
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5981 - Dr. Edward L. Whigham Elementary School

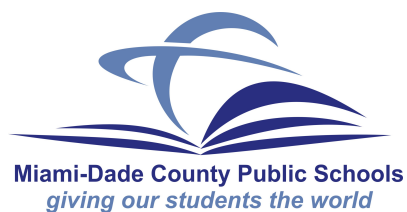
FeederPattern: Miami Southridge Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Paulette Martin

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Dr. Edward L. Whigham Elementary School

Dr. Edward L. Whigham Elementary School, with a total population of 1089 students, serves pre-kindergarten through fifth grade students. The socioeconomic background of our community spans from lower to upper middle class. The multi-ethnic population reflects the composition of the larger community. After analyzing and evaluating pertinent data such as the School Demographics, Academic Profile, and the Florida Comprehensive Assessment Test results, Dr. Edward L. Whigham Elementary, in conjunction with the Educational Excellence School Advisory Council, has identified the following objectives as schoolwide priorities for the 2005-2006 school year:

Given instruction using Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by sixty-five percent of students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by fifty-eight percent of the students meeting the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using Sunshine State Standards, students in the African American subgroup in grades three through five will improve their mathematics skills as evidenced by forty-five percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by eighty-five percent of the students meeting the state required mastery level as documented by scores of the 2006 Writing Test.

Given instruction using Sunshine State Standards, students in grade five will improve their science skills as evidenced by meeting or exceeding the District's mean scale score as documented by the 2006 FCAT Science Test.

Given schoolwide emphasis on parent outreach, parental involvement will improve as evidenced by a ten percent increase in the number of parents attending Title 1 parent workshops and other school site activities during the 2005-2006 school year as compared to the 2004-2005 school year and documented on workshop/activities attendance logs.

Given a safe environment, the number of teacher referrals made in 2005 -2006 will show a decrease of twenty percent as compared to the number of referrals in 2004 - 2005 as evidenced by the Student Case Management Executive Summary report.

Given the use of technology, students will increase their log-ins to Accelerated Reader, STAR and FCAT Explorer by five percent as compared to the 2004-2005 school year to enhance academic achievement.

The Health and Fitness program will show an annual increase of three percent in award recipients as measured by the FITNESSGRAM compared to the previous year's percent of award winners.

Given opportunities to participate in a variety of activities, ten percent of the student population will select at least one of the extra-curricular offerings based on their areas of interest and/or talent.

Given the State of Florida Return of Investment index data, Dr. Edward L. Whigham Elementary School will improve its ranking from the seventy-sixth percentile in 2003 to the ninetieth percentile on the next publication of the index.

To achieve these objectives, appropriate strategies have been suggested and planned by all of the school's stakeholders. Strategies to be implemented include: hiring an additional reading support teacher; continuing in-school and after school tutoring for targeted students in need of assistance; reading promotion and recognition programs; integrating the use of technology into the curriculum for teachers and students; continuing the implementation of the science lab program with the science teacher; increased use of authentic writing experiences for students; continuing the use of a variety of inservice training for staff as well as continuous monitoring of the School Improvement Plan. Based on the results of the Organizational Performance Index, the administration will implement strategies to communicate to staff how well the school is doing financially and to address those issues that staff feels gets in the way of progress. These strategies are designed for all students including students who are Limited English Proficient (LEP) as well as Students with Disabilities (SWD). All staff members will participate in the implementation of this plan.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Dr. Edward L. Whigham Elementary School

VISION

The staff and community of Dr. Edward L. Whigham Elementary School will challenge our students' curiosity and desire to explore the world by helping students ask relevant questions, develop processes for thinking, search for answers, communicate, work and live cooperatively. We endeavor to create an environment where rigorous academic and character development are achieved within the context of high expectations and standards for all students.

Our school's goal is to increase student performance in reading, writing, mathematics, science, social studies and technology. Parents, students, community and teachers will work together in planning, organizing, developing and maintaining the school's integrity and high standards of excellence.

MISSION

Dr. Edward L. Whigham Elementary School uses a whole child approach to educating students in a nurturing, supportive, academically rigorous environment. By focusing on real world experiences, students are empowered to use their knowledge to demonstrate competencies in intellectual, physical and service activities. The use of technology is an integral part of the total school program allowing teachers, parents and the community to actively participate in the education of all students.

CORE VALUES

We pursue the highest standards in academic achievement and organizational performance.

School Demographics

Dr. Edward L. Whigham Elementary School employs ninety-seven full time staff members and twenty part time staff members. Of this group, there are four administrators; forty-eight classroom teachers; one media specialist; one media clerk; six Exceptional Student Education teachers; two guidance counselors, thirteen special subject area teachers; five classroom paraprofessionals, six clerical employees; seven food service workers and eight custodial service workers. Of the teaching staff, six percent are beginning teachers with the average length of time teaching in Florida at eleven years. Fifty five percent of the teachers have advanced degrees. The ethnic composition of the teaching staff is as follows: thirty-four percent are White; twenty-four percent are African American; forty-one percent are Hispanic and one percent is Asian. Fifteen percent of the staff is male and eighty-five percent is female.

Dr. Edward L. Whigham Elementary School is located on eleven and one-half acres in South Miami-Dade County at 21545 S. W. 87th Avenue. A forty-eight classroom building, including two relocatable classrooms, is augmented by a cafeteria and a media center. In addition, there is an eleven classroom Primary Learning Center located less than two miles from the main campus. This ten year old school has been equipped to provide internet and intranet access to 100 percent of the classrooms. The media center houses a state of the art closed circuit television system with internet access computer stations. Additionally, there are science and computer laboratories located on campus.

Dr. Edward L. Whigham Elementary is located in a rapidly growing community. There are several new housing developments with approximately four thousand new homes and townhomes currently under construction within the school's attendance boundaries. This new growth has had an immediate effect on the school. The Art, Music, and Spanish rooms are being utilized as classrooms.

The school's population reflects the diversity of the surrounding community. The school has a forty-seven percent Hispanic population; forty-two percent African American population; seven percent White population and four percent other ethnic groups. Students living outside of the two mile area are transported by bus to the school.

Dr. Edward L. Whigham Elementary School has an active Parent Teachers Association and several Dade Partners which provide additional support and resources to the school. The school hosts many community meetings including Boy and Girl Scouts, Civic Associations, homeowners groups, etc. and serves as a training site for the Teacher Education Center.

School Foundation

Leadership:

In this area our school received an average score of 3.9. Overall, the staff felt competent in knowing the vision and mission of the school. In addition, the staff felt administration shared information about the organization.

The school's administration will consider the need to further solicit input from the staff as a way to increase involvement in the day to day operation of the school.

District Strategic Planning Alignment:

The average staff response of 3.6 indicated that the EESAC committee analyzes information to focus on goals and objectives of the school. However, asking for ideas was an area that could be improved.

Stakeholder Engagement:

In this area our school received an average score of 4.2 Overall, our faculty is aware of who the most important customers are.

An area needing improvement was recognizing if customers were satisfied or dissatisfied. Another area needing improvement was being allowed to make decisions to solve problems for the customers.

Faculty & Staff:

Faculty and staff felt that they were able to make changes to improve their work. This area received a ranking of 4.0 on the survey administered to all staff. An area needing attention is staff recognition.

Data/Information/Knowledge Management:

In this area our school received an average score of 4.2 Overall, the staff felt comfortable about measuring the quality of their work.

An area needing improvement was getting information needed to know how the organization is doing.

Education Design:

In this area the school received an average score of 3.7. Staff indicated that there was a good process in place for doing the work for which they were responsible.

An area needing improvement was being able to get all of the resources needed to do their jobs.

Performance Results:

In this area our school received an average score of 3.8. Overall, the staff felt customers were satisfied with their work. In addition, the staff felt their work products met all requirements for high quality and excellence.

An area needing improvement was knowing how well the organization is doing financially.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

All students will be able to read on or above grade level and become literate members of society.

Needs Assessment

The percentage of third grade students performing at FCAT Reading Levels 1 and 2 increased from forty-four percent in 2004 to forty-seven percent in 2005. There is a need to decrease the percentage of students performing at the lowest levels.

The percentage of fourth grade students performing at FCAT Levels 1 and 2 increased from thirty-one percent in 2004 to thirty-three percent in 2005. There is a need to decrease the percentage of students performing at the lowest levels.

The percentage of fifth grade students performing at FCAT Levels 1 and 2 decreased from sixty-one percent in 2004 to forty-one percent in 2005. Overall, sixty-five percent of the students in grades three, four and five met high standards in reading. Forty-two percent of the lowest twenty-five percent made learning gains in reading in 2005 compared to fifty-three percent in 2004.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by sixty-five percent of students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to implement grade level timelines that identify skills to be taught and resources to be used addressing all Sunshine State Standards being tested prior to January 2006.	Reading Coach School Site Administrators Teachers	8/8/2005	1/31/2006
Provide targeted intervention such as tutoring and computer assisted reading activities to address the needs of the African American subgroup.	Reading Coach Reading Support Team School Site Administrators Teachers Paraprofessionals	8/8/2005	5/24/2006
Continue to provide teacher in-service training in reading to enhance instruction and share best practices.	School Site Administrators Math Coach District/Regional Curriculum Support Specialists Teachers	10/17/2005	5/24/2006
Continue to provide intensive remediation using Voyager Passport for retained third grade students and students scoring in the lowest 25th percentile on the 2005 FCAT Reading Test. Progress will be monitored on a monthly basis through the use of site-based reading assessments.	Reading Coach School Site Administrators Paraprofessionals Teachers	8/8/2005	5/24/2006
Continue to implement the Sunshine State Standards following the framework established by the Comprehensive Research-Based Reading Plan in grades Kindergarten through five with emphasis on Guided Reading and fluency utilizing a variety of genres.	Reading Coach School Site Administrators Teachers	8/8/2005	5/24/2006
Provide school wide development and dissemination of Best Practices in reading instruction utilizing District, Regional and school site support staff.	Reading Coach School Site Administrators District/Regional Curriculum Support Specialists	8/8/2005	5/5/2006
Continue the use of supplemental activities at each grade level to promote higher order thinking skills and increase independent reading through a Reading Wall of Fame Recognition Plan, the use of	Reading Coach School Site Administrators Media Specialist Teachers	8/8/2005	5/24/2006

Accelerated Reader/STAR Program and individual reading logs.	
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Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

The following trainings will be provided for teachers during the 2005 - 2006 school year:

DIBELS Training

Best Practices in Reading

SRUSS Training

DAR Training

Houghton-Mifflin Training

Voyager Passport Training

Evaluation

The objectives will be evaluated by scores of the 2006 FCAT Reading Test. Students' progress will be monitored using site developed monthly assessments in addition to those assessments included in the Houghton Mifflin Core Reading Program.

Students participating in the tutorial programs will be assessed using DIBELS to determine the effectiveness of the supplemental instruction.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 2 STATEMENT:

All students will demonstrate increased performance in mathematics and function on or above grade level.

Needs Assessment

The percentage of third grade students performing at FCAT Mathematics Levels 1 and 2 decreased from fifty percent in 2004 to forty-two percent in 2005. There is a need to further decrease the percentage of students performing at the lowest levels.

The percentage of fourth grade students performing at FACT Levels 1 and 2 increased from thirty-nine percent in 2004 to fifty percent in 2005. There is a need to decrease the percentage of students performing at the lowest levels.

The percentage of fifth grade students performing at FCAT Levels 1 and 2 decreased from fifty-eight percent in 2004 to fifty percent in 2005. There is a need to further decrease the percentage of students performing at the lowest levels.

Fifty-seven percent of the students tested met high standards in mathematics, while fifty-three percent of the lowest twenty-five percent made learning gains compared to the previous year.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by fifty-eight percent of the students meeting the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using Sunshine State Standards, students in the African American subgroup in grades three through five will improve their mathematics skills as evidenced by forty-five percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer grade level Sunshine State Standards Benchmark Assessments to monitor student progress.	School Site Administrators Teachers Math Coach	8/8/2005	5/24/2006
Continue to provide teacher in-service training in mathematics to enhance instruction and share best practices.	School Site Administrators District/Regional Curriculum Support Specialists Math Coach Teachers	8/8/2005	5/24/2006
Continue to provide small group tutoring for students scoring in the lowest range of the FCAT Mathematics Test and targeted AYP subgroups.	School Site Administrators Teachers Math Coach	8/8/2005	5/24/2006
Provide mathematics workshops for parents to assist them in helping their children at home.	School Site Administrators Teachers Math Coach Community Involvement Specialist	08/08/05	05/24/06
Continue to integrate technology, including FCAT Explorer to enhance instruction for students in grades three through five.	School Site Administrators Computer Technology Specialist Teachers Math Coach	08/08/05	05/24/06
Establish the position of Math Coach to enhance Mathematics instruction and provide professional development to teachers.	School Site Administrators	10/17/05	05/24/06
Implement the District developed scope and sequence to achieve mastery of the Sunshine State Standards.	School Site Administrators Teachers Math Coach	08/08/05	05/24/06

Research-Based Programs

Harcourt Mathematics Series

Professional Development

FCAT Explorer Training for selected staff members

Riverdeep Training for intermediate staff members

Best Practices in Mathematics workshop for all staff

Evaluation

The objectives will be evaluated by scores of the 2006 FCAT Mathematics Test. Students' progress will be monitored using site developed monthly assessments in addition to assessments provided through the Core Math Program.

Students participating in the tutorial program will be assessed using site developed assessments to determine the effectiveness of the supplemental instruction.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

All students will be able to incorporate the following elements in their writing: focus, organization, support and conventions, and communicate effectively through writing.

Needs Assessment

Seven percent of fourth grade students scored below 3.0 on the 2005 FCAT Writing Test. Both Expository and Narrative Writing scores were below 4.0. Eighty-four percent of the fourth grade students met high standards in writing compared to ninety-two percent the previous year.

There is a need to increase the percentage of students achieving a 3.5 or above on the FCAT Writing Test from eighty-four percent in 2005 to eighty-five percent in 2006.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by eighty-five percent of the students meeting the state required mastery level as documented by scores of the 2006 Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize various modes of writing to promote effective writing skills and monitor implementation.	School Site Administrators Teachers Reading Coach	08/08/05	05/24/06
Continue to provide for teacher in-service training on the writing process to enhance instruction and monitor students' progress. Compare the number of participants in on-site writing in-service activities from 2004-2005 to 2005-2006.	School Site Administrators District/Regional Curriculum Support Specialist	08/08/05	05/24/06
Continue to implement the Comprehensive Research-Based Reading Plan with emphasis on incorporating the components of effective writing strategies.	School Site Administrators Teachers Reading Coach	08/08/05	05/024/06
Continue to provide workshops to enable parents to assist their children to achieve and maintain grade level expectations in writing.	School Site Administrators Teachers	08/08/05	05/24/06
Administer and monitor monthly writing prompts to enhance student performance on the FCAT Writing Assessment Test in grades one through five.	Community Involvement Specialist Reading Coach Teachers	08/08/05	05/24/06
Provide targeted interventions such as tutoring and computer assisted writing activities to address the needs of students in all subgroups.	School Site Administrators Reading Coach	08/08/05	05/24/06
Create a school newspaper to provide opportunities for students to develop their writing skills.	School Site Administrator AEP Teacher	09/19/05	05/24/06
Continue to provide opportunities to develop authentic writing to include student publications, writing for a variety of purposes and participation in District, Regional Center and school site writing contests. Compare the number of entries from last year to this year as a means to determine the effectiveness of the strategy.	School Site Administrators Media Specialist Teachers Reading Coach AEP Teacher	08/08/05	05/24/06

Compare the results of the FCAT Writing Pre and Post tests for all students to monitor and enhance the learning process.	School Site Administrators School Advisory Council Reading Coach	08/08/05	05/24/06
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Research-Based Programs

Houghton Mifflin Reading Series (Writing Component)

Professional Development

Best practices in Writing Development for all teachers in grades one through five as outlined in the Comprehensive Research-Based Reading Plan's writing component.

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Writing Test. Monthly reports will provide formative assessments. The results of monthly prompts will be scored using the state-developed rubric for both narrative and expository writing.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

All students will be able to apply scientific method and increase scientific knowledge in all content clusters.

Needs Assessment

Scores of the 2005 FCAT Science Test indicated that the mean score for students was 287. Students will increase their science skills by a 3 point gain on the mean scale score of the 2006 FCAT Science Test.

Measurable Objective

Given instruction using Sunshine State Standards, students in grade five will improve their science skills as evidenced by meeting or exceeding the District's mean scale score as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue using grade level resources and science strands to ensure that all Sunshine State Standards are being taught prior to February 2006.	School Site Administrators Science Teacher Classroom Teachers	08/08/05	02/16/06
Continue using the District developed scope and sequence to demonstrate mastery of the Sunshine State Standards.	School Site Administrators Science Teacher Classroom Teachers	08/08/05	05/24/06
Continue to implement departmentalized science instruction using the science teacher in the science lab for students in grades four and five.	School Site Administrator Science Teachers	08/08/05	05/24/06
Continue the implementation of the Annual Science Fair.	School Site Administrators Science Teacher Classroom Teachers	08/08/05	05/24/06
Provide science workshops for parents to inform them of the skills being instructed and to provide assistance for home learning.	School Site Administrator Science Teacher Community Involvement Specialist	08/08/05	05/24/06
Provide targeted intervention such as computer assisted science activities to address the needs of all subgroups.	School Site Administrators Science Teacher Classroom Teachers	08/08/05	05/24/06
Professional Development will be provided by District/Regional Curriculum Support Specialists and school based staff for all teachers to enhance Science instruction at all levels.	School Site Administrators District/Regional Curriculum Support Specialist Teachers	08/08/05	08/24/06

Research-Based Programs

McGraw-Hill Science Series
Supplemental FOSS kits

Professional Development

Best Practices in Science Instruction

Hands on Science Training

FCAT Strategies for Science Instruction

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Science Test. Site developed monthly reports will provide formative assessments. Scores on the District's Science Pre and Post Tests will be compared to measure students' progress toward the achievement of the science objectives.

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 5 STATEMENT:

Dr. Edward L. Whigham Elementary will provide increased opportunities for parents to be involved in their children's education by working collaboratively to foster academic excellence.

Needs Assessment

There is a need to increase the level of parent participation in school activities by ten percent over the previous year's participation as measured by parent sign in logs, attendance at various activities and an increase in participation of Parent Resource Center sponsored activities.

Measurable Objective

Given schoolwide emphasis on parent outreach, parental involvement will improve as evidenced by a ten percent increase in the number of parents attending Title 1 parent workshops and other school site activities during the 2005-2006 school year as compared to the 2004-2005 school year and documented on workshop/activities attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to provide on going monthly parent workshops to provide information and assist parents to help their students at home.	School Site Administrators Community Involvement Specialist	08/08/05	05/24/06
Establish positive parent communication by distributing a monthly Principal's Newsletter to all parents and stakeholders to establish on going home-school communication.	School Site Administrators	08/08/05	05/24/06
Continue to provide opportunities for on-site parental involvement activities during the 2005-2006 school year.	School Site Administrators Community Involvement Specialist	08/08/05	05/24/06
Continue to incorporate the use of incentives such as door prizes, coupons from Dade Partners, certificates, recognition in the Principal's Newsletter, etc. to increase parental involvement.	PTSA Community Involvement Specialist	08/08/05	05/24/06
Continue to provide the services of the Community Involvement Specialist to all parents and stakeholders in matters such as attendance, community resources and assistance for home learning projects.	School Site Administrators Community Involvement Specialist	08/08/05	05/24/06
Continue to provide opportunities for on-site parental involvement activities during the 2005-2006 school year based on the results of parent surveys completed during Open House.	School Site Administrators Community Involvement Specialist	08/08/05	05/24/06
Incorporate the supplement from the Parent Institute and other publications in the monthly Principal's Newsletter to give parents suggestions and ideas to help their students become more successful in school.	School Site Administrators	08/08/05	05/24/06
Conduct parent meetings at various sites within the community other than the school in order to be more visible in the community.	Community Involvement Specialist School Site Administrators	08/08/05	05/24/06

Research-Based Programs

Just Read Families

Professional Development

Parent Workshops will provide parents with activities and information to work with their children at home.

Evaluation

This objective will be evaluated by documentation of parent sign in sheets at school site activities; responses to monthly newsletters; increase in PTA activity logs and teacher communication logs as well as an increase in participation in Parent Resource Center sponsored activities.

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 6 STATEMENT:

Dr. Edward L. Whigham Elementary School will provide a safe and disciplined environment for all students and staff members. In addition, we will promote programs and practices that facilitate a safe and disciplined environment for students, staff members and community.

Needs Assessment

Dr. Edward L. Whigham Elementary School needs to continue to maintain a safe and disciplined environment for all students and staff members as well as promote programs and practices that facilitate safety, order, and overall adherence to procedures that ensure the well being of all stakeholders. There were 469 discipline referrals by teachers in the 2004 - 2005 school year. There is a need to reduce the number of teacher referrals by twenty percent in the current school year.

Measurable Objective

Given a safe environment, the number of teacher referrals made in 2005 -2006 will show a decrease of twenty percent as compared to the number of referrals in 2004 - 2005 as evidenced by the Student Case Management Executive Summary report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Maintain an incident free learning environment as evidenced on the District Incident Report for 2005 - 2006.	School Site Administrators Data Input Specialist After School Care Manager	08/08/05	05/24/06
Continue to implement the Walk Safe program in order to ensure the safety of our students in school and out of school.	School Site Administrators	08/08/05	05/24/06
Continue to implement the anti-bullying program provided by Safe School Facilitator.	School Site Administrators Counselors Teachers Safe School Facilitator	08/08/05	05/24/06
Continue to implement the PROUD and conflict/peer mediation programs.	School Site Administrators Counselors Teachers	08/08/05	5/24/2006

Research-Based Programs

Safe and Secure Schools, Research Services

Professional Development

Safe School Training

PROUD Program Training

Conflict Resolution/Peer Mediation Training

Anti-Bullying Program Training

Evaluation

This goal will be evaluated by comparing the number of Student Case Management referrals submitted by teachers in 2006 to those submitted in 2005.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 7 STATEMENT:

Dr. Edward L. Whigham Elementary will integrate technology in all curricular areas and promote equitable and universal access to technology.

Needs Assessment

There is a need to increase the use of technology by students and staff. Students will be monitored on the use of technology to enhance learning and access a wide variety of resources. Staff will be trained in areas such as Electronic Grade Book, E-Mail, Power Point, Edusoft, and Web based instructional enhancement.

Measurable Objective

Given the use of technology, students will increase their log-ins to Accelerated Reader, STAR and FCAT Explorer by five percent as compared to the 2004-2005 school year to enhance academic achievement.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilizing technology, students will increase the use of Accelerated Reader as demonstrated by an increase of log-ins.	School Site Administrators Media Specialists Teachers Reading Coach	08/08/05	05/24/06
Utilize FCAT Explorer as a means to increase students' use of technology and supplement the reading program to improve reading proficiency.	School Site Administrators Media Specialist Reading Coach Teachers	08/08/05	05/24/06
Utilizing STAR as a technology and reading resource, students will improve their reading skills as evidenced by an increase in the number of tests taken as well as increased reading levels.	School Site Administrators Media Specialist Reading Coach Teachers	08/08/05	05/24/06

Research-Based Programs

Accelerated Reader
STAR

Professional Development

Power Point Inservice Training
Accelerated Reader Inservice Training
STAR Inservice Training
Outlook Express Inservice Training
Electronic Gradebook Training
Edusoft Training
Training in the use of E-mail

Evaluation

To assess this objective, a site developed pre and post test will be administered in order to monitor growth and determine the success of our technology plan. Accelerated reader log-ins in the 2005 - 2006 school year will increase by five percent over 2004 - 2005.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 8 STATEMENT:

Dr. Edward L. Whigham Elementary School will promote the overall health and fitness of all students and align itself with the National Standards of Physical Education.

Needs Assessment

National reports state there is a need for students to become more physically fit and healthy. Students in the school need to increase participation in physical activities as evidenced by the results of the FITNESSGRAM during the 2005 - 2006 school year. The results will provide baseline data this year.

Measurable Objective

The Health and Fitness program will show an annual increase of three percent in award recipients as measured by the FITNESSGRAM compared to the previous year's percent of award winners.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Ensure that the daily opening routines include cardiovascular, flexibility, muscular strength and endurance activities for all students.	School Site Administrators Physical Education Teachers	11/01/05	05/24/06
Administer a pre and post FITNESSGRAM test to establish individual fitness goals and provide a baseline to determine progress at the end of the year.	School Site Administrators Physical Education Teachers	11/01/05	05/24/06
Continue the Jump Rope for Heart Program, sponsored by the Parent Teacher Association as a means of support for the physical fitness program.	Parent Teacher Student Association Executive Board	01/02/06	05/05/06
Continue grade level field days to encourage competition and promote physical fitness.	School Site administrators Physical Education teachers	8/8/2005	5/5/2006
Develop a scope and sequence that incorporates the required minimum health related standards established by the Presidential Fitness Program.	School Site administrators Physical Education Teachers	11/01/05	05/24/06

Research-Based Programs

FITNESSGRAM Program

Professional Development

FITNESSGRAM training

Evaluation

A prescriptive report comparing the pre test and post test results will be provided to all students and their parents, showing their year's progress after increased emphasis on health and fitness.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 9 STATEMENT:

Students at Dr. Edward L. Whigham Elementary School will be given an opportunity to pursue areas of interest and special talent and develop an appreciation for the arts through expanded extra- curricular offerings.

Needs Assessment

Dr. Edward L. Whigham Elementary has the need for more students to become involved in extra-curricular activities within the school. To address this need the following student-centered activities will be added or continued: Youth Crime Watch, Safety Patrols, Future Educators, Library Media Assistants, TV Production Crew, Cheerleaders, Athletics, Computer Club and Newspaper Club.

Measurable Objective

Given opportunities to participate in a variety of activities, ten percent of the student population will select at least one of the extra-curricular offerings based on their areas of interest and/or talent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue the school's Cheerleading Program for students from all grade levels to provide opportunities to participate in school and community programs.	School Site Administrators Chreerleading Coach Parent Volunteers	10/03/05	05/24/06
Continue the School Safety Patrols to provide opportunities for students in grades four and five to assist in the promotion of safe practices throughout the school.	School Site Administrators Safety Patrol Coach Parent Volunteers Teachers	08/08/05	05/24/06
Continue the Youth Crime Watch Program to provide opportunities for students to participate in and contribute to the maintenance of a safe school environment.	School Site Administrator Crime Watch Coach Teachers Parent Volunteers	08/08/05	05/24/06
Continue the Whigham News Team as an extra curricular activity for students in grades four and five to produce the daily televised morning announcements.	School Site Administrators Media Specialist Teachers Parent Volunteers	08/08/05	05/24/06
Continue to provide opportunities for students in grades four and five to participate in an expanded Music Program via the Whigham Voices Chorale as well as the Whigham Recorder Ensemble for performances throughout the school year.	School Site Adminstrators Music Teachers Parent Volunteers Classroom Teachers	08/08/05	05/24/06
Continue the Future Educators of America Program for students in grades four and five to assist primary teachers with Story Time, one on one tutoring and community service projects.	School Site Administrators Future Educators of America Advisor Classroom Teachers	08/08/05	05/24/06
Continue the Peer Mediation and Conflict Resolution Program training for students in grades four and five to provide constructive feedback to their fellow classmates to maintain and promote appropriate standards of conduct.	School Site Administrators Peer Mediation Coach Teachers	08/08/05	05/24/06

Research-Based Programs

N/A

Professional Development

Youth Crime Watch training

Safety Patrol Training

Newspaper in Education Training

Academic Excellence Program Training

Technology Training

Evaluation

The success of this objective will be assessed based on ten percent or more of students in the school participating in at least one of the extra-curricular activities during the 2005 - 2006 school year as documented by a school site survey administered to students.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 10 STATEMENT:

Dr. Edward L. Whigham Elementary School will rank at or above the sixty-second percentile statewide on the Return of Investment of value and cost effectiveness of its program.

Needs Assessment

Dr. Edward L. Whigham Elementary recognizes the need to maximize spending for optimum operation of the school.

Measurable Objective

Given the State of Florida Return of Investment index data, Dr. Edward L. Whigham Elementary School will improve its ranking from the seventy-sixth percentile in 2003 to the ninetieth percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with staff, EESAC and community partners to provide input on the allocation of resources at the school.	School Site Administrators	08/08/05	05/05/06
Become more informed about the availability of financial resources in relation to school programs.	School Site Administrator School Advisory Council	08/08/05	05/05/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base to benefit the school.	School Site Administrator School Advisory Council	08/08/05	05/05/06

Research-Based Programs

State of Florida Return on Investment Index.

Professional Development

Budget training for staff and EESAC members.

Evaluation

On the next State of Florida Return of Investment index publication, Dr. Edward L. Whigham Elementary School will show progress toward reaching the sixty-second percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The School Advisory Council reviewed the school's budget and made recommendations for additional materials needed to fully implement and support all areas of the curriculum. These materials include books for class libraries, classroom audio/visual equipment, incentives and rewards to support the Accelerated Reader Program, etc. The School Advisory Council also reviewed the annual school's Title 1 budget and FCAT Enhancement Funds and recommended providing additional assistance to students performing in the lowest achievement levels as well as providing higher level skills to students in achievement levels 2 through 5.

Training:

The School Advisory Council recommended research-based computer technology in-service training for staff to incorporate computers in all areas of the curriculum and to comply with the school's technology plan.

Instructional Materials:

The School Advisory Council also recommended providing additional instructional assistance for students through the purchase of materials that support critical thinking skills, test taking skills and reinforcement of skills as they are taught. Students at all performance levels and subgroups are included in the purchase of instructional materials and supplies.

Technology:

The School Advisory Council recommended the implementation and use of the electronic gradebook based on the technology plan and the continued implementation of Accelerated Reader and STAR Programs. Additionally, it recommended increased use of technology in the classroom such as student generated projects, e-mails, research based technology programs, and increased electronic communication between home and school.

Staffing:

The EESAC recommended the hiring of additional part-time paraprofessionals to assist students in the classroom in various subject areas as well as hiring hourly teachers and parent volunteers for the tutorial programs.

Student Support Services:

The School Advisory Council recommended the continuation of the PROUD, Conflict Resolution Programs, Safe Schools Training and the continued implementation of the Youth Crime Watch and Character Education Programs at the school.

Other Matters of Resource Allocation:

The School Advisory Council recommended the addition of reading and math support personnel to further enhance student achievement and provide professional development to staff. Furthermore, the School Advisory Council recommended use of EESAC funds for incentives for student recognition.

Benchmarking:

The School Advisory Council recommended monthly benchmarking and assessment activities to monitor students' progress on an ongoing basis.

School Safety & Discipline:

The School Advisory Council recommends the Safe School Training for all staff, students and parents.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent