

Miami-Dade County Public Schools

Dr. Edward L. Whigham Elementary School



2016-17 Schoolwide Improvement Plan

Dr. Edward L. Whigham Elementary School

21545 SW 87TH AVE, Cutler Bay, FL 33189

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Dr. Edward L. Whigham Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

It is the mission of Dr. Edward L. Whigham Elementary School to extend the traditional boundaries of the classroom to encompass the world beyond, to create a climate for learning which embraces a sense of inquiry and a respect for diversity, and to establish a life-long thirst for knowledge.

b. Provide the school's vision statement.

We support and encourage children to achieve success to develop their maximum potential.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Dr. Edward L. Whigham holds very high expectations of our students, staff and community. We are committed to providing educational excellence for all our students. We believe in providing all of our students the highest quality education as well as many opportunities for success. To this end, we provide support for struggling students, explicit instruction for all students and enrichment programs for students who are performing at higher levels of achievement. Respect for individuality and differences is promoted at Dr. Edward L. Whigham Elementary. Teachers and students build a positive relationship based on trust, respect, and support of risk taking.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Presentations are given on character education to promote respect, honesty, trust, citizenship and cooperation by the guidance counselor. The importance of the pursuit of excellence is instilled daily in our students via our Counselor's Corner, closed circuit television messages, presentations, assemblies, teacher recognition, Spot Success, and through our "Do the Right Thing" Program. We have also implemented the district-wide "Values Matter" initiative.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Schoolwide Discipline Plan/Alternative To Outdoor Suspension
Attendance Plan
Classroom Discipline Plan
Student Behavior Assemblies
Bullying Prevention Program
Code of Student Conduct
Parent Communication Logs
Guidance Counselor conferences
SST meetings
Student Service Meetings
Parent/Teacher conferences
Parent/Teacher/Administrator conferences

Incentives (Field Trips, Spot Success, Honor Roll, "Do the Right Thing")
Values Matter
Town Hall Meetings - Recognition of Exemplary Student Behaviors

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The staff at Dr. Edward L. Whigham Elementary works closely with students to ensure a safe and risk-free learning environment. The guidance counselor provides classroom presentations focused on character building and promoting positive self-esteem. We utilize the Values Matter initiative to instill the importance of core values.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Students who have five or more absences based on the school Attendance Report will be referred to the Attendance Review Committee by teachers. The School wide Daily Attendance Report will be utilized.

Disruptive Behavior of students will be monitored through Student Case Management Referral Forms and Referral to Counselor forms.

Course failure in English Language Arts or Mathematics will be monitored after each grading period using Report Card reports.

All Tier 2 students will be identified and monitored according to the District i-Ready English and Language Arts and Mathematics K-8 i-Ready Implementation Plan which includes diagnostic and growth monitoring.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	7	6	2	1	2	5	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	7	15	20	1	11	21	0	0	0	0	0	0	0	75

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	7	17	20	1	11	21	0	0	0	0	0	0	0	77

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Attendance of students who have five or more absences is being targeted. The Attendance Review Committee team meets and discusses truancy and excessive absences. A plan for excessive absences has been created and implemented. Students are being referred to school counselor, administrators, Community Involvement Specialist and school social workers.

Students who demonstrate continuous disruptive behavior are referred for counseling. Teachers utilize a progressive discipline process that includes parent contact. If needed, a Functional Assessment of Behavior (FAB) and Behavior Intervention Plan (BIP) will be given and implemented. The Response to Intervention (RtI) process will be initiated.

Students who have been retained are receiving intensive instruction in the areas of reading, mathematics and/ or science. In addition, they are receiving intensive intervention and are being referred for Response to Intervention (RtI). Their academic growth will be monitored.

Students who did not meet the standards expectation on the statewide standardized assessment (Tier 2 students) are receiving intensive instruction during the school day during the 90 minute reading block as well as an additional 30 minutes of reading Intervention.

Students who are not working on grade level are receiving differentiated instruction and intervention before, during and/or after school and are utilizing i-Ready online learning for Reading and Math.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Parental Involvement Plan (PIP)

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school schedules EESAC meetings, parent workshops, student activities, Open House, Title I Meetings and PTA General Meetings to create a home to school connection. Parents are encouraged to attend Town Hall Meetings, Coffee and Conversation with Dr. Larry Feldman, our school board representative, and other district-wide and region meetings. Through these meetings, parents are presented with strategies, resources and information that will allow them to assist their child(ren) with their academic progress.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Guerra, Kathryn	Principal
Colzie, Shandra	Assistant Principal
Tillet, Eduardo	Assistant Principal
Tarboush, Atiat	Teacher, K-12
Gonzalez, Nicole	Instructional Coach
Campbell, Brandi	Teacher, K-12
Delesdernier, Adrian	Teacher, K-12
Torres, Valerie	Teacher, K-12
Crousillat, Lillian	Teacher, ESE
Clifford, Kimberly	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Tier 1(Leadership Team)

- Administrator - Shandra Colzie will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving.

Teachers:

- Reading (Sandra Lopez)
- Math (Priscilla Cowart)
- Science (Adrian Delesdernier)
- ESOL (Valerie Torres)

Behavior specialists:

- Special Education Teacher/Chair (Joan Loupus)
- School Guidance Counselor (Maria Seguinot)
- School Psychologist (Stuart Weinstock)
- School Social Worker (Diana Carmona)

- Members of advisory group, community stakeholders, and parents

- In addition to Tier 1 problem solving, the Leadership Team members will meet once a month to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts/effectiveness for students by subject, grade, intervention, or other logical organization. In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST

Problem Solving Team.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

1. Regular monthly leadership team meetings are held to determine best use of resources based on student needs and to brainstorm about effective methods to increase student achievement.
2. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all leadership meetings that focus on increasing student achievement or behavioral success.
3. Utilize current data to determine student progress towards expected levels of progress towards proficiency.
4. Monitor Intervention programs to ensure their effectiveness. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data after each 21 day growth assessment.
5. Review data from interventionist's to determine student progress in reading and mathematics.

6. Dr. Edward L. Whigham Elementary is a Title I School. The school receives Title I funds to help support the educational needs of all our students. Through our Title I Program, additional resources are used to assist with technology-based learning. Additionally, hourly personnel is funded by Title I in an effort to assist our students who are not meeting grade level standards and need remediation and interventions. The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. We employ a Title I funded Community Involvement Specialists (CIS) who serves as a bridge between the home and school through home visits, conference calls, school site and community parenting activities. Through Title I, meetings are conducted in an effort to involve parents in the decision making processes of the school. The Reading Coach develops, leads, and evaluates school core content standards and programs; identifies systematic patterns of student needs while working with district personnel to identify and provide appropriate, evidence-based intervention strategies; assist with school-wide screening programs that provide early intervening services for children that are considered "at risk"; assist in the design and implementation for progress monitoring, data collection, data analysis and participate in the design and delivery of professional development. Support is provided by staff to monitor assessment and implementation of the intervention program.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Cynara Suarez	Principal
Atiat Tarbush	Teacher
Marilyn Horne	Teacher
Kimberly Robinson	Teacher
Claudette Dawson	Teacher
Bibi Ishmael	Education Support Employee
Miriam Radillo	Parent
Jeanette Porras	Teacher
Irene Duprey	Parent
Craig Emmanuel	Parent
Virginia Traynor	Teacher
Dominic Humphrey	Teacher
Nelda Rosalez	Education Support Employee
Jetsenia Amador	Parent
Suset Prito	Parent
Stephanie Gornail	Parent
Tyna Nguyen	Student
Leila Espienl	Student
Alex Fernandez	Parent
Evelin Cespedes	Parent
Susan Godoy	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

EESAC reviewed the School Improvement Plan on a monthly basis. EESAC discussed the goals and strategies used to increase student achievement. EESAC met to discuss the End of the Year review of goals and strategies and made recommendations for the 2016-2017 School Improvement Plan.

b. Development of this school improvement plan

The EESAC Members met to review issues relative to core academic areas (Reading, Mathematics, Writing, and Science), parental involvement, suspensions and attendance, along with budget, professional development training opportunities, instructional materials, staffing, and student support services.

c. Preparation of the school's annual budget and plan

The administrative team presented the budget during the spring EESAC meeting. Recommendations and suggestions were made by EESAC members.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Funds will be utilized to purchase books for the media center as well as literary materials for classroom teachers that support the implementation of the Florida State Standards. In addition, funds will be used for student incentives and recognition certificates.

Supplemental FSA and Statewide Science (Assessment) Books - \$3,000.00

Student Incentives - \$603.00

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Colzie, Shandra	Assistant Principal
Tillet, Eduardo	Assistant Principal
Guerra, Kathryn	Principal
Gonzalez, Nicole	Instructional Coach
Campbell, Brandi	Teacher, K-12
Torres, Valerie	Teacher, K-12
Delesdernier, Adrian	Teacher, K-12
Seguinot, Maria	School Counselor
Tarboush, Atiat	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team at Dr. Edward L. Whigham Elementary will participate in several initiatives. They are as follows:

- Understand the theory and research on how literacy develops in young people by sharing best practices and research on reading acquisition with all stakeholders (staff, parents, community)
- Model and demonstrate literacy strategies to support and encourage developing readers
- Help students to see themselves as successful readers, growing in confidence and competence, and setting goals to increase literacy achievement.
- Develop a literacy mandate for the entire school, with teams of teachers engaged in building competent readers and writers.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Professional Learning have been scheduled on a monthly basis for the 2016-2017 school year. Best practices and effective strategies will be presented and shared among staff members in the area of

reading, mathematics, writing, science and technology. There will be a primary focus on increasing rigor through higher order questions and answers in the classroom. We will continue to emphasize and practice the importance of collaborative planning.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

In an effort to recruit and retain highly qualified teachers, professional development will be offered in the areas of effectively implementing the Florida ELA and Mathematics Standards, effective and rigorous instructional planning, differentiated instruction, and Response to Intervention. Teachers will be mentored with a department chairperson and/or teacher buddy. New teachers will have on-going training with the reading coach in order to implement the effective Reading/Writing instruction through District-Wide Pacing Guides. Teachers in grades three through five will also use Science Boot Camp to emphasize Scientific Inquiry and Florida Standards.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Dr. Edward L. Whigham Elementary will pair new teachers with veteran teachers from their grade level and/or subject area. Teachers will meet once a week to go over planning and implementing effective lessons. Teachers will be given the opportunity to participate in professional development offered by the region and district. New teachers will be offered participation in Professional Learning Communities addressing Florida Standards as well as collaborative planning, rigor, relevance and relationships.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Teachers use the District-mandated programs and curriculum. Grade Level Expectations, Florida Standards and Pacing Guides are aligned to plan effectively. Collaborative planning sessions are scheduled and implemented once a week for each grade level.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teachers provide data based differentiated instruction during the instructional block. Grouping is flexible according to students' needs.

During-school intervention is implemented for all students not achieving proficiency or meeting grade level expectations.

WonderWorks is used for Reading Intervention for targeted students.

Before and After-school tutoring will be provided to students in need of extra assistance.

A collaborative planning schedule for each grade level has been developed.

Examples:

i-Ready Diagnostic information is utilized to group students by academic needs for small group

differentiated instruction. I-Ready online learning provides differentiated Reading and Math instructional pathways to each student based on the results of the i-Ready Diagnostic. Technology and convergence programs are used to reinforce and reteach reading and mathematics skills.

During school intervention is taking place for targeted students.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,000

Intensive after school tutoring will be offered to targeted students in reading and/or mathematics and/or science (5th grade students). Students will be given an opportunity to participate in a reading tutoring program twice a week and/or a mathematics tutoring program twice a week and/or science tutoring program twice a week.

Strategy Rationale

Students not meeting proficiency need additional instructional time and assistance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gonzalez, Nicole , 275742@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

A pre-test will be given in the areas of reading, mathematics and science to gather data. The data will be used to plan for instruction. Teachers will reteach skills in the area of reading and mathematics. A post-test will be given in the areas of reading, mathematics, and science to measure progress.

Strategy: After School Program

Minutes added to school year: 1,500

A reading tutoring program will be offered to Limited English Proficiency students (ESOL Level 1-4), twice a week for two hours after school.

Strategy Rationale

ELL students not meeting proficiency need additional instructional time and assistance.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Torres, Valerie, valerietorres@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

A pre-test will be given in the areas of reading, mathematics and science to gather data. The data will be used to plan for instruction. Teachers will reteach skills in the area of reading and mathematics. A post-test will be given in the areas of reading, mathematics, and science to measure progress.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

A Pre-Kindergarten and Kindergarten Meet and Greet/Orientation is organized for parents/guardians prior to the opening of schools to provide information regarding the school's/district's kindergarten program. All incoming kindergarten students are screened by the school's certified kindergarten teachers in order to determine each child's readiness rate utilizing the Florida Kindergarten Readiness Screener (FLKRS) Assessment. The resulting data is disaggregate in order to provide specific skill remediation. Parents will be notified through flyers, monthly calendars, and Connect-Ed of upcoming parent workshops that will better enable them to work with their child at home. Dr. Edward L. Whigham Elementary also has a Head Start program. In addition, our fifth grade students are introduced to neighboring middle schools, student requirements, and expectations. Students are encouraged to apply for Magnet Programs. Fifth grade SPED articulation is done at the end of the year to properly place students in the correct programs.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

NA

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

NA

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To increase student achievement by improving core instruction in all content areas. 1a

G088203

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	
AMO Reading - SWD	
AMO Math - All Students	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - White	
AMO Math - ELL	
AMO Math - ED	
AMO Math - SWD	
FCAT 2.0 Science Proficiency	48.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of in-depth collaborative planning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Coach, Math/Science Liaisons,, Principal, Assistant Principals; Interventionists, Hourly Teachers, WAVE student program, technology in the classrooms, integrating technology through the use of labs, Cambridge Program, EFL program, Imagine Learning, Focused Mathematics Intervention/Focused Reading Intervention, ELL Tutoring (ELL Tutoring Resources), SPED Inclusion with Collaboration, Monthly Leadership Team Meetings, Weekly Administrative Team Meetings, Student Services Team, Media Center Specialist, Collaborative/Common Planning, 3-5 Departmentalization (2-way)

Plan to Monitor Progress Toward G1. 8

Monitoring for effectiveness of strategy will be conducted through attendance of in-depth collaborative/ common planning sessions, classroom walk-throughs, and Leadership Team Meetings

Person Responsible

Shandra Colzie

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Leadership Team meeting minutes, debriefing sessions with instructional staff, walk-through observations, data chats.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. 1

 G088203

G1.B1 Limited evidence of in-depth collaborative planning. 2

 B234548

G1.B1.S1 In all content areas, plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. 4

 S247271

Strategy Rationale

This strategy was chosen to optimize effective, rigorous, standards-driven instruction through collaborative planning.

Action Step 1 5

Provide professional development on using in-depth collaborative planning sessions to create effective lesson plans using an instructional framework which will include unwrapping the standard, demonstrating evidence of higher order questioning, purposeful student led-talk, opportunities for student created academic writing, and differentiated instruction through small groups.

Person Responsible

Kathryn Guerra

Schedule

On 6/8/2017

Evidence of Completion

Professional Development Deliverables: Agenda, Sign-in Sheets, handouts, Teacher reflections

Action Step 2 5

Utilize instructional framework to plan for and implement lessons developed from in-depth collaborative planning sessions that include learning targets derived from the focus standard, opportunities for Higher Order Questioning Strategies, purposeful student-led talk, and academic writing.

Person Responsible

Kathryn Guerra

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Developed lesson plans, student authentic work samples, student-led conversations, teacher reflections

Action Step 3 5

Utilizing an instructional framework to plan for and implement lessons developed from in-depth collaborative planning sessions that include differentiated groups with learning targets derived from data.

Person Responsible

Kathryn Guerra

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Deliverables: Agenda, Sign-in Sheets, handouts, lesson plans, Teacher reflections

Action Step 4 **5**

Follow-up and support will be provided for instructional staff as needed through visitations to observational classrooms, coaching cycles, professional learning activities and/ or Collaborative Planning Sessions.

Person Responsible

Kathryn Guerra

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Coaching logs, debriefing sessions, teacher feedback

Plan to Monitor Fidelity of Implementation of G1.B1.S1 **6**

Monitoring for effectiveness of strategy will be conducted through attendance of collaborative planning sessions, classroom walk-throughs, and Leadership Team Meetings

Person Responsible

Kathryn Guerra

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Leadership Team meeting minutes, debriefing sessions with instructional staff, walk-thru observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 **7**

Monitoring for effectiveness of strategy will be conducted through attendance of planning sessions, classroom walk-throughs, Leadership Team/ PLC meetings.

Person Responsible

Shandra Colzie






Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Leadership Team meeting minutes, debriefing sessions with instructional staff, walk-thru observations

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M335023	Monitoring for effectiveness of strategy will be conducted through attendance of in-depth...	Colzie, Shandra	8/22/2016	Leadership Team meeting minutes, debriefing sessions with instructional staff, walk-through observations, data chats.	6/8/2017 weekly
G1.B1.S1.MA1  M335021	Monitoring for effectiveness of strategy will be conducted through attendance of planning sessions,...	Colzie, Shandra	8/22/2016	Leadership Team meeting minutes, debriefing sessions with instructional staff, walk-thru observations	6/8/2017 weekly
G1.B1.S1.MA1  M335022	Monitoring for effectiveness of strategy will be conducted through attendance of collaborative...	Guerra, Kathryn	8/22/2016	Leadership Team meeting minutes, debriefing sessions with instructional staff, walk-thru observations	6/8/2017 weekly
G1.B1.S1.A1  A321901	Provide professional development on using in-depth collaborative planning sessions to create...	Guerra, Kathryn	8/22/2016	Professional Development Deliverables: Agenda, Sign-in Sheets, handouts, Teacher reflections	6/8/2017 one-time
G1.B1.S1.A2  A321902	Utilize instructional framework to plan for and implement lessons developed from in-depth...	Guerra, Kathryn	8/22/2016	Developed lesson plans, student authentic work samples, student-led conversations, teacher reflections	6/8/2017 weekly
G1.B1.S1.A3  A321903	Utilizing an instructional framework to plan for and implement lessons developed from in-depth...	Guerra, Kathryn	8/22/2016	Deliverables: Agenda, Sign-in Sheets, handouts, lesson plans, Teacher reflections	6/8/2017 weekly
G1.B1.S1.A4  A321904	Follow-up and support will be provided for instructional staff as needed through visitations to...	Guerra, Kathryn	8/22/2016	Coaching logs, debriefing sessions, teacher feedback	6/8/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Limited evidence of in-depth collaborative planning.

G1.B1.S1 In all content areas, plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Provide professional development on using in-depth collaborative planning sessions to create effective lesson plans using an instructional framework which will include unwrapping the standard, demonstrating evidence of higher order questioning, purposeful student led-talk, opportunities for student created academic writing, and differentiated instruction through small groups.

Facilitator

Reading Liaison/Department Chair- Sandra Lopez, Math Liaison/Department Chair- Priscilla Cowart, Science Liaison/Department Chair - Ms. Delesdernier

Participants

Instructional Staff

Schedule

On 6/8/2017

PD Opportunity 2

Utilize instructional framework to plan for and implement lessons developed from in-depth collaborative planning sessions that include learning targets derived from the focus standard, opportunities for Higher Order Questioning Strategies, purposeful student-led talk, and academic writing.

Facilitator

Reading Liaison/Department Chair- Sandra Lopez, Math Liaison/Department Chair- Priscilla Cowart, Science Liaison/Department Chair - Ms. Delesdernier

Participants

Instructional Staff

Schedule

Weekly, from 8/22/2016 to 6/8/2017

PD Opportunity 3

Utilizing an instructional framework to plan for and implement lessons developed from in-depth collaborative planning sessions that include differentiated groups with learning targets derived from data.

Facilitator

Reading Liaison/Department Chair- Sandra Lopez, Math Liaison/Department Chair- Priscilla Cowart, Science Liaison/Department Chair - Ms. Delesdernier

Participants

Instructional Staff

Schedule

Weekly, from 8/22/2016 to 6/8/2017

PD Opportunity 4

Follow-up and support will be provided for instructional staff as needed through visitations to observational classrooms, coaching cycles, professional learning activities and/ or Collaborative Planning Sessions.

Facilitator

Participants

Schedule

Weekly, from 8/22/2016 to 6/8/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Provide professional development on using in-depth collaborative planning sessions to create effective lesson plans using an instructional framework which will include unwrapping the standard, demonstrating evidence of higher order questioning, purposeful student led-talk, opportunities for student created academic writing, and differentiated instruction through small groups.	\$0.00
2	G1.B1.S1.A2	Utilize instructional framework to plan for and implement lessons developed from in-depth collaborative planning sessions that include learning targets derived from the focus standard, opportunities for Higher Order Questioning Strategies, purposeful student-led talk, and academic writing.	\$0.00
3	G1.B1.S1.A3	Utilizing an instructional framework to plan for and implement lessons developed from in-depth collaborative planning sessions that include differentiated groups with learning targets derived from data.	\$0.00
4	G1.B1.S1.A4	Follow-up and support will be provided for instructional staff as needed through visitations to observational classrooms, coaching cycles, professional learning activities and/ or Collaborative Planning Sessions.	\$0.00
Total:			\$0.00