

Miami-Dade County Public Schools

Dr. Edward L. Whigham Elementary School



2022-23 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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (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
School Grades History	2021-22: B (59%) 2018-19: B (57%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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.

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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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<https://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.

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 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. We strive to provide a world class education to every student, and to be the preeminent provider of the highest quality education that empowers all students to be productive lifelong learners and responsible global citizens. To support and encourage children to achieve success to develop their maximum potential.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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 Leader (and Grade Level Chair) consists of ensuring that expectations are set and improvement is made in the ELA curriculum.
Delesdernier, Adrian	Teacher, K-12	The duties and responsibilities of the Science Leader (and Grade Level Chair) consists of ensuring that expectations are set and improvement is made in the Science curriculum.
Tarboush, Atiat	Teacher, K-12	The duties and responsibilities of the STEAM Leader (and Grade Level Chair) consists of ensuring that expectations are set and improvement is made in the STEAM curriculum.

Demographic Information

Principal start date

Saturday 8/19/2017, Kathryn Guerra B

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

11

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

563

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	97	105	106	86	78	68	0	0	0	0	0	0	0	540
Attendance below 90 percent	0	15	26	9	5	8	0	0	0	0	0	0	0	63
One or more suspensions	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Course failure in ELA	0	2	9	10	9	3	0	0	0	0	0	0	0	33
Course failure in Math	0	2	4	1	6	4	0	0	0	0	0	0	0	17
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	10	8	0	0	0	0	0	0	0	28
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	12	15	0	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	0	1	12	23	12	9	0	0	0	0	0	0	0	57

Using the table above, complete the table below with the number of students by current grade level who have 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	3	7	16	16	32	0	0	0	0	0	0	0	74

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	6	10	4	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	1	2	1	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Thursday 9/15/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	63%	62%	56%				61%	62%	57%
ELA Learning Gains	67%						61%	62%	58%
ELA Lowest 25th Percentile	62%						60%	58%	53%
Math Achievement	59%	58%	50%				67%	69%	63%
Math Learning Gains	59%						63%	66%	62%
Math Lowest 25th Percentile	45%						44%	55%	51%
Science Achievement	61%	64%	59%				42%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	60%	60%	0%	58%	2%
Cohort Comparison		0%				
04	2022					
	2019	63%	64%	-1%	58%	5%
Cohort Comparison		-60%				
05	2022					
	2019	55%	60%	-5%	56%	-1%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	78%	67%	11%	62%	16%
Cohort Comparison		0%				
04	2022					
	2019	67%	69%	-2%	64%	3%
Cohort Comparison		-78%				
05	2022					
	2019	54%	65%	-11%	60%	-6%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	42%	53%	-11%	53%	-11%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	22	57	53	30	47	39	37				
ELL	44	68	57	52	53	40	55				
BLK	63	64		47	52		42				
HSP	61	70	63	61	61	55	63				
WHT	72	57		53	46						
FRL	60	70	63	57	57	44	54				
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				
WHT	61	67		70	50						
FRL	58	57	56	65	62	46	41				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

According to Whigham's "School Data Review," the following subgroups indicate an upward trend 2021 to 2022. ELA and Math data is equivalent to the district's Achievement Gap from 3rd to 5th grade. SWD ELA Subgroup Achievements increased 2 percentage points, scoring from 20 to 22 from 2021-2022.

SWD ELA Subgroups Learning Gains for ELA Learning gains increase by 26 percentage points, scoring from 31 to 57 from 2021 - 2022. SWD Math Subgroup Learning Gains increased by 24 percentage points, scoring from 23 to 47 from 2021 to 2022.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

All Math subgroups Learning Gains increased by 10 percentage points but less than 60%. SWD students increased by 24 percentage points, and ELL students increased by 15 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 2022 state assessments, showed the most improvement?

Math Learning Gains increased from 31 percentage points to 59 percentage points in 2022 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. Professional Development will take place during faculty meetings, one in October, and November (on Wednesdays).

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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on our findings, our L25's have demonstrated an increase in learning gains in Reading and Math. From 2021-22, Reading indicates a 37-percentage point increase and Math indicates a 46-percentage point increase. To We need to continue the growing path and strategize Interventions (for all students) to reach a five percentage point increase, especially our L25s.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

According to the 2022 FSA proficiency data, 45% of the L25 students scored proficient on the Math FSA and 67% of the L25 students scored proficient in Reading. If we successfully implement effective and intentional collaborative best practices, then our L25 scores will increase by minimum of 15 percentage points as evidenced by the 2023 state assessments.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Administration will conduct common planning walk-throughs. Collaborative planning meetings will be monitored to observe progress of the planning process. In conjunction, L25 students' data will be reviewed monthly to observe progress. We will create a tracker to monitor topic assessments and reading progress monitoring test. The data collected will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Morning tutoring will be provided for those students who are not showing growth on topic assessments and reading progress monitoring test.

Person responsible for monitoring outcome:

Kathryn Guerra (pr5981@dadeschools.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of Effective Planning Strategies. Data-driven instruction will assist in accelerating the learning gains of our L25 students as it is a systematic approach of instruction to meet the students' needs. Data-driven instruction will be monitored using data trackers to drive instructional planning and data chats.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific

Collaborative Planning will ensure that teachers are using the core curriculum, relevant and aligned data to plan lessons that are customized to students' needs. Teachers will continually adjust their instruction, plans, and instructional delivery as new data becomes available.

strategy.
Describe the
resources/
criteria used for
selecting this
strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22 - 10/14/22 - Implement collaborative planning structures in the master schedule. As a result of conducting collaborative planning (once or twice a month), teachers will discuss student data and personalized instructional practices.

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

8/22/22 - 10/14/22 - Grade levels will conduct collaborative planning sessions once a twice a month. As a result of maintaining structure during the collaborative planning sessions, each grade level will ensure the collaborative planning process is aligned with the pacing guide and students' needs.

Person Responsible Kathryn Guerra (pr5981@dadeschools.net)

8/22/22 - 10/14/22 - Administratos will participate in common planning sessions. As a result of administration conducting common planning walk-throughs, administration will observe that the collaborative planning process consists of the framing context, process and implementation, an dprocess outcomes.

Person Responsible Kathryn Guerra (pr5981@dadeschools.net)

8/22/22 - 10/14/22 - Administrators will conduct daily walkthroughs with a focus on instructional delivery. As a reult of conducting classroom walkthroughs, administration will observe that effective common planning strategies are implemented in teacher's instructional delivery.

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

Administrtrators will collect grade levels agendas from Leadership Team members. As a result of collecting commpn planning agendas, Leadserhip Team will be held accounatble to conduct grade level meetings and to provide thde crucial setting for making key decisions.

Person Responsible Shandra Colzie (sc2020@dadeschools.net)

Administrators will use agendas to address concerns and recognize glows during the Leadership Team. As a result, the Leadership Team meetings and common planning will create a culture of collaborative conversations.

Person Responsible Shandra Colzie (sc2020@dadeschools.net)

#2. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**Area of Focus****Description**

and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

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 2021 to 2022 providing feedback on instructional delivery decreased 8% percentage points and providing feedback on lesson planning decreased 10%. Feedback will help build a culture of reflective practices and improve teacher performance.

Measurable**Outcome:**

State the

specific

measurable

outcome the

school plans to

achieve. This

should be a

data based,

objective

outcome.

According to the 2021-22 data, our Math proficiency increased from 49 percentage points to 59 percentage points. Implementing deliberate and targeted Specific Teacher Feedback/Walkthroughs will promote a tweak (where necessary) in instructional delivery to ensure all students show improvement from PM1 to PM2.

Monitoring:

Describe how

this Area of

Focus will be

monitored for

the desired

outcome.

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.

Person

responsible for

monitoring

outcome:

Kathryn Guerra (kbguerra@dadeschools.net)

Evidence-

based

Strategy:

Describe the

evidence-

based strategy

being

implemented

for this Area of

Focus.

Within the Specific Teacher Feedback of Administrative Team, administrators will focus on the evidence-based strategies of Specific Teacher Feedback. Administrators will visit classrooms weekly. 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.

Rationale for

Evidence-

based

Strategy:

Explain the

Providing teachers with specific and timely feedback will improve student performance, teacher's instructional delivery, additionally, enforce the vision, and the mission.

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22 - 10/14/22 - 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 (kbguerra@dadeschools.net)

8/22/22 - 10/14/22 - During staff meetings, faculty will be provided with opportunities to share feedback on various school operational and academic areas. As a result, teachers will be empowered to participate in the decision-making process.

Person Responsible Kathryn Guerra (kbguerra@dadeschools.net)

8/22/22 - 10/14/22 - During the Leadership Team meetings, we will review concerns/ideas and consider adding the most suggested topic to the staff meeting agenda. As a result, the Leadership Team will discuss and create proper action steps to address concerns.

Person Responsible Kathryn Guerra (kbguerra@dadeschools.net)

8/22/22 - 10/14/22 - Provide opportunities during collaboration planning meetings for teachers to share input on matters relevant to the learning environment. As a result, teacher's ideas or concerns will be taken into consideration and addressed during leadership team meetings.

Person Responsible Kathryn Guerra (pr5981@dadeschools.net)

8/22/22 - 10/14/22 - Following discussions during the Leadership Team Meetings, the most suggested item of feedback will be mentioned during upcoming staff meetings. As a result, the Leadership Team and faculty will participate in resolving concerns as a team.

Person Responsible Kathryn Guerra (pr5981@dadeschools.net)

Administrators will use Whigham Weekly to Share out strategies seen during walkthroughs. As a result, teachers will have weekly access to strategies they can implement during their instructional delivery

Person Responsible Shandra Colzie (sc2020@dadeschools.net)

Administrators will implement a share-out segment. As a result teachers will be celebrated for their great teachings and shareout strategies for teachers to implement in their classrooms.

Person Responsible Kathryn Guerra (kbguerra@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Attendance

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our attendance rate indicates that we have 25% of our students with 16-30 absences compared to the District's 20%. Based on the data review, our school will implement the Targeted Element of Student Attendance. Students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency on state and progress monitoring assessments. We recognize the need to tailor out attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance (16 - 30 absences) will decrease 5 percentage points by June 2023.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team along with the Attendance Review Committee (ARC) will connect with families who struggle with attendance and identify the root cause for absences, creating a plan of action to ensure students improvement in attendance. The ARC will plan regular student incentives to promote attendance, monitor the Truancy Intervention Report on a weekly basis with emphasis on attendance trends for students with excessive absences. Home visits and address verification will be conducted by the Community Involvement Specialist, and truancy packets and meetings with parents will be held accordingly by the ARC Team and i-Attend Specialist. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made as necessary. Also, a designated bulletin board will be used as our monthly Attendance tracker. Grade Levels with the most perfect attendance record (Monthly) will be recognized and awarded.

Person responsible for monitoring outcome:

Kathryn Guerra (pr5981@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based

Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of Attendance initiatives. Attendance initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.

**strategy
being
implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

**Describe the
resources/
criteria used
for selecting
this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22 - 10/14/22 - Daily monitoring of the attendance bulletin will assist with identifying students struggling with attendance. Also, any necessary attendance corrections can be made daily. As result, the parents of students struggling with attendance will be identified and contacted in a timely manner.

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

8/22/22 - 10/14/22 - The Leadership Team along with the Attendance Review Committee (ARC) will connect with families who struggle with attendance and identify the root cause for absences. As a result, as a team we'll devise a plan of action to ensure student improvement in attendance.

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

8/22/22 - 10/14/22 - Assistant Principal, and Guidance Counselor will schedule to meet once a week to contact parents of students specifically with 16 - 30 absences..

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

Administration will begin an Attendance Bulletin Board to display the status of attendance (K-5). As a result, students will be motivated to present to school and the number of absences will decrease.

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

The Morning Announcement crew will announce classes with 100% (weekly). As a result, students will be motivated to present to school and the number of absences will decrease.

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

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

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2022 data review, our school will implement the Targeted Element of Differentiation. We selected the area of Differentiation in order to meet the needs of all learners, specifically our Students with Disabilities. Our Students With Disabilities (SWDs) increased 2 percentage points in proficiency on the 2022 FSA ELA when compared to the 2021 FSA ELA. With the targeted area of Differentiation, we will increase our proficiency level of SWDs by 2 percentage points.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement Differentiation, then our Students with Disabilities subgroup will improve by a minimum of 2 percentage points as evidenced by the 2023 Florida State Assessment.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Teachers will use data to design lesson plans to meet the students' individual needs and learning styles. By analyzing data from formative assessments, teachers will target standards that need to be remediated to ensure students are demonstrating growth. Administrators will conduct quarterly data chats with teachers to discuss data and ways to help meet each student's needs. Administrators will also conduct walkthroughs to ensure quality instruction is taking place. Extended learning opportunities will be provided to students who are not showing growth through intervention and/or before/after school tutoring.

Person responsible for monitoring outcome:

Shandra Colzie (sc2020@dadeschools.net)

**Evidence-based
Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Differentiation, our school will focus on the evidence based strategy of Data-Driven Instruction. Teachers will assess, analyze, and implement differentiated strategies to meet the needs of all students, specifically students with disabilities.

**Rationale for
Evidence-based**

**Strategy:
Explain the rationale for selecting this specific**

Using Data-Driven Instruction will lead to the implementation of differentiated instruction. By analyzing student data, teachers will be able to target students' needs, and closely monitor students' needs.

strategy.
Describe the
resources/
criteria used for
selecting this
strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22 - 10/14/22 - Administration and teachers will analyze data: FSA scores, i-Ready data, district assessments, and FAST Progress Monitoring data. Data Chats will be conducted on a quarterly basis. As a result, students in need of instructional support will be identified.

Person Responsible Kathryn Guerra (kbguerre@dadeschools.net)

8/22/22 - 10/14/22 - Administration and teachers will monitor the use of data reports in guiding instruction and remediation. As a result, adjustments in differentiated instructional strategies will occur in each classroom to ensure the needs of individual learners is met.

Person Responsible Shandra Colzie (sc2020@dadeschools.net)

8/22/22 - 10/14/22 - Classroom teachers will incorporate technology with a focus on using data reports generated from FAST, i-Ready, and Performance Matters to guide instruction and remediation. As a result, teachers will be able to differentiate instruction, select appropriate resources, implement differentiated instructional lesson as appropriate.

Person Responsible Kathryn Guerra (pr5981@dadeschools.net)

8/22/22 - 10/14/22 - Teachers will utilize data reports to provide remediation and enrichment for our students with disabilities. As a result, teachers will be able to closely monitor the progress of the students with disabilities and provide targeted remediation.

Person Responsible Kathryn Guerra (pr5981@dadeschools.net)

The Leadership Team will discuss ESE scores during the Leadership Team. As a result, the Leadership Team members will disseminate with their assigned grade level and teachers will adjust Interventions, and check for understanding strategies where necessary.

Person Responsible Shandra Colzie (sc2020@dadeschools.net)

Administration will follow-up with walkthroughs specifically targeting ESE students and how they are serviced during the walkthrough. As a result, walkthroughs and feedback will be targeted and meaningful towards adjustments that need to be made for our ESE students

Person Responsible Shandra Colzie (sc2020@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 implementing a Check-In/Out System where Whigham staff members will mentor students who need additional behavior interventions. Students will set goals with his/her mentor and will be rewarded for their progress at the end of the week. Whigham also plans to celebrate staff and student successes during the morning announcements, faculty meetings, and Leadership Team Meetings. Lastly, Whigham will promote a positive and collaborative culture by using the Grows and Glows method during collaborative conversations following walkthroughs or during faculty meetings. The collaborative approach will allow administrators to listen to the teachers and empower them to try new and innovative approaches in the classroom.

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

The stakeholders involved in promoting a positive culture and environment at the school includes 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.