

Miami-Dade County Public Schools

# Dr. Edward L. Whigham Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Dr. Edward L. Whigham Elementary School

21545 SW 87TH AVE, Cutler Bay, FL 33189

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

## Demographics

**Principal: Kathryn Guerra B**

Start Date for this Principal: 8/19/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (57%) 2017-18: C (53%) 2016-17: B (61%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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## 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	80%
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	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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## Part I: School Information

### School Mission and Vision

#### 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 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. We strive to provide the highest quality education that empowers all students to be productive lifelong learners.

#### Provide the school's vision statement.

The students at Dr. Edward L. Whigham Elementary School will participate in experiential, project-based learning activities aligned with STEAM 5.0 and Cambridge Lessons that will prepare them for a rapidly changing world by instilling critical thinking skills, a global perspective, and a respect for core values of Learning, Meaning, Determination, and Social Responsibility.

### School Leadership Team

#### Membership

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

Name	Position Title	Job Duties and Responsibilities
Guerra, Kathryn	Principal	The principal's duties and responsibilities consist of creating a Leadership Team that consists of qualified members.
Colzie, Shandra	Assistant Principal	The assistant principal's duties and responsibilities consist of laying out and enforcing the goals and action steps listed in the School Improvement Process.
Campbell, Brandi	Teacher, K-12	The duties and responsibilities of the ELA Curriculum Leader consists of ensuring that improvement in the ELA curriculum area are set and met.
Clifford, Kimberly	Teacher, K-12	The duties and responsibilities of the 4th and 5th Grade Curriculum Leader consists of ensuring that improvement in the 4th and 5th curriculum area are set and met.
Crousillat, Lillian	Teacher, PreK	The duties and responsibilities of the Pre-k Curriculum Leader consists of ensuring that improvement in the Pre-k curriculum area are set and met.
Gonzalez, Nicole	Teacher, K-12	The duties and responsibilities of the Science Curriculum Leader consists of ensuring that improvement in the curriculum area are set and met.

### Demographic Information

**Principal start date**

Saturday 8/19/2017, Kathryn Guerra B

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

45

**Total number of teacher positions allocated to the school**

52

**Total number of students enrolled at the school**

554

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

0

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

0

**Demographic Data****Early Warning Systems****2021-22**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	76	103	81	73	58	101	0	0	0	0	0	0	0	492
Attendance below 90 percent	7	28	13	3	8	12	0	0	0	0	0	0	0	71
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	10	11	5	9	0	0	0	0	0	0	0	39
Course failure in Math	0	2	4	4	3	9	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	20	36	23	12	22	0	0	0	0	0	0	0	0	113

**The number of students with two or more early warning indicators:**



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	10	5	3	13	0	0	0	0	0	0	0	36

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	5	11	9	3	1	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	1	1	2	0	0	0	0	0	0	0	4

**Date this data was collected or last updated**

Tuesday 8/10/2021

**2020-21 - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Number of students enrolled														
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA														
Course failure in Math														
Level 1 on 2019 statewide FSA ELA assessment														
Level 1 on 2019 statewide FSA Math assessment														

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
Students with two or more indicators														

**The number of students identified as retainees:**

Indicator	Grade Level													Total
Retained Students: Current Year														
Students retained two or more times														

**2020-21 - Updated****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	
Number of students enrolled	116	86	89	80	111	116	0	0	0	0	0	0	0	598
Attendance below 90 percent	26	14	5	9	11	30	0	0	0	0	0	0	0	95
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	14	9	10	14	0	0	0	0	0	0	0	53
Course failure in Math	0	3	4	7	10	25	0	0	0	0	0	0	0	49
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	12	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	11	0	0	0	0	0	0	0	16

#### The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	6	10	6	14	27	0	0	0	0	0	0	0	63

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	5	12	9	2	1	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	1	2	0	0	0	0	0	0	0	0	3

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				61%	62%	57%	57%	62%	56%
ELA Learning Gains				61%	62%	58%	54%	62%	55%
ELA Lowest 25th Percentile				60%	58%	53%	49%	59%	48%
Math Achievement				67%	69%	63%	60%	69%	62%
Math Learning Gains				63%	66%	62%	48%	64%	59%
Math Lowest 25th Percentile				44%	55%	51%	44%	55%	47%
Science Achievement				42%	55%	53%	61%	58%	55%

### Grade Level Data Review - State Assessments

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	60%	60%	0%	58%	2%
Cohort Comparison						
04	2021					
	2019	63%	64%	-1%	58%	5%
Cohort Comparison		-60%				
05	2021					
	2019	55%	60%	-5%	56%	-1%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	78%	67%	11%	62%	16%
Cohort Comparison						
04	2021					
	2019	67%	69%	-2%	64%	3%
Cohort Comparison		-78%				
05	2021					
	2019	54%	65%	-11%	60%	-6%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	42%	53%	-11%	53%	-11%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The value displayed is the percent of students proficient based on i-Ready.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58.2%	48.6%	62.3%
	Economically Disadvantaged	56.3%	47.1%	64.7%
	Students With Disabilities	80%	45.5%	40%
	English Language Learners	20%	10%	10%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48.5%	48.6%	62.3%
	Economically Disadvantaged	46.9%	47.1%	62.7%
	Students With Disabilities	81.8%	36.4%	50%
	English Language Learners	20%	40%	40%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43.1%	54.9%	67.6%
	Economically Disadvantaged	40.4%	55.4%	68.4%
	Students With Disabilities	35.7%	28.6%	46.2%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25%	45.1%	66.2%
	Economically Disadvantaged	24.6%	41.1%	64.9%
	Students With Disabilities	21.4%	14.3%	46.2%
	English Language Learners	N/A	N/A	N/A

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41.2%	49.3%	65.2%
	Economically Disadvantaged	35.7%	45.6%	66.7%
	Students With Disabilities	26.7%%	31.3%	37.5%
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13%%	31.9%	56.3%
	Economically Disadvantaged	14%%	31.6%	55%
	Students With Disabilities	N/A	12.5%	20%
	English Language Learners	N/A	N/A	N/A
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45.7%	51%	56.3%
	Economically Disadvantaged	41.6%	48.8%	55%
	Students With Disabilities	5%	20%	20%
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29.7%	52.1%	55.2%
	Economically Disadvantaged	27.6%	50%	51.3%
	Students With Disabilities	10%	25%	15%
	English Language Learners	N/A	N/A	N/A

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37.6%	52.5%	60.6%
	Economically Disadvantaged	33.8%	50.6%	57.3
	Students With Disabilities	N/A	18.2%	36.4%
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.1%	43.7%	60%
	Economically Disadvantaged	26.6%	39.2%	57.9%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	27.3%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	26%	N/A
	Economically Disadvantaged	N/A	23%	N/A
	Students With Disabilities	N/A	9%	N/A
	English Language Learners	N/A	20%	N/A

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	20	31		15	23		20				
ELL	43	60	60	39	35		39				
BLK	50	39		36	17		53				
HSP	56	42	42	52	30	31	51				
WHT	71			59							
FRL	52	47	48	45	29	25	45				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	50	73	54	53	50					
ELL	48	63	63	60	70	58	38				
BLK	52	50	40	57	48	60	23				
HSP	63	64	67	70	68	47	48				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	61	67		70	50						
FRL	58	57	56	65	62	46	41				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	53	54	18	38	36					
ELL	49	62	52	51	48	44	47				
BLK	46	44		52	44	20	57				
HSP	61	57	54	63	50	51	63				
WHT	44	50		56	33						
FRL	55	55	50	58	47	48	59				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	365
Total Components for the Federal Index	8
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	



## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

The school's ELA and Math data is equivalent to the district's Achievement Gap from 3rd to 5th grade.

All ELA Subgroup Achievements increased.

All ELA Subgroups Learning Gains for Tier 1-3 increased.

All Math Subgroup overall Learning Gains increased by 14 percentage points.

Science Subgroups Achievements levels decreased by 14 percentage points.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

All ELA subgroups Learning Gains increased by 27 percentage points. Students with Free and Reduced Lunch increased by 5 percentage points, SWD students increased by 36 percentage points, and ELL students increased by 40 percentage points.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

For the last 3 years, we have focused on implementing differentiated instruction along with using data trackers for i-Ready and assessments, and before and after school tutoring. The ELL and L25 students were targeted for tutoring. We need to be strategic with tracking data, targeting specific students that need tutoring, implementing intervention sooner in the school year, and common planning.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math Learning Gains increased from 49 points to 63 percentage points in 2019 FSA.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

We created data tracking folders that were monitored by administration. Teachers provided immediate feedback to students after assessments, students engaged in Math Talk, and students used manipulatives.

#### What strategies will need to be implemented in order to accelerate learning?

Evidence Based Strategies:

- Interactive Learning
- Hands on Learning
- Corrective Feedback
- Collaborative Learning/Structures
- Effective Questioning Response

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

The leadership Team will develop professional development opportunities on Interactive Learning Environments.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Administrative walk-throughs and department meetings will be implemented to ensure sustainability of improvement in the next year and beyond.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to Standards-aligned Instruction****Area of Focus Description and Rationale:**

Based on the data review and the decrease in FSA ELA and Mathematics' percentage points, our school will implement the targeted element of standards-aligned instruction. The decrease in percentage points in ELA and Mathematics demonstrate the need for this area of focus. Therefore, it is evident that we must improve our ability to effectively implement standard-aligned instruction, and infuse ongoing progress monitoring to timely make adjustments to our instructional delivery. Administration will monitor that instructional delivery entails scaffolding strategies (for subgroups) and timely checks for understanding methods.

**Measurable Outcome:**

If we successfully implement standards-aligned instruction, then all of our students will increase by minimum of five percentage points as evidenced by the 2022 state assessments.

**Monitoring:**

The Leadership Team will conduct quarterly data chats, adjust groups based on current data, follow-up with regular walk-throughs to ensure quality instruction is taking place. Administration will review bi-weekly lesson plans for indication of standards-aligned instruction for all students, Data analysis of formative assessments of all students will be reviewed monthly to observe progress. An online tracker will be created and used to monitor OPM data on a bi-weekly basis. The data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.

**Person responsible for monitoring outcome:**

Kathryn Guerra (pr5981@dadeschools.net)

**Evidence-based Strategy:**

Within the Targeted Element of Standards-aligned instruction, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven Instruction will assist in accelerating the learning gains of our students and meeting our students' needs.

**Rationale for Evidence-based Strategy:**

Standard-Aligned/Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

**Action Steps to Implement**

To address Standards-aligned instruction, administration will conduct consistent walk-throughs on a weekly basis. As a result, teachers and administration will learn more about instruction and identify what training and support teachers need. Administration will provide teachers effective and timely feedback via Microsoft Teams and Schoology.

**Person Responsible**

Kathryn Guerra (kbg Guerra@dadeschools.net)

To effectively address Standards-Aligned instruction, administration will use IPEGS standards to set the tone for the weekly walk-throughs. As a result teachers will know to incorporate statutory requirements with respect to effective teaching practices.

**Person Responsible**

Kathryn Guerra (pr5981@dadeschools.net)

To address Standards- Aligned Instruction, administration will consistently look for effective instruction from all teachers. As a result, students will become accustomed to routines, strategies, and instructional support.

**Person Responsible** Kathryn Guerra (pr5981@dadeschools.net)

To address Standards-Aligned Instruction, teachers will have opportunities to share their strategies with colleagues. As a result, school culture improve and teachers will form professional and personal relationships.

**Person Responsible** Kathryn Guerra (pr5981@dadeschools.net)

1/31-4/29 A presentation regarding Achievement Level Descriptors will be provided during the Nov. 4th faculty meeting. The following will be discussed:

- Students' current level (in a specific subject area)
- How to maintain current level
- How to meet students where they are
- \_How to enhance lesson plans to reach students by asking the correct questions.

**Person Responsible** Shandra Colzie (sc2020@dadeschools.net)

1/31-4/29 Administration will continue to conduct strategic walkthroughs, Weekly/Bi-Weekly Intervention Checks and provide morning announcement Shout Outs to recognize success and provide motivation.

**Person Responsible** Kathryn Guerra (kbg Guerra@dadeschools.net)

**#2. Leadership specifically relating to Specific Teacher Feedback**

<b>Area of Focus Description and Rationale:</b>	Based on qualitative data from the School Climate survey, the SIP survey, and review of the Core Leadership Competencies, we want to use the Specific Teacher Feedback of Leadership Team. From 2018 to 2020 providing feedback on instructional delivery decreased 8 percentage points. Providing feedback on lesson planning decreased 10 percentage points. Feedback will help build a culture of constructive criticism and improve teacher performance.
<b>Measurable Outcome:</b>	If we successfully implement the use of Specific Teacher Feedback of Leadership will provide constructive criticism twice a month. This feedback will intentionally improve teacher's instructional delivery.
<b>Monitoring:</b>	The administration will develop a schedule and a checklist to track classroom visits and that feedback was provided (following the visit) to ensure that teachers receive support to help improve student academic achievement. This feedback to teachers will ensure that they receive support to help improve their overall teaching performance. As a result of this professional development activity, the Leadership Team will develop a schedule and a checklist to track classroom visits and to ensure that feedback was provided to teachers. Teacher feedback will ensure that they receive proper support to help improve their overall teaching performance.
<b>Person responsible for monitoring outcome:</b>	Kathryn Guerra (kbguerre@dadeschools.net)
<b>Evidence-based Strategy:</b>	Within the Specific Teacher Feedback of Administrative Team, administrators will focus on the evidence-based strategies of Specific Teacher Feedback. Administrators will visit teacher's classroom twice a month. We hope to improve teacher's instructional delivery and make teachers feel open to constructive dialogue to make sure we are on track to meeting the outcome above.
<b>Rationale for Evidence-based Strategy:</b>	Providing teachers with feedback will assist in improving teacher performance within the building to carry out the vision, the mission and improve teacher's instructional delivery.

**Action Steps to Implement**

To address "Specific Teacher Feedback," Administration will meet to discuss and decide on a walk-through "look for" of the week. As a result, administrators will have an aim (during the walk-through) that will drive the purpose of the classroom visit.

**Person Responsible** Kathryn Guerra (pr5981@dadeschools.net)

To address "Specific Teacher Feedback" Teachers will be informed via morning announcements or the a weekly bulletin. As a result teachers can set classroom expectations and promote learning goals accordingly.

**Person Responsible** Kathryn Guerra (pr5981@dadeschools.net)

To address "Specific Teacher Feedback" Administration will use a walk-through template or an electronic tool to document teacher performance based on the targeted look for. As a result, Administration will be able to record evidence that support the expectation.

**Person Responsible** Kathryn Guerra (pr5981@dadeschools.net)

To address "Specific Teacher Feedback" Administration will plan feedback sessions to conduct restorative conversations to discuss strategies that were witnessed during the walk-through. As a result, teachers will have opportunities to receive constructive feedback and act on things that are important to improving their individual performance.

**Person Responsible** Kathryn Guerra (pr5981@dadeschools.net)

1/31-4/29 Added to the Whigham Weekly, will be the "reteach" skill for Math, ELA and Science. Weekly data checks will be conducted where students showing proficiency will receive a raffle ticket and an opportunity to be chosen and rewarded. Leadership Team members will disaggregate data per subject area to narrow down raffle recipients.

**Person Responsible** Shandra Colzie (sc2020@dadeschools.net)

1/31-4/29 Walkthroughs will need to maintain consistency by administration. Using the same Walkthrough Feedback template administration will need to be immediate and specifically target L25s and bubble students.

**Person Responsible** Shandra Colzie (sc2020@dadeschools.net)

**#3. Culture & Environment specifically relating to Social Emotional Learning**

<b>Area of Focus Description and Rationale:</b>	The learning environment is vital to students' comfort level while receiving instruction. How the teacher responds to a student's need determines their ability to make connections in the future. According to the PD Survey, only 11.86% of our teacher stated that the Learning Environment standard was addressed during instructional delivery.
<b>Measurable Outcome:</b>	If our teachers successfully implement tier 1 and tier 2 strategies then the number of student incidents will decrease from the 50% - 92% range to less than 50 %. The importance of implementing strategies that promote a positive environment will increase.
<b>Monitoring:</b>	The area of focus will monitored by administration and consistent walk-throughs and timely feedback. Administration will look for tier 1 expectations and implement the Check-in/out system for tier 2 and 3 students. The check-in/out system will help help monitor students who need additional behavior interventions. The learning should benefit from assistance outside the classroom.
<b>Person responsible for monitoring outcome:</b>	Kathryn Guerra (pr5981@dadeschools.net)
<b>Evidence-based Strategy:</b>	As the teacher implements tier 1 strategies to create a positive learning environment, students must follow rules in order for the learning environment to flow. We plan to use minor infraction forms as tier 1 and 2 documentation. The increased amount of accumulated minor infraction forms a student receives, indicates that he/she is targeted for additional interventions to improve his/her behavior in the classroom.
<b>Rationale for Evidence-based Strategy:</b>	The rationale for selecting this specific strategy is ensure tier 1 strategies are implemented before implementing tier 2 strategies. The minor infraction forms will be used before submitting a SCAM unless the behavior is a Level 2 or 3 behavior according to the Code of Student Conduct.

**Action Steps to Implement**

To address "Social Emotional Learning" the morning announcements will be used as a platform to begin the day with practicing mindfulness. As a result, students and teachers will receive strategies to assist with weaving SEL into their lessons.

**Person Responsible** Kathryn Guerra (pr5981@dadeschools.net)

To address "Social Emotional Learning" the implementation of Tier 1 expectations will be used (for a positive learning environment). As a result, Tier 1 supports will be delivered to all students and behavior expectations will emphasized and reinforced.

**Person Responsible** Kathryn Guerra (pr5981@dadeschools.net)

To address "Social Emotional" the usage of minor infraction forms will be used by teachers to document student behaviors. As a result, students who need additional interventions for behavior will be strategically targeted and receive proper behavior interventions. Infractions forms will be collected by administration and filed for monitoring purposes.

**Person Responsible** Kathryn Guerra (pr5981@dadeschools.net)

To address "Social Emotional Learning" Students will be targeted for additional interventions. The Check-in/out system will be used as one of our additional intervention to follow-up on student behavior. As a result, the Tier 2 interventions provide additional support for students who need more support to meet their goals socially, emotionally, and/or academically.

**Person Responsible** Kathryn Guerra (pr5981@dadeschools.net)

1/31-4/29 Students were selected and assigned to a Teacher (Mentor). Folders were created (per child) and parent letters were sent home to inform parents of the Check-In/Out program and reason for their child's participation. Students will meet with their assigned mentor and create a goal for the week. Two follow-up meetings will (weekly) occur to monitor the goal and conclude the week (progress status-check).

**Person Responsible** [no one identified]

1/31-4/29 In order for the process to be consistent, administration has added reminders, to execute the Check In/Out program, to the Whigham Weekly and morning announcements. More mentors have made attempts to set weekly goals and send their mentees to retrieve rewards (from the PBIS Store) for positive Walkthroughs will need to maintain consistency by administration. A reminder about submitting infractions forms have been made, as well.

**Person Responsible** Shandra Colzie (sc2020@dadeschools.net)



**#4. Instructional Practice specifically relating to Student Engagement****Area of Focus Description and Rationale:**

Based on the data review and the decrease in FSA ELA and Mathematics' percentage points, our school will implement the targeted element of standards-aligned instruction. The decrease in percentage points in ELA and Mathematics demonstrate the need for this area of focus. Therefore, it is evident that we must improve our ability to effectively and intentionally engage students during instructional delivery and infuse ongoing progress monitoring to timely make timely adjustments to our instructional delivery. Administration will monitor that instructional delivery entails scaffolding strategies (for subgroups) and timely checks for understanding methods.

**Measurable Outcome:**

If we successfully implement effective and intentional student engagement best practices, then all of our students will increase by minimum of five percentage points as evidenced by the 2022 state assessments.

**Monitoring:**

The Leadership Team will conduct quarterly data chats, adjust groups based on current data, follow-up with regular walk-throughs to ensure quality instruction is taking place. Administration will review bi-weekly lesson plans for indication of student engagement best practices/strategies for all students, Data analysis of formative assessments of all students will be reviewed monthly to observe progress. The data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.

**Person responsible for monitoring outcome:**

Kathryn Guerra (kbguerre@dadeschools.net)

**Evidence-based Strategy:**

Within the Targeted Element of Standards-aligned instruction, our school will focus on the evidence-based strategy of: Intentional Checks for Understanding methods. Continuous Checks for Understanding will give teachers information quickly about the need to differentiate instruction.

**Rationale for Evidence-based Strategy:**

Implementing effective and intentional student engagement strategies will ensure that teachers are using the gradual release strategies to actively engage all student and ensure that all students acquire on grade level different skills. Teachers will continually make adjustments to their instructional delivery as new data becomes available.

**Action Steps to Implement**

To address Student Engagement, administration will conduct consistent walk-throughs on a weekly basis. As a result, teachers and administration will learn more about instruction and identify what training and support teachers need. Administration will provide teachers effective and timely feedback via Microsoft Teams and Schoology.

**Person Responsible**

Kathryn Guerra (pr5981@dadeschools.net)

To effectively address Student Engagement, administration will use IPEGS standards to set the tone for the weekly walk-throughs. As a result teachers will know to incorporate statutory requirements with respect to effective teaching practices.

**Person Responsible**

Kathryn Guerra (pr5981@dadeschools.net)

To address Student Engagement, administration will consistently look for effective and intentional Checks for Understanding best practices from all teachers. As a result, students will become accustomed to accountability for their learning.

**Person Responsible** [no one identified]

1/31-4/29 To address Student Engagement, teachers will have opportunities to share their "Checks for Understanding" strategies with colleagues. As a result, school culture improve and teachers will form professional and personal relationships.

**Person Responsible** Kathryn Guerra (pr5981@dadeschools.net)

1/31-4/29 To continue effectively address Student Engagement, administration will need to maintain an effective walkthrough schedule that will support IPEGS standards/look for of the week. This expectation will continue to set the tone for walkthroughs and classroom expectations. .

**Person Responsible** Shandra Colzie (sc2020@dadeschools.net)

**#5. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

Based on the data review, our school will implement the Targeted Element of ELA. We selected the overarching area of ELA based on our findings that demonstrated 56% proficiency in ELA for grades 3 – 5 on the 2021 FSA. We compared the current 2021 ELA FSA data of 56% proficiency to the 2019 FSA ELA proficiency of 61%. Over the last two years, ELA proficiency dropped 5 percentage points. Tier 1 instruction (without checking for understanding) resulted in a decrease in proficient students. Therefore, we will strategically look for and monitor explicit delivery, and immediate follow-up from teachers throughout instructional delivery.

**Measurable Outcome:**

If we successfully monitor our students status of understanding of instruction, then our ELA Proficient students will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.

**Monitoring:**

The administrative team will participate in targeted walk-throughs to monitor the frequency teachers check for understanding during instructional delivery. Explicit feedback will be provided weekly and growth in weak areas is expected. Targeted walk-throughs will be conducted to monitor the Check for Understanding best practices. Collection of observational data and explicit feedback will be utilized to adjust instruction. Data analysis of bi-weekly progress monitoring assessments, as well as the review of products, will be utilized to track progress and determine the effectiveness of instructional delivery.

**Person responsible for monitoring outcome:**

Kathryn Guerra (pr5981@dadeschools.net)

**Evidence-based Strategy:**

Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Check for Understanding. Implementing the "Checks for Understanding" method will inform teachers about their students' current level of knowledge and understanding. This best practice will result in improved lesson quality, instructional effectiveness, and student achievement. Effective checks for understanding will be monitored by observation of developed instruction, product reviews, and progress monitoring performance.

**Rationale for Evidence-based Strategy:**

Checks for Understanding will ensure teachers check for understanding throughout the lesson. Continual feedback related to delivery, product effectiveness, and assessment performance will guide shifts and enhancements in instructional delivery and student performance.

**Action Steps to Implement**

1/31-4/29 Remind teachers to focus on all students' academic progress, there will be an introduction and the implementation of Achievement Level Descriptors (ALDs) during a faculty meeting. Teachers will receive an email regarding ALDs and a template (to teachers) before data chats so teachers can work on their data information. Teachers will need to explain how they plan to implement ALDs to meet students where they are (currently) and how they plan to move all students to their (next) possible academic level.

**Person Responsible** [no one identified]

1/31-4/29 To continue effectively address and monitor Achievement Level Descriptors, administration will need to maintain an effective walkthrough template that addresses ALD components to ensure they are monitored and followed. ALDs are also discussed during data chats. Also, the second round of data chats were conducted immediately following AP 2 to prevent avoid the delay in discussing student progress, the use of resources and restorative conversations with teachers.

**Person Responsible** Kathryn Guerra (kbg Guerra@dadeschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**The discipline data indicates that our school is under 2% for students receiving 1 or 2 referrals. It is not a major concern however, the school will monitor this area by explicitly incorporating Tier 1 strategies and implementing Tier 2 strategies for targeted students.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

Dr. Edward L. Whigham Elementary shall initiate building a positive school culture and environment by creating and monitoring the implementation of Tier 1 and Tier 2 behavioral strategies. Opening of Schools will be used to stress the importance of implementing Tier 1 strategies. Tier 2 behavioral strategies will be implemented for Tier 2 students and staff members will be monitored based on the IPEGSS framework. Staff members will also be recognized and praised on a bi-weekly basis during faculty meetings. In order to build a positive school culture, building and maintaining a strong teacher/student culture is vital. A Check-In/Check-Out system will be used to monitor the well-being of our students.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in promoting a positive culture and environment at the school include administration, teachers, parents, and the entire faculty/staff. It is imperative that our teachers model and monitor classroom expectations. Teachers will use a communication log to document parent contact regarding academics, behavior, and emotional progress. Administration will monitor teachers' enforcement of classroom expectations along with the behavioral, social emotional learning progress of Tier 2 and 3 students. The entire staff will assist in promoting a positive culture and environment at Dr. Edward L. Whigham Elementary by monitoring Tier 2, 3, and L25 students' behavior and social/emotional learning.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00