WESLEY MATTHEWS ELEM. SCHOOL

2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our "Universal School", is composed of students, school staff, family members, and business leaders and is committed to the process of educating creative and successful future citizens in an ever evolving multi-faceted community. Each child's unique intellectual and affective needs are addressed through innovative, dynamic, and relevant approaches to teaching and learning.

Provide the school's vision statement

Wesley Matthews Elementary School is a school in which every adult who works with students has the highest expectations for the students and the belief that each and every child can and will realize his or her potential. Staff members will endeavor to make each child feel safe, secure, and special by providing the most nurturing environment possible. The end result will be that at Wesley Matthews Elementary School, no child will be left behind.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team
For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Mindy Acosta-Leon

macostaleon@dadeschools.net

Position Title
Principal

Job Duties and Responsibilities

The principal as an Instructional Leader sets goals and ensures students meet their learning objectives. Oversees day to day operations, disciplinary matters, manages the budget and hires

teachers and other personnel.

Leadership Team Member #2

Employee's Name
Alina I. Gonzalez

aigonzalez@dadeschools.net

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal as an Instructional Leader sets goals and ensures students meet their learning objectives. Oversees day to day operations, disciplinary matters, manages the RtI and MTSS process, scheduling, testing, and communicates with all stakeholders.

Leadership Team Member #3

Employee's Name
Sarah Arce

sarce@dadeschools.net

Position Title
Classroom Teacher

Job Duties and Responsibilities

Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.

Leadership Team Member #4

Employee's Name
Susana Murado

smurado@dadeschools.net

Position Title
Classroom Teacher

Job Duties and Responsibilities

Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a

variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.

Leadership Team Member #5

Employee's Name
Mara Fernandez

mefernanadez@dadeschools,net

Position Title
Classroom Teacher

Job Duties and Responsibilities

Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.

Leadership Team Member #6

Employee's Name
Jackie Olaniel

olaniel@dadeschools.net

Position Title
Classroom Teacher

Job Duties and Responsibilities

Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.

Leadership Team Member #7

Employee's Name
Ivonne Arp

ivonnearp@dadeschools.net

Position Title
Classroom Teacher

Job Duties and Responsibilities

Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.

Leadership Team Member #8

Employee's Name
Zoe Morales

zamorales@dadeschools.net

Position Title
Classroom Teacher

Job Duties and Responsibilities

Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.

Leadership Team Member #9

Employee's Name
Jackqueline Arriola

jarriola@dadeschools.net

Position Title
Counselor

Job Duties and Responsibilities

The counselor provides individual and group counseling to help students cope effectively with personal, social/emotional, academic, career, and family concerns. Consults with parents, teachers, administrators, and supporting agencies concerning the needs and abilities of students. Collaborates with all stakeholders in the RtI/MTSS process.

Leadership Team Member #10

Employee's Name
Laura Sanchez

lsanchez@dadeschools.net

Position Title
Teacher

Job Duties and Responsibilities

Classroom teacher: plans, prepares and delivers instructional activities that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.

Leadership Team Member #11

Employee's Name
Lauren Fernandez

laurenfernandez@dadeschools.net

Position Title
Media Specialist

Job Duties and Responsibilities

Media Specialist: plans, prepares and delivers instructional activities in the Media Center to all students in Pre-K though 5th grade that facilitate active learning experiences. Establishes and communicates clear objectives for all learning activities, provides a variety of learning materials, and resources for use in educational activities. Identifies and selects different instructional resources and methods to meet students' varying needs.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

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

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**92.7%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	63	70	71	75	67	88	0	0	0	434
Absent 10% or more school days	0	8	2	2	0	2	0	0	0	14
One or more suspensions	0	0	0	0	1	0	0	0	0	1
Course failure in English Language Arts (ELA)	0	4	9	4	7	5	0	0	0	29
Course failure in Math	0	5	6	1	4	12	0	0	0	28
Level 1 on statewide ELA assessment	0	0	0	10	13	15	0	0	0	38
Level 1 on statewide Math assessment	0	0	0	5	4	9	0	0	0	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	9	14	4	19	23	23	0	0	0	92
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	5	2	5	7	0	0	0	0	22

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	13	11	13	19	17	0	0	0	76

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	8	6	6	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		7	3	3		2				15
One or more suspensions		1			1					2
Course failure in English Language Arts (ELA)		4	12	4	5	4				29
Course failure in Math		5	6	1	3	12				27
Level 1 on statewide ELA assessment				2	16	20				38
Level 1 on statewide Math assessment					10	11				21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		5	10	14						29
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		7	12	2	9	13				43

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	12	13	2						28
Students retained two or more times				1						1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

> Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	73	65	59	78	63	57	76	60	53
Grade 3 ELA Achievement	83	65	59	82	63	58	83	60	53
ELA Learning Gains	61	65	60	68	64	60			
ELA Lowest 25th Percentile	45	62	56	64	62	57			
Math Achievement*	81	72	64	88	69	62	86	66	59
Math Learning Gains	66	66	63	74	65	62			
Math Lowest 25th Percentile	63	59	51	73	58	52			
Science Achievement	65	63	58	83	61	57	67	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	72	66	63	66	64	61	70	63	59

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	609
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
68%	75%	75%	64%	66%		71%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	61%	No		
English Language Learners	63%	No		
Hispanic Students	68%	No		
Economically Disadvantaged Students	65%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	73%	83%	61%	45%	81%	66%	63%	65%					72%
Students With Disabilities	53%	70%	70%	46%	60%	65%	60%	50%					77%
English Language Learners	62%	79%	55%	42%	75%	65%	62%	55%					72%
Hispanic Students	72%	83%	61%	45%	81%	67%	63%	66%					72%
Economically Disadvantaged Students	69%	81%	58%	50%	78%	61%	56%	64%					72%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	78%	82%	68%	64%	88%	74%	73%	83%					66%
Students With Disabilities	57%	64%	50%		76%	50%		92%					69%
English Language Learners	71%	74%	64%	62%	83%	71%	68%	79%					66%
Hispanic Students	77%	81%	68%	64%	88%	74%	73%	83%					66%
Economically Disadvantaged Students	75%	81%	62%	58%	87%	75%	67%	81%					69%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	76%	83%			86%			67%					70%
Students With Disabilities	41%	67%			76%			20%					70%
English Language Learners	72%	84%			82%			48%					62%
Hispanic Students	75%	82%			86%			66%					62%
Economically Disadvantaged Students	76%	83%			84%			65%					60%

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

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

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

		2024-25 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	65%	60%	5%	57%	8%
ELA	4	63%	59%	4%	56%	7%
ELA	5	56%	60%	-4%	56%	0%
Math	3	73%	69%	4%	63%	10%
Math	4	75%	68%	7%	62%	13%
Math	5	65%	62%	3%	57%	8%
Science	5	59%	56%	3%	55%	4%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data components that showed the most improvement in the 2025 school year were 3rd grade ELA and 3rd grade Math. In the Spring of 2024 3rd grade ELA proficiency was 82% and in the Spring 2025 3rd grade ELA proficiency was 83%. This showed an increase of 1%. In the Spring of 2024, 3rd grade Math proficiency was 86% and in the Spring of 2025 3rd grade Math proficiency increased to 92% proficiency. This showed an increase of 6%. A new strategy we implemented during the 2024-2025 school year was "Wednesday ELA and Math Tutoring." The ELA and Math tutoring included all students in 3rd grade (Gen. Ed.. ELL and SPED).

Lowest Performance

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

Overall our score on the 2025 PM3 FAST ELA assessment showed a decrease in learning gains for ELA Lowest 25 percent. In the Spring of 2024 64% of the ELA Lowest 25 percent students showed a learning gain compared to 45% of the ELA Lowest 25 percent students in the Spring of 2025. This showed a 19% decrease in percentage points. A contributing factor in students who are ELA Lowest 25 percent not showing a learning gain was the number of ELL students in the 4th-5th grade classes that were newly participating in the accountability group.

Greatest Decline

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

Overall our score on the 5th grade Science Assessment in 2024 was 85% proficient. In the Spring of 2025, 65% of the students scored proficiency. This showed a decrease of 20 percentage points. A contributing factor to the decrease in 5th grade Science proficiency was the number of ELL students in the 5th grade that were newly participating in the accountability group.

Greatest Gap

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

The data component that had the greatest gap was ELA 4th grade in the lowest 25%. The 4th grade ELA Lowest 25% had 63% learning gains in the 2024 PM3 ELA Fast assessment compared to 38% of the 4th grade ELA Lowest 25 percent students who showed a learning gain. This showed a decrease of 25% of the 4th grade ELA Lowest 25 percent of the students showing a learning lain.

EWS Areas of Concern

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

Two Early Warning System areas of concerns are students with substantial ELA deficiency and students with two or more early warning indicators. Reading deficiency showed an increase from 73 students in the 2024 to 92 students in 2025. This showed an increase in 19 students showing a Reading deficiency.

The number of students with two or more early warning indicators increased from 44 students in 2024 to 76 students in 2025. This showed an increase of 32 more students with two or more early warning indicators.

Highest Priorities

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

The five priority areas include ELA Proficiency, ELA Learning Gains, ELA Learning Gains in the L25, 5th grade Science and Math Proficiency.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to 2024-2025 ELA FAST PM3 data 73% of the students in grades 3-5 scored proficient in ELA compared to 79% in 2023-2024 school year showing a decrease of 6 percentage points. After reviewing the 2025 FAST PM3 ELA data it was noted that the low number of ELL students achieving proficiency is related to the high number of ELL students who lack foundational skills. We will implement standard based benchmark-aligned instruction that will be scaffolded in ELA for the ELL students including differentiated instruction and targeted push-in support to increase the number of students scoring proficient.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of standard based benchmark-aligned instruction, intervention, differentiated instruction and scaffolded instruction in ELA for the students including ELL students with targeted push-in support there will be an increase in the number of students scoring proficient on the Spring 2026 PM3 ELA assessment. The Spring 2026 ELA PM3 will increase two percentage points to 75% of the students scoring a level 3 or above.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The Administrative Team will monitor the data from the ELA FAST PM1 and PM2, monitor ELA bi-weekly assessments, conduct Data Chats, attend Common Planning sessions to discuss needs, provide Tier 2 and Tier 3 Intervention and tutoring to students who are in need. Student data will be monitored using Performance Matters and report groups in i-Ready. Implementing these strategies will increase student achievement.

Person responsible for monitoring outcome
Mindy Acosta-Leon, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Using Differentiated Instruction is a framework or philosophy for effective teaching that involves
providing different students with different avenues to learning (often in the same classroom) in terms
of: acquiring content, processing, constructing, or making sense of ideas, and
developing teaching materials and assessment measures so that all students within
a classroom can learn effectively, regardless of differences in ability. Research demonstrates this
method benefits a wide range of students.

Rationale:
Differentiated Instruction combined with collaborative data chats and analysis of data from Power BI,
FAST PM1 and PM2, Performance Matters, i-Ready diagnostics AP1 and AP2, i-Ready progress
monitoring, ELA Bi-weekly assessments and Reading Discovery and Reading Elevate progress
monitoring will assist in aligning instruction for students and increasing student proficiency and
learning gains..

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Administer Assessments to all students in grades K-5.

Person Monitoring:	**By When/Frequency:**
Mindy Acosta-Leon, Principal	8/14/2025-9/26/2025-quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will administer the FAST PM1 and i-Ready AP1 assessments to all student. Once the
assessments are administered the teachers will analyze the data and create differentiated instruction
groups for in-class support.

Action Step #2
Administration and Teacher Data Chats

Person Monitoring:	**By When/Frequency:**
Mindy Acosta-Leon, Principal	8/14/2025-9/26/2025 quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will schedule and conduct Data Chats with teachers. As a results teachers will identify areas that are in need of scaffolding instruction in addition to students to participate in tutoring..

Action Step #3
Teacher and Student Data Chats

Person Monitoring:	**By When/Frequency:**
Mindy Acosta-Leon, Principal	8/14/2025-9/26/2025-quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will provide students with corrective feedback through teacher-Student Data Chats after the administration of FAST ELA PM1 and i-Ready AP1 assessments through student data chats. As a result students will create individual student goals for PM2.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale
Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024-2025 Early Warning Systems the number of students with less than 90% attendance was 14 compared to 15 in 2023-2024. Absenteeism negatively impacts student learning and achievement. Based on the data and the identified contributing factors of: students getting sick and not coming to school, we will implement a targeted focus on decreasing student excessive absences. Despite the decrease in the number of students with 18 absences or more during the 2024-2025 school year, student achievement was impacted and students must be in school.

Measurable Outcome
Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

According to the 2023-2024 Early Warning System 15 students' attendance was below 90% compared to 14 students during the 2024-2025. The goal for the 2025-2026 school year is to have 10 students with less than 90% attendance

Monitoring
Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Attendance will be monitored weekly by teachers, the CIS and the Assistant Principal. Parents will be contacted and met with for attendance meetings to ensure students are coming to school in order to

decrease the number of students less than 90% attendance.

Person responsible for monitoring outcome
Alina Gonzalez, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance. Celebrating attendance with rewards and incentives will be provided throughout the school year. These will include monthly attendance celebrations, quarterly and daily attendance incentives to decrease the number of students with less than 90% attendance.

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

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
School-wide Attendance Plan

Person Monitoring:	**By When/Frequency:**
Alina Gonzalez, Assistant Principal	8/14/2025-9/26/2025-one time

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School-wide attendance plan will be developed and shared with the teachers and students. As a result there will be a decrease in the number of absences per student.

Action Step #2
A School-wide (Homeroom) PERFECT ATTENDANCE quarterly contest

Person Monitoring:	**By When/Frequency:**
Alina Gonzalez, Assistant Principal	8/14/2025-9/26/2025-quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
A School-wide (Homeroom) PERFECT ATTENDANCE quarterly contest. All Homerooms will have

the opportunity to fill in a letter on the PERFECT ATTENDANCE sign every time a homeroom has 100% attendance. As a result students will be motivated to attend school everyday

Action Step #3
Monthly Parent Attendance Meetings

Person Monitoring:	By When/Frequency:
Alina Gonzalez, Assistant Principal	8/14/2025-9/26/2025-monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monthly Parent Attendance Meetings will take place monthly with the Assistant Principal, teachers and parents of students with excessive absences. As a result families of students with excessive absences will be identified.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale
Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to 2024-2025 ELA FAST PM3 data for students in 1st grade 58% scored below a level 3 and in 2nd grade 54% scored below a level 3 making Wesley Matthews a RAISE school. After reviewing the 2024-2025 1st and 2nd grade ELA STAR data the contributing factor for the low number of students achieving proficiency is related to the high number of ELL students who lack foundational skills. We will implement standard based instruction with scaffolding in ELA for the ELL students including foundational skills in phonics, differentiated instruction and targeted push-in support to increase the number of ELL students in 1st and 2nd grade scoring a level 3 or higher on the 2025-2026 ELA FAST PM3.

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

We will implement standard based instruction with scaffolding in ELA for the ELL students including foundational skills in phonics, differentiated instruction and targeted push-in support to increase the number of ELL students in 1st and 2nd grade scoring a level 3 or higher on the 2025-2026 ELA FAST PM3.

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

We will implement standard based instruction with scaffolding in ELA for the ELL students including differentiated instruction and targeted push-in support to increase the number of ELL students in grades 3-5 scoring a level 3 on the Spring 2026 PM3 ELA FAST assessment.

Grades K-2: Measurable Outcome(s)

With the implementation of standard based instruction with scaffolding in ELA for the ELL students including foundational skills in phonics, differentiated instruction and targeted push-in support to increase the number of ELL students in 1st and 2nd grade scoring a level 3 or higher on the 2025-2026 ELA FAST PM3.

Grades 3-5: Measurable Outcome(s)

With the implementation of standard based instruction, differentiated instruction, intervention and scaffolding in ELA for the ELL students including targeted push-in support 75% of the students in grades 3-5 will score a level 3 or above on the Spring 2026 PM3 ELA FAST assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The Administrative Team will monitor the data from FAST PM1 and PM2, monitor ELA bi-weekly assessments, conduct Data Chats, attend Common Planning sessions to discuss needs, provide Tier 2 and Tier 3 Intervention and tutoring as needed. Student data will be monitored using Performance Matters and report groups in i-Ready. Student data will drive the focus during differentiated instruction to increase student achievement.

Person responsible for monitoring outcome
Mindy Acosta-Leon, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Within the Targeted Element of Differentiation, our teachers will focus on using Anchor Charts to serve as artifacts of classroom learning. Like an anchor, they holds students' and teachers' thoughts, in alignment to standards and skills, as well as ideas and processes in place. Anchor charts can be displayed as reminders of prior learning and built upon over multiple lessons. Evidence-based Intervention will be implemented with Scaffolding. Scaffolding instruction will assist with gradually building the students' knowledge. Teachers will plan with their students' data to meet students' needs. Data-Driven instruction will be monitored through data trackers to drive instructional planning and data driven conversations. Additionally, Intervention is embedded in the Master Schedule. Teachers in grades K-3 will use the Discovery Intervention materials with the students in Intervention and in grades 4-5 teachers will use the Elevate Intervention materials. Teachers will administer the progress monitoring within the Intervention programs to assess student progress. In addition to the implementation of Intervention, teachers will provide differentiated instruction within their language arts block utilizing the resources provided within the ELA program.

Rationale:
Using Anchor Charts to serve as artifacts of classroom learning combined with differentiated instruction and data chats using the data from FAST PM1 and PM2, Performance Matters, i-Ready diagnostics AP1 and AP2, i-Ready progress monitoring, ELA Bi-weekly assessments and Reading Discovery and Reading Elevate progress monitoring will increase proficiency of ELA students.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Administer Assessments to all students in grades K-5.

Person Monitoring:	**By When/Frequency:**
Mindy Acosta-Leon, Principal	8/14/2025-9/26/2025-quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
FAST ELA PM1 and i-Ready AP1 Assessments will be administered to all students. Once the assessments are administered the Teachers will analyze the data in a timely manner. As a result teachers will identify students' needs for differentiation instruction.

Action Step #2
Teacher-Student Data Chat

Person Monitoring:	**By When/Frequency:**
Mindy Acosta-Leon, Principal	8/14/2025-9/26/2025-quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will provide students with corrective feedback after the administration of assessments through student data chats. As a result students will create individual student goals for PM2.

Action Step #3
Administration-Teacher Data Chats

Person Monitoring:	**By When/Frequency:**
Mindy Acosta-Leon, Principal	8/14/2025-9/26/2025-quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data Chats will be conducted between administration and the teachers. As a results teachers will identify students in need of tutoring and the areas that are in need of scaffolding instruction.

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

After analyzing the Staff Climate survey is was noted that in 2024 on the Staff Climate survey 68% of the staff reported high morale compared to 73% on the 2025 Staff Climate survey. This impacts student achievement. Based on the data and teacher retention, we will implement team building activities, rewards and incentives for staff and celebrate successes.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

After analyzing the Staff Climate survey is was noted that in 2024 on the Staff Climate survey 68% of the staff reported high morale compared to 73% on the 2025 Staff Climate survey. This shows a 5 percentage point increase from the previous school year. Implementing team building activities, rewards and incentives for staff and celebrating successes including targeted strategies to increase staff morale and teacher retention, 78% of the staff will report high morale on the 2026 Staff Climate Survey.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome
Mindy Acosta-Leon, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
Incorporating the following evidence-based interventions: Team Building Activities is when a leadership team implements ongoing team building and social activities for all school staff. In addition to celebrating successes, empowering teachers and staff to promote school spirit, pride and branding

our staff's morale will increase of 5 percentage points to 78% on the May 2026 Staff Climate Survey.

Rationale:
Involving teachers in the school's team building activities, school decision-making process, leading initiatives and providing teachers with leadership opportunities will empower teachers and increase staff morale as evidenced by the May 2026 Staff Climate Survey.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Active Social Committee

Person Monitoring:	**By When/Frequency:**
Mindy Acosta-Leon, Principal	8/14/2025-9/26/2025-monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
A social committee will plan activities outside of school. As a result teachers can meet with one another and with administrators to build rapport.

Action Step #2
Staff meeting ice-breakers and team building activities

Person Monitoring:	**By When/Frequency:**
Mindy Acosta-Leon, Principal	8/14/2025-9/26/2025-bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Staff meetings will begin with opportunities for the teachers to make connections with other staff members through ice-breaker and team building activities. As a result this will build rapport and raise staff morale with their colleagues.

Action Step #3
Teacher Leaders

Person Monitoring:	**By When/Frequency:**
Mindy Acosta-Leon, Principal	8/14/2025-9/26/2025-bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During staff meetings, grade level meetings and leadership meetings teachers will have designated speaking time to ensure that input from the teachers, and staff is shared and is considered in the decision making.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

The SIP end of year reflections are shared with the staff at the end of the school year. Using the reflections developed by the staff and the end of year data the School Improvement goals are created in addition to the measurable goals and action steps. The SIP is then shared with parents and stakeholders during the Title I Parent Meeting, EESAC Meeting, Faculty Meetings and the school website. A copy of the SIP is available for parents to review in the Parent Resource area with the Community Involvement Specialist (CIS). The CIS and Administrators are bilingual and are available to meet with parents to review the SIP and areas of focus when requested. A copy of the SIP can be found on the school's website at https://wesleymatthewses.net/.

Positive Relationships With Parents, Families and other Community Stakeholders
Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Our Strengths within school culture are relationships, physical & emotional safety and support, care and connections. Our school creates experiences throughout the year to engage with parents and families and other stakeholders to fulfill the schools' mission and ensure they have the necessary information to support their children. Students are supported academically through interventions, differentiated instruction and tutoring opportunities. Students receive emotional/social support through individual and group counseling.

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

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

Plans to Strengthen the Academic Program
Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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

How Plan is Developed
If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

NA

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00