findings to peers.	Lead Teacher Spanish Teachers	10/23/2006	05/30/2007	Dual Language Education	\$0.00

## 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 demonstrate a minimum mastery level of 80% on a Scott Foresman assessment adapted by the bilingual teachers. The percentage of students should meet or exceed the goal (45%). Progress will be monitored throughout the school year using teacher-developed and Scott Foresman assessments, as well as through monthly writing samples.

## 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*

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<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 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.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
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	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Collaborate with the District on resource allocations.	Principal Assistant Principal	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Monitor academic achievement of students in grades three through five on District pre- and progress assessments.	Principal Assistant Principal Reading Coach Math/Science Leaders	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Implement creative staffing strategies and unique programs to increase the school's competitive edge.	Principal	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
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	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00

### 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 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:***

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*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$15,000.00
Goal 2: Mathematics	\$15,000.00
Goal 3: Writing	\$15,000.00
Goal 4: Science	\$100.00
Goal 5: Parental Involvement	\$5,200.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<b>Total:</b>	<b>\$50,300.00</b>

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*