Dr. Edward L. Whigham Elementary School

2014-15 School Improvement Plan

Dr. Edward L. Whigham Elementary School

21545 SW 87TH AVE, Cutler Bay, FL 33189

http://whigham.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	80%

Alternative/ESE Center	Charter School	Minority
No	No	91%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	B

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

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.

Provide the school's vision statement

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

School Environment

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

Dr. Edward L. Whigham has 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 in a risk taking environment.

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 to our students via counselor's corner, closed circuit television messages, presentations, assemblies, teacher recognition, Spot Success, and through our "Do the Right Thing" Program.

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

Schoolwide Discipline Plan
Classroom Discipline Plan
Code of Student Conduct
Parent Communication Logs
Guidance Counselor conferences
SST meeting
Student Service Meetings
Parent/Teacher conferences
Parent/Teacher/Administrator conferences
Incentives (Field Trips, Spot Success, Honor Roll, "Do the Right Thing")

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 are character building and promote positive self-esteem.

Early Warning Systems

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

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

Attendance is being targeted with students who have five or more absences. Students are being referred to school counselor, administrator and school social workers.
Students that demonstrate continuous disruptive behavior are referred for counseling.
Students that have been retained are receiving intensive instruction in the areas of reading, mathematics and or science.
Students that scored a Level 1 on the statewide standardized assessment are receiving intensive instruction during the school day.

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

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

Indicator	Grade Level 5	Total
Attendance below 90 percent	220	220
One or more suspensions	2	2
Course failure in ELA or Math	116	116
Level 1 on statewide assessment	156	156

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Targeted students that scored in the lowest 25 percentile are receiving intensive instruction during the school day.
Targeted students that are not meeting grade level expectation and mastery levels are receiving before school, during school and/or after school tutoring.
ELL Students that are not meeting grade level expectations and mastery levels are receiving after school tutoring.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/50893.

Description
A PIP has been uploaded for this school or district - see the link above.

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 1 Meetings and PTA general meetings to create a home to school connection. Parents are encouraged to attend Town Hall Meetings, Coffee and Conversation and other district-wide meetings. Through these meetings, parents are presented with strategies, resources and information that will allow them assist their child(ren) with their academic progress.

Effective Leadership

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

School Leadership Team

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

Name	Title
Suarez, Cynara	Principal
Hernandez-Guerra, Barbara	Assistant Principal
Tillet, Eduardo	Assistant Principal
Loupus, Joan	Teacher, ESE
Tarboush, Atiat	Teacher, K-12
Lopez, Sandra	Instructional Coach
Robinson, Kimberly	Teacher, K-12
Cowart, Priscilla	Teacher, K-12
Delesdernier, Adrian	Teacher, K-12
Torres, Valerie	Teacher, K-12

Duties

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

Tier 1(Leadership Team)
• Administrator - Barbara Hernandez, who will schedule and facilitate regular RtI 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
• School reading (Sandra Lopez), math (Dominic Humphrey), science (Adrian Delesdernier), ESOL (Valerie Torres)

and behavior specialists
• Special education personnel (Lizhel Demuth)
• School guidance counselor (Maria Seguinot)
• School psychologist (specify Stuart Weinstock)
• School social worker (Diana Carmona)
• Member 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 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.

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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. Holding regular monthly leadership meetings where increasing student achievement is the primary focus.
2. Using 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. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier
5. Reviewing data from interventionist to determine student progress in reading and mathematics.
Dr. Edward L. Whigham Elementary is a Title 1 School. The school receives Title 1 funds to help support the educational needs of all our students. Through our Title 1 Program, additional resources are used to assist with technology. Additionally, hourly personnel is also funded by Title 1 in an effort to assist our students that are not meeting grade level and need remediation and interventions. The purpose of Title 1 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. Title 1 funded Community Involvement Specialists (CIS) serve as a bridge between the home and school through home visits, conference calls, school site and community parenting activities. Through Title 1, meeting 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.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Cynara Suarez	Principal
Susan Godoy	Teacher
Atiat Tarbush	Teacher
Marilyn Home	Teacher
Lynn Reyes	Teacher
Kimberly Robinson	Teacher
Claudette Dawson	Teacher
Bibi Ishmael	Education Support Employee
Evelin Cespedes	Parent
Alex Fernandez	Parent
Dawn Faircloth	Parent
Miriam Radillo	Parent
Antoinette Renoit	Parent
Cynthia Miranda	Parent
Jeanette Porras	Teacher
Brandon Boneta	Student
Joe Faircloth	Business/Community

Duties

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

Evaluation of last year's school improvement plan

EESAC reviewed the School Improvement Plan on a monthly basis. EESAC discussed the goals and strategies used to increase student achievement. The staff and EESAC met to discuss the end of the year review of goals and strategies and made recommendations for the 2014-2015 School Improvement Plan.

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, attendance, along with budget, professional development training opportunities along with budget, professional development training opportunities, instructional materials, staffing, and student support services.

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.

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 Common Core State Standards. In addition, funds will be used for student incentives and recognition certificates.
Supplemental Common Core Books - $1,010.30
FCAT Materials - $598.40
Student Incentives - $107.00

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Hernandez-Guerra, Barbara	Assistant Principal
Tillet, Eduardo	Assistant Principal
Suarez, Cynara	Principal
Lopez, Sandra	Instructional Coach
Robinson, Kimberly	Teacher, K-12
Loupus, Joan	Teacher, ESE
Torres, Valerie	Teacher, K-12
Delesdernier, Adrian	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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.

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

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

Professional Learning Communities have been scheduled on a monthly basis for the 2014-2015 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 in the classroom.

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 Standards, reading, CRISS, differentiated instruction, rigor 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 effectively implement the McGraw Hill Reading Series and District-wide Pacing Guides.

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 lesson plans. Teachers will be given the opportunity to participate in professional development offered by the region and district. New teachers will be offered plc's in the area of Florida Standards as well as rigor, relevance and relationship.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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 used and aligned to plan effectively.

Instructional Strategies

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 differentiated instruction using data.
Before school, after school and during school intervention is implemented for all students not achieving proficiency or meeting grade level expectations.
Wonder Works is used for targeted students.
Examples:
Technology programs are used to reinforce and remediate reading and mathematics skills.
During school intervention is taking place for targeted students.

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: Extended School Day

Minutes added to school year: 3,000

Intensive tutoring will be offered to students that are FCAT Levels 1 and 2 in reading and/or mathematics. 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.

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
Lopez, Sandra, slopez3@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 and mathematics to gather data. The data will be used to plan for instruction. Teachers will use differentiated instruction to reteach skills in the area of reading and mathematics. Data chats will be held with tutors and students to target deficient areas in reading and mathematics. Monthly mini assessments will be given in order to continue to monitor progress.

Strategy: Extended School Day

Minutes added to school year: 1,500

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

Strategy Rationale

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

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Torres, Valerie, valerietorres@dadeschools.net

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

A reading pre-test will be given to gather data. The data will be used to plan for instruction. Teachers will use differentiated instruction to reteach targeted reading skills. Data chats will be held with tutors and students. Monthly mini assessments will be given in order to continue to monitor progress.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Students from participating preschools, their teachers, and their parents/guardians visit individual kindergarten classrooms and are actively engaged in daily activities with the students in those classrooms. Additionally, parents/guardians are provided 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 disaggregated 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 and their 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.

College and Career Readiness

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

NA

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

NA

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

NA

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

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

G2.   Use the Early Warning System Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement.

G3.   Increase student participation in Science Technology Engineering and Mathematics (STEM) experiences by using technology programs.

G4.   Parental Involvement - See PIP.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

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

G048867

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - African American	64.0
AMO Reading - SWD	51.0
AMO Math - All Students	60.0
AMO Math - African American	53.0
AMO Math - Hispanic	62.0
AMO Math - White	69.0
AMO Math - ELL	47.0
AMO Math - ED	57.0
AMO Math - SWD	51.0
FCAT 2.0 Science Proficiency	48.0

Resources Available to Support the Goal `2`

- Reading Coach, Math/Science Liaisons, UF I3 Grant: Teacher Fellows, Principal, Assistant Principals; Interventionists, Hourly Teachers, WAVE student program, technology in the classrooms, integrating technology through the use of labs, Cambridge program, EFL program, SPED inclusion with collaboration, Monthly Leadership Team Meetings, Weekly Administrative Team Meetings, Student Services Team, Media Center Specialist, Common planning, 3-5 Departmentalization (2-way)

Targeted Barriers to Achieving the Goal `3`

- Limited evidence of effective collaborative planning

Plan to Monitor Progress Toward G1. `8`

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

Person Responsible

Schedule
Weekly, from 10/3/2014 to 6/4/2015

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

G2. Use the Early Warning System Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement. 1a

G048869

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	30.0
One or More Suspensions	0.01

Students exhibiting two or more EWS indicators (Total)

Resources Available to Support the Goal 2

- Reading Coach, Math/Science Liaisons, UF I3 Grant: Teacher Fellows, Principal, Assistant Principals; Interventionists, Hourly Teachers, WAVE student program, technology in the classrooms, integrating technology through the use of labs, Cambridge program, EFL program, SPED inclusion with collaboration, Monthly Leadership Team Meetings, Weekly Administrative Team Meetings, Student Services Team, Media Center Specialist, Common planning, 3-5 Departmentalization (2-way)

Targeted Barriers to Achieving the Goal 3

- Students' lack of basic skills

Plan to Monitor Progress Toward G2. 8

Intervention data, daily attendance percentages, and amount of behavior issues will be monitored and reviewed with fidelity.

Person Responsible

Cynara Suarez

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Assessment results, daily attendance bulletin and attendance percentage reports, and amount of SCMS on behavior

G3. Increase student participation in Science Technology Engineering and Mathematics (STEM) experiences by using technology programs. 1a

G048870

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Reading Coach, Math/Science Liaisons, UF I3 Grant: Teacher Fellows, Principal, Assistant Principals; Interventionists, Hourly Teachers, WAVE student program, technology in the classrooms, integrating technology through the use of labs, Cambridge program, EFL program, SPED inclusion with collaboration, Monthly Leadership Team Meetings, Weekly Administrative Team Meetings, Student Services Team, Media Center Specialist, Common planning, 3-5 Departmentalization (2-way)

Targeted Barriers to Achieving the Goal 3

- Additional resources for STEM activities are needed

Plan to Monitor Progress Toward G3. 8

Monitor the use of technology to enhance STEM related activities.

Person Responsible

Cynara Suarez

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Data analysis, lesson plans, walkthroughs, student work samples, review of meetings' minutes

G4. Parental Involvement - See PIP. 1a

G048871

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

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

🔑 G048867

G1.B1 Limited evidence of effective collaborative planning 2

🔑 B122032

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

🔑 S133979

Strategy Rationale

This strategy was chosen to optimize effective instruction by increasing rigor in the classroom, differentiated instruction and collaboration among staff.

Action Step 1 5

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

Person Responsible

Cynara Suarez

Schedule

On 10/3/2014

Evidence of Completion

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

Action Step 2 `5`

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

Person Responsible

Cynara Suarez

Schedule

Weekly, from 10/13/2014 to 6/4/2015

Evidence of Completion

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

Action Step 3 `5`

Utilizing an instructional framework to plan for and implement lessons developed from collaborative planning sessions that include differentiated groups with learning targets derived from data during a Professional Learning Community setting.

Person Responsible

Cynara Suarez

Schedule

Weekly, from 10/15/2014 to 6/4/2015

Evidence of Completion

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

Action Step 4 5

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

Person Responsible

Cynara Suarez

Schedule

Weekly, from 10/16/2014 to 6/4/2015

Evidence of Completion

Coaching logs, debriefing sessions, teacher feedback

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

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

Person Responsible

Cynara Suarez

Schedule

Weekly, from 10/3/2014 to 6/4/2015

Evidence of Completion

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

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

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

Person Responsible

Schedule

Weekly, from 10/3/2014 to 6/4/2015

Evidence of Completion

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

G2. Use the Early Warning System Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement. 1

G048869

G2.B2 Students' lack of basic skills 2

B122056

G2.B2.S1 Provide students with opportunities to receive intensive instruction during the school day. 4

S133993

Strategy Rationale

Students not meeting proficiency need additional instructional time and assistance.

Action Step 1 5

Gather and collect data on students not meeting proficiency

Person Responsible

Sandra Lopez

Schedule

On 8/25/2014

Evidence of Completion

Data reports, PMP list, FCAT Scores and SAT Scores, Intervention Student Roster

Action Step 2 5

Implement an intervention schedule

Person Responsible

Sandra Lopez

Schedule

Daily, from 10/6/2014 to 6/4/2015

Evidence of Completion

Intervention schedule, Attendance sheets

Action Step 3 5

Follow up and support given to students and teachers by classroom assistants, hourly teachers and interventionists

Person Responsible

Sandra Lopez

Schedule

Weekly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Data Chats, Ongoing Progress Monitoring, resources used

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Intervention schedules, attendance, and progress monitoring data will be reviewed and instruction will be adjusted.

Person Responsible

Sandra Lopez

Schedule

Biweekly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Assessment data, Progress Monitoring Reports, Schedules, Attendance rosters

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Intervention schedules, attendance, and progress monitoring data will be reviewed and instruction will be adjusted.

Person Responsible

Sandra Lopez

Schedule

Biweekly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Assessment data, Progress Monitoring Reports, Schedules, Attendance rosters

G2.B2.S2 Provide positive reinforcement using school-wide Attendance Plan. [4]

S133994

Strategy Rationale

Through an incentive program, positive reinforcement will be used to improve attendance.

Action Step 1 [5]

Introduce teachers and students to school-wide attendance plan.

Person Responsible

Maria Seguinot

Schedule

On 8/14/2014

Evidence of Completion

Attendance plan guidelines, parent letter, Parent Student Handbook

Action Step 2 [5]

Student and teacher incentives for perfect attendance.

Person Responsible

Maria Seguinot

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

daily student bulletin, incentives awarded, list of recognized students and classrooms, attendance certificates, Perfect Attendance recognition during Honor Roll Assemblies.

Action Step 3 [5]

Follow up and support students with attendance issues through counseling.

Person Responsible

Maria Seguinot

Schedule

Monthly, from 10/3/2014 to 6/4/2015

Evidence of Completion

Teacher referral, Attendance reports, Student Services documentation

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Attendance reports will be monitored with fidelity

Person Responsible

Barbara Hernandez-Guerra

Schedule

Monthly, from 10/3/2014 to 6/4/2015

Evidence of Completion

Attendance reports

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Attendance reports will be monitored with fidelity

Person Responsible

Barbara Hernandez-Guerra

Schedule

Monthly, from 10/3/2014 to 6/4/2015

Evidence of Completion

Attendance reports

G2.B2.S3 Implement a school-wide Discipline Plan 4

S133995

Strategy Rationale

Through an incentive program, positive reinforcement will be used to improve behavior.

Action Step 1 5

Introduce Schoolwide Discipline Plan to students and teachers

Person Responsible

Eduardo Tillet

Schedule

On 8/14/2014

Evidence of Completion

Discipline Plan, Code of Student Conduct, Parent Student Handbook

Action Step 2 5

Promote positive behavior using the Schoolwide Discipline Plan.

Person Responsible

Eduardo Tillet

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

SCMS and student referrals, Do The Right Thing student nominations, Spot Success

Action Step 3 5

Refer severe behavior issues using the Response to Intervention Plan

Person Responsible

Barbara Hernandez-Guerra

Schedule

Every 6 Weeks, from 9/29/2014 to 4/27/2015

Evidence of Completion

Review number of SCMS generated every six weeks.

Plan to Monitor Fidelity of Implementation of G2.B2.S3 `6`

Monitor student behavior referrals and review Schoolwide Discipline Plan

Person Responsible

Barbara Hernandez-Guerra

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

SMCS, Student Referrals, Classroom Walk-throughs, student report cards

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 `7`

Monitor student behavior referrals and review Schoolwide Discipline Plan

Person Responsible

Barbara Hernandez-Guerra

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

SMCS, Student Referrals, Classroom Walk-throughs, student report cards

G3. Increase student participation in Science Technology Engineering and Mathematics (STEM) experiences by using technology programs. 1

G048870

G3.B1 Additional resources for STEM activities are needed 2

B122148

G3.B1.S1 Use technology to enhance opportunities for STEM based activities. 4

S134109

Strategy Rationale

Using technology will increase student opportunities to experience STEM related activities.

Action Step 1 5

Introduce available technology programs to enhance STEM activities to teachers and students.

Person Responsible

Adrian Delesdernier

Schedule

On 10/1/2014

Evidence of Completion

Agenda, Professional Learning Communities Sign-In Sheets

Action Step 2 5

Create lessons incorporating technology to enhance STEM opportunities for students.

Person Responsible

Adrian Delesdernier

Schedule

Biweekly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Lesson plans, Walkthroughs

Action Step 3 `5`

Follow-up and support the use of technology within lessons for teachers and students.

Person Responsible

Adrian Delesdernier

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Lesson plans, walkthroughs, student work samples

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Monitor the use of technology to enhance STEM related activities.

Person Responsible

Cynara Suarez

Schedule

Monthly, from 10/20/2014 to 6/4/2015

Evidence of Completion

Walkthroughs, student work samples, lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Monitor the use of technology to enhance STEM related activities.

Person Responsible

Cynara Suarez

Schedule

Monthly, from 10/20/2014 to 6/4/2015

Evidence of Completion

Walkthroughs, student work samples, lesson plans

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide professional development on using collaborative planning sessions to create effective lesson plans using an instructional framework which will include unwrapping the standard, evidence of higher order questioning, purposeful student led-talk, opportunities for student created academic writing, and differentiated instruction through small groups.	Suarez, Cynara	10/3/2014	Professional Development Deliverables: Agenda, Sign-in Sheets, handouts, Teacher reflections	10/3/2014 one-time
G2.B2.S1.A1	Gather and collect data on students not meeting proficiency	Lopez, Sandra	8/25/2014	Data reports, PMP list, FCAT Scores and SAT Scores, Intervention Student Roster	8/25/2014 one-time
G2.B2.S2.A1	Introduce teachers and students to school-wide attendance plan.	Seguinot, Maria	8/14/2014	Attendance plan guidelines, parent letter, Parent Student Handbook	8/14/2014 one-time
G2.B2.S3.A1	Introduce Schoolwide Discipline Plan to students and teachers	Tillet, Eduardo	8/14/2014	Discipline Plan, Code of Student Conduct, Parent Student Handbook	8/14/2014 one-time
G3.B1.S1.A1	Introduce available technology programs to enhance STEM activities to teachers and students.	Delesdernier, Adrian	10/1/2014	Agenda, Professional Learning Communities Sign-In Sheets	10/1/2014 one-time
G1.B1.S1.A2	Utilize instructional framework to plan for and implement lessons developed from collaborative planning sessions that include learning targets derived from the focus standard, opportunities for Higher Order Questioning Strategies, purposeful student-led talk, and academic writing.	Suarez, Cynara	10/13/2014	Developed lesson plans, student authentic work samples, student-led conversations, teacher reflections	6/4/2015 weekly
G2.B2.S1.A2	Implement an intervention schedule	Lopez, Sandra	10/6/2014	Intervention schedule, Attendance sheets	6/4/2015 daily
G2.B2.S2.A2	Student and teacher incentives for perfect attendance.	Seguinot, Maria	9/30/2014	daily student bulletin, incentives awarded, list of recognized students and classrooms, attendance certificates, Perfect Attendance recognition during Honor Roll Assemblies.	5/29/2015 monthly
G2.B2.S3.A2	Promote positive behavior using the Schoolwide Discipline Plan.	Tillet, Eduardo	8/18/2014	SCMS and student referrals, Do The Right Thing student nominations, Spot Success	6/4/2015 monthly
G3.B1.S1.A2	Create lessons incorporating technology to enhance STEM opportunities for students.	Delesdernier, Adrian	10/1/2014	Lesson plans, Walkthroughs	6/4/2015 biweekly
G1.B1.S1.A3	Utilizing an instructional framework to plan for and implement lessons developed from collaborative planning sessions that include differentiated groups with learning targets derived from data during a Professional Learning Community setting.	Suarez, Cynara	10/15/2014	Professional Learning Community Deliverables: Agenda, Sign-in Sheets, handouts, lesson plans, Teacher reflections	6/4/2015 weekly
G2.B2.S1.A3	Follow up and support given to students and teachers by classroom assistants, hourly teachers and interventionists	Lopez, Sandra	10/6/2014	Data Chats, Ongoing Progress Monitoring, resources used	6/4/2015 weekly
G2.B2.S2.A3	Follow up and support students with attendance issues through counseling.	Seguinot, Maria	10/3/2014	Teacher referral, Attendance reports, Student Services documentation	6/4/2015 monthly
G2.B2.S3.A3	Refer severe behavior issues using the Response to Intervention Plan	Hernandez-Guerra, Barbara	9/29/2014	Review number of SCMS generated every six weeks.	4/27/2015 every-6-weeks
G3.B1.S1.A3	Follow-up and support the use of technology within lessons for teachers and students.	Delesdernier, Adrian	10/1/2014	Lesson plans, walkthroughs, student work samples	6/4/2015 monthly
G1.B1.S1.A4	Follow-up and support will be provided for instructional staff as needed	Suarez, Cynara	10/16/2014	Coaching logs, debriefing sessions, teacher feedback	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	through visitations to observational classrooms, coaching cycles, Professional Learning Communities, and/ or Collaborative Planning Sessions.				
G1.MA1	Monitoring for effectiveness of strategy will be conducted through attendance of planning sessions, classroom walk-throughs, Leadership Team/ PLC meetings.		10/3/2014	Leadership Team meeting minutes, debriefing sessions with instructional staff, walk-through observations, data chats.	6/4/2015 weekly
G1.B1.S1.MA1	Monitoring for effectiveness of strategy will be conducted through attendance of planning sessions, classroom walk-throughs, Leadership Team/ PLC meetings.		10/3/2014	Leadership Team meeting minutes, debriefing sessions with instructional staff, walk-thru observations	6/4/2015 weekly
G1.B1.S1.MA1	Monitoring for effectiveness of strategy will be conducted through attendance of planning sessions, classroom walk-throughs, Leadership Team/ PLC meetings.	Suarez, Cynara	10/3/2014	Leadership Team meeting minutes, debriefing sessions with instructional staff, walk-thru observations	6/4/2015 weekly
G2.MA1	Intervention data, daily attendance percentages, and amount of behavior issues will be monitored and reviewed with fidelity.	Suarez, Cynara	8/18/2014	Assessment results, daily attendance bulletin and attendance percentage reports, and amount of SCMS on behavior	6/4/2015 monthly
G2.B2.S1.MA1	Intervention schedules, attendance, and progress monitoring data will be reviewed and instruction will be adjusted.	Lopez, Sandra	10/6/2014	Assessment data, Progress Monitoring Reports, Schedules, Attendance rosters	6/4/2015 biweekly
G2.B2.S1.MA1	Intervention schedules, attendance, and progress monitoring data will be reviewed and instruction will be adjusted.	Lopez, Sandra	10/6/2014	Assessment data, Progress Monitoring Reports, Schedules, Attendance rosters	6/4/2015 biweekly
G2.B2.S2.MA1	Attendance reports will be monitored with fidelity	Hernandez-Guerra, Barbara	10/3/2014	Attendance reports	6/4/2015 monthly
G2.B2.S2.MA1	Attendance reports will be monitored with fidelity	Hernandez-Guerra, Barbara	10/3/2014	Attendance reports	6/4/2015 monthly
G2.B2.S3.MA1	Monitor student behavior referrals and review Schoolwide Discipline Plan	Hernandez-Guerra, Barbara	8/18/2014	SMCS, Student Referrals, Classroom Walk-throughs, student report cards	6/4/2015 weekly
G2.B2.S3.MA1	Monitor student behavior referrals and review Schoolwide Discipline Plan	Hernandez-Guerra, Barbara	8/18/2014	SMCS, Student Referrals, Classroom Walk-throughs, student report cards	6/4/2015 weekly
G3.MA1	Monitor the use of technology to enhance STEM related activities.	Suarez, Cynara	10/1/2014	Data analysis, lesson plans, walkthroughs, student work samples, review of meetings' minutes	6/4/2015 monthly
G3.B1.S1.MA1	Monitor the use of technology to enhance STEM related activities.	Suarez, Cynara	10/20/2014	Walkthroughs, student work samples, lesson plans	6/4/2015 monthly
G3.B1.S1.MA1	Monitor the use of technology to enhance STEM related activities.	Suarez, Cynara	10/20/2014	Walkthroughs, student work samples, lesson plans	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

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

G1.B1 Limited evidence of effective collaborative planning

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

PD Opportunity 1

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

Facilitator

District Curriculum Support Specialists: Brittney Chin-Wong and Bernie Alonso

Participants

Instructional Staff

Schedule

On 10/3/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 2: Use the Early Warning System Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement.	67,247
Grand Total	**67,247**

Goal 2: Use the Early Warning System Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement.		
Description	**Source**	**Total**
B2.S1.A2 - Supplemental Resources	School Improvement Funds	4,047
B2.S1.A2 - Hourly personnel	Title I Part A	59,200
B2.S1.A2 - Hourly personnel	Title III	4,000
Total Goal 2		**67,247**