

Miami-Dade County Public Schools

Dr. Edward L. Whigham Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Dr. Edward L. Whigham Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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.

The Miami Dade County Public Schools adopt the School Code of Conduct. The list below provides established protocols we follow when promoting positive behaviors and addressing disciplinary incidents:

- School -Wide 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
Magician of the Month/Do the Right Thing

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	6	7	6	12	7	8	0	0	0	0	0	0	0	46
Level 1 on statewide assessment	6	10	6	29	18	32	0	0	0	0	0	0	0	101

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	6	8	8	11	20	30	0	0	0	0	0	0	0	83

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 are 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Parental Involvement Plan (PIP) will address the important influence parents have towards student achievement. Our school want to establish an agreement between school and parents to maintain meaningful communications involving academic learning and school activities.

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

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)

- Administrators - Cynara Suarez, Eduardo Tillet and 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 (Joanna Shedden)
- School Psychologist (Cristina Franco)
- 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
Marilyn Horne	Teacher
Kimberly Robinson	Teacher
Claudette Dawson	Teacher
Bibi Ishmael	Education Support Employee
Miriam Radillo	Parent
Jeanette Porras	Teacher
Craig Emmanuel	Business/Community
Dominic Humphrey	Teacher
Nelda Rosalez	Education Support Employee
Jetsenia Amador	Parent
Suset Prieto	Parent
Stephanie Gornail	Parent
Susan Godoy	Teacher
Jacqueline Vila	Teacher
Niemala Mohammed	Parent
Tania Orales	Parent
Luz Soto	Parent
Curmoni Adside	Student
Isabel Monicas	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

EESAC reviewed the School Improvement Plan on the first EESAC Meeting of the 2017-2018 school year. 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 2017-2018 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 2017-2018 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. 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: 3,000

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)

- Core Academic Instruction

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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. If core instruction is improved in all content areas, then student achievement will increase.

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. If core instruction is improved in all content areas, then student achievement will increase. 1a

G097086

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 - ED	
AMO Math - SWD	
FCAT 2.0 Science Proficiency	

Targeted Barriers to Achieving the Goal 3

- Teachers spend the majority of instructional time focusing on Tier I Whole Group Core Instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Coach, Math/Science Liaisons, Principal, Assistant Principals, job embedded professional development , WAVE student program, EFL program (Extended Foreign Language), 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 and Collaborative/Common Planning, 3-5 Departmentalization (2-way)

Plan to Monitor Progress Toward G1. 8

I-Ready and Topic Assessments will be collected and reviewed throughout the year to determine progress.

Person Responsible

Shandra Colzie

Schedule

Weekly, from 8/21/2017 to 6/8/2018

Evidence of Completion

A posted tracking system (per grade level) will indicate skills necessary to revisit and monitor progress. Leadership Team meeting minutes, debriefing sessions with instructional staff, walk-through observations, data chats will be utilized as evidence.

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. If core instruction is improved in all content areas, then student achievement will increase. **1**

 G097086

G1.B1 Teachers spend the majority of instructional time focusing on Tier I Whole Group Core Instruction.

2

 B261169

G1.B1.S1 Teachers will work together to analyze relevant data in order to identify the needs of their students and to make deliberate and focused lessons to meet the needs of all learners. **4**

 S276521

Strategy Rationale

Strategy implementation will strengthen the essential condition of Ambitious Instruction and Learning.

Action Step 1 **5**

Utilize Collaborative Planning Time to analyze current data in order to identify the needs to the students who are not mastering skills during Tier 1 Whole Group Instruction.

Person Responsible

Kathryn Guerra

Schedule

On 6/8/2018

Evidence of Completion

Professional Development Deliverables: Collaborative Planning, Differentiated Grouping Chart, Agenda, Sign-in Sheets, classroom visits

Action Step 2 **5**

During Common Planning, teachers will utilize current data to plan for targeted instruction (Differentiated Instruction) in order to address the needs of learners.

Person Responsible

Kathryn Guerra

Schedule

Weekly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Differentiated Group Rotation Schedules, Differentiated Instruction lesson plans, Classroom visits

Action Step 3 5

Develop a tracking system to monitor the implementation of Differentiated Instruction Groups and to measure student progress.

Person Responsible

Kathryn Guerra

Schedule

Weekly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Deliverables: Tracking System, Schedule, Grades and I-Ready

Action Step 4 5

Follow-up and support will be provided for instructional staff through classroom visitations, coaching cycles, professional learning activities, Department and Grade Level Meetings and/ or Collaborative Planning Sessions.

Person Responsible

Kathryn Guerra

Schedule

Weekly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Debriefing sessions, teacher feedback

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

The school will implement a framework for the follow-up and support of job-embedded Professional Development. 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 8/21/2017 to 6/8/2018

Evidence of Completion

Tracking systems should be put in place to track each student's progress on each standard. Leadership Team meeting minutes, debriefing sessions with instructional staff, walk-thru observations will also take place.

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

Utilize the tracking system to coordinate instructional delivery of students during small group instruction.

Person Responsible

Shandra Colzie

Schedule

Weekly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Sign-in sheets and tracking systems that require effective feedback from teacher, coach, liaisons and administrators. Leadership Team meeting minutes, debriefing sessions with instructional staff, walk-thru observations will also take place.

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

Follow-up and support will be provided for instructional staff as needed through classroom visits and common planning sessions.

Person Responsible

Shandra Colzie

Schedule

On 6/8/2018

Evidence of Completion

Sign-in sheets tracking system that requires effective feedback from teachers, the Reading coach, liaisons and administrators.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M400755	I-Ready and Topic Assessments will be collected and reviewed throughout the year to determine...	Colzie, Shandra	8/21/2017	A posted tracking system (per grade level) will indicate skills necessary to revisit and monitor progress. Leadership Team meeting minutes, debriefing sessions with instructional staff, walk-through observations, data chats will be utilized as evidence.	6/8/2018 weekly
G1.B1.S1.MA1 M400752	Utilize the tracking system to coordinate instructional delivery of students during small group...	Colzie, Shandra	8/21/2017	Sign-in sheets and tracking systems that require effective feedback from teacher, coach, liaisons and administrators. Leadership Team meeting minutes, debriefing sessions with instructional staff, walk-thru observations will also take place.	6/8/2018 weekly
G1.B1.S1.MA3 M400753	Follow-up and support will be provided for instructional staff as needed through classroom visits...	Colzie, Shandra	8/21/2017	Sign-in sheets tracking system that requires effective feedback from teachers, the Reading coach, liaisons and administrators.	6/8/2018 one-time
G1.B1.S1.MA1 M400754	The school will implement a framework for the follow-up and support of job-embedded Professional...	Guerra, Kathryn	8/21/2017	Tracking systems should be put in place to track each student's progress on each standard. Leadership Team meeting minutes, debriefing sessions with instructional staff, walk-thru observations will also take place.	6/8/2018 weekly
G1.B1.S1.A1 A372617	Utilize Collaborative Planning Time to analyze current data in order to identify the needs to the...	Guerra, Kathryn	8/21/2017	Professional Development Deliverables: Collaborative Planning, Differentiated Grouping Chart, Agenda, Sign-in Sheets, classroom visits	6/8/2018 one-time
G1.B1.S1.A2 A372618	During Common Planning, teachers will utilize current data to plan for targeted instruction...	Guerra, Kathryn	8/21/2017	Differentiated Group Rotation Schedules, Differentiated Instruction lesson plans, Classroom visits	6/8/2018 weekly
G1.B1.S1.A3 A372619	Develop a tracking system to monitor the implementation of Differentiated Instruction Groups and to...	Guerra, Kathryn	8/21/2017	Deliverables: Tracking System, Schedule, Grades and I-Ready	6/8/2018 weekly
G1.B1.S1.A4 A372620	Follow-up and support will be provided for instructional staff through classroom visitations,...	Guerra, Kathryn	8/21/2017	Debriefing sessions, teacher feedback	6/8/2018 weekly

V. Professional Development Opportunities

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

G1. If core instruction is improved in all content areas, then student achievement will increase.

G1.B1 Teachers spend the majority of instructional time focusing on Tier I Whole Group Core Instruction.

G1.B1.S1 Teachers will work together to analyze relevant data in order to identify the needs of their students and to make deliberate and focused lessons to meet the needs of all learners.

PD Opportunity 1

During Common Planning, teachers will utilize current data to plan for targeted instruction (Differentiated Instruction) in order to address the needs of learners.

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 8/21/2017 to 6/8/2018

PD Opportunity 2

Develop a tracking system to monitor the implementation of Differentiated Instruction Groups and to measure student progress.

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 8/21/2017 to 6/8/2018

PD Opportunity 3

Follow-up and support will be provided for instructional staff through classroom visitations, coaching cycles, professional learning activities, Department and Grade Level Meetings and/ or Collaborative Planning Sessions.

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 8/21/2017 to 6/8/2018

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	Utilize Collaborative Planning Time to analyze current data in order to identify the needs to the students who are not mastering skills during Tier 1 Whole Group Instruction.	\$0.00
2	G1.B1.S1.A2	During Common Planning, teachers will utilize current data to plan for targeted instruction (Differentiated Instruction) in order to address the needs of learners.	\$0.00
3	G1.B1.S1.A3	Develop a tracking system to monitor the implementation of Differentiated Instruction Groups and to measure student progress.	\$0.00
4	G1.B1.S1.A4	Follow-up and support will be provided for instructional staff through classroom visitations, coaching cycles, professional learning activities, Department and Grade Level Meetings and/ or Collaborative Planning Sessions.	\$0.00
Total:			\$0.00