

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Dr. Edward L. Whigham Elementary School (5981)

Feeder Pattern - Miami Southridge Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Kimberly Davis

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Dr. Edward L. Whigham Elementary, built in 1995, is located on eleven and one-half acres in South Miami-Dade County at 21545 S. W. 87th Avenue. The school has had a change of administration for the 2007-2008 school year. The newly appointed principal came aboard in July, 2007. The building consists of forty-eight classroom building, including two relocatable classrooms, a cafetorium and a media center. In addition, there is an eleven classroom Primary Learning Center located less than two miles from the main campus. This twelve year old school has been equipped to provide internet 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 is a computer laboratory located on the main campus.

Dr. Edward L. Whigham Elementary is located in a rapidly growing community. There are several new housing developments with approximately twelve hundred new single-family homes, condominiums and townhomes currently under construction within the school's attendance boundaries. This new growth has had an immediate effect on the school. The economic level of the school population is moderate as evidenced by 65 percent of students qualifying for free or reduced priced meals.

Dr. Edward L. Whigham Elementary students maintained an average attendance rate of 94.35 percent for the 2006-2007 school year. This is compared to the District average of 94.96 and the Regional Center VI average of 95.36.

Dr. Edward L. Whigham Elementary provides student services that promote successful academic achievement and self-esteem. The Title I Program, a federal grant for economically disadvantaged students, provides schools with funds to supplement the academic services provided to students through additional staff and/or materials. The Academic Excellence Program (AEP) provides students with opportunities to develop critical thinking, creativity, and leadership skills. The gifted program provides high achieving students with opportunities to enhance their higher order thinking skills and creativity. Dr. Edward L. Whigham Elementary also offers tutorial services throughout the school year which provide opportunities for the average and/or low-performing students to receive remediation and improve in their areas of deficiency.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the Black subgroup will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the economically disadvantaged students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the black students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 high standards on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, ninety percent of fourth grade students will score a 3.5 or higher as documented by scores of the 2008 Writing+ Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 50 percent on the 2008 Science Test as compared to the 2007 administration of the FCAT Science Test.

Given opportunities to attend a variety of school activities and functions throughout the school year, parental involvement will increase from 60 percent in 2006-2007 to 70 percent in 2007-2008.

Given the need to foster a safe environment, the number of suspensions for 2007-2008 will decrease by ten percent as compared to 2006-007 as documented by the 2007-2008 COGNOS Suspension Report.

Given the schoolwide initiative of Educational Technology, there will be an increase in the usage of technological programs in the school of ten percent in 2007-2008 as compared to 2006-2007 as evidenced by student log-ins.

Given instruction in Physical Education, 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.



School Improvement Plan 2007-2008



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 as documented on attendance logs.

Dr. Edward L. Whigham Elementary School will improve its ranking on the State of Florida Return on Investment (ROI) Index based on the next publication of the index by one percentile.

To achieve these objectives, appropriate strategies have been suggested and planned by all of the school's stakeholders. Strategies to be implemented include: hiring a math leader; technology leader; 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; increasing the 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 Spring, 2007, Organizational Performance Improvement Snapshot Assessment, the administration and the school's leadership team 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 English Language Learners (ELL) as well as Students with Disabilities (SWD). All staff members will participate in the implementation of this plan.



School Improvement Plan 2007-2008



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.

5981 - DR. EDWARD L. WHIGHAM ELEMENTARY SCHOOL

VISION

The staff and community of Dr. Edward L. Whigham Elementary 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, mathematics, writing, 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

Facility/Community

Dr. Edward L. Whigham Elementary, built in 1995, 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 twelve year old school has been equipped to provide internet 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 is a computer laboratory located on the main campus.

Dr. Edward L. Whigham Elementary is located in a rapidly growing community. There are several new housing developments with approximately twelve hundred new single-family homes, condominiums and townhomes currently under construction within the school's attendance boundaries. This new growth has had an immediate effect on the school. The economic level of the school population is moderate as evidenced by 74 percent of students qualifying for free or reduced priced meals.

Student Demographics

Dr. Edward L. Whigham Elementary serves approximately 788 pre-kindergarten through grade five students which reflects the diversity of the surrounding community. The school has an ethnic breakdown of 57 percent Hispanic, 27 percent Black, 10 percent White, four percent Multiracial, and two percent Asian. Our school population is further broken down as six percent Students With Disabilities, nine percent English Language Learners, 74 percent economically disadvantaged students, and four percent gifted students. The student population is comprised of 53 percent male students, and 47 percent female students. Dr. Edward L. Whigham Elementary's Voluntary Pre-K program serves 29 students.

As documented by the results of the 2007 administration of the FCAT, third grade consisted of 213 students, of whom 28 percent were Level 1 in reading, and 19 percent Level 2 in reading. In mathematics, 15 percent of those students were Level 1, and 23 percent were Level 2. The fourth grade class consisted of 174 students, of whom 22 percent were Level 1 in reading, and 18 percent were Level 2 in reading. In mathematics, 18 percent were Level 1, and 20 percent were Level 2. The fifth grade consisted of 178 students, of whom 26 percent were Level 1 in reading, and 20 percent were Level 2 in reading. In mathematics, 29 percent of those students were Level 1, and 32 percent were Level 2. The mobility rate of the school is approximately 31 percent.

Unique Aspects: STRENGTHS

Dr. Edward L. Whigham Elementary is an excellent school with a dedicated faculty and staff. Many of its teachers have been at the school since its conception 12 years ago. They have a deep sense of community and responsibility for the students. Dr. Edward L. Whigham Elementary also has an active Parent Teacher Association which provide additional support and resources to the school.

Unique Aspects: AREAS OF CONCERN

One disadvantage that impedes Dr. Edward L. Whigham's success is the loss of approximately 300 students to the newly constructed Goulds Elementary and charter schools in the community. As a result of this movement, Dr. Edward L. Whigham also surplused 14 teachers to Goulds Elementary contributing to the mobility of students and teachers. Additionally, during the 2006-2007 school year, there were 14 beginning teachers at Dr. Edward L. Whigham many of whom were not education majors in college. Dr. Edward L. Whigham Elementary has also had a change of administration for the 2007-2008 school year. The newly appointed principal came aboard in July, 2007.

Teacher Demographics

Dr. Edward L. Whigham Elementary's leadership team is comprised of a principal, two assistant principals, a reading coach, a mathematics leader, and grade level chairpersons. There are thirty-six certified classroom teachers, five Special Education (SPED) teachers, one gifted teacher, one elementary guidance counselor, one media specialist, one full time art teacher, one part-time art teacher, one music teacher, one part-time music teacher, two physical education teachers, one English Language Learner (ELL) teacher, three Spanish teachers, one technology instructor, one full time Microsystems computer technician, and one full-time community involvement specialist employed at the school. The ethnic composition of the staff is 43 percent Hispanic, 30 percent White Non-Hispanic, and 27 percent Black Non-Hispanic.

Class Size/Teacher-to-Student Ratio

Dr. Edward L. Whigham Elementary has an average class size of 18 in kindergarten through third grade, and an average class size of



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22 in grades four and five. The Specific Programs for Educationally Disabled (SPED) classes have an average class size of 18. The average student-to-teacher ratios are 1:18 in kindergarten through grade three, and 1:22 in grades four and five. The student-teacher ratios are at state-level requirements as evidenced by data reported on the District and School Profile Report.

Attendance Rate

Dr. Edward L. Whigham Elementary students maintained an average attendance rate of 94.35 percent for the 2006-2007 school year. This is compared to the District average of 94.96 and the Regional Center VI average of 95.36. The average attendance rate for the 2006-2007 school year for the District was 94.96 percent, and 95.36 percent for Regional Center VI.

Promotion/Graduation/Retention Rates

Dr. Edward L Whigham Elementary had 74 retentions at the end of the 2006-2007 school year. (Kindergarten-11 out of 190 students; first grade-ten out of 189 students; second grade-2 out of 182 students; third grade-45 out of 213 students; fourth grade-6 out of 167 students; fifth grade zero out of 177 students). Promotion rates for each grade level are as follows: kindergarten 95 percent; first grade 95 percent; second grade 99 percent; third grade 79 percent; fourth grade 96 percent; and fifth grade 100 percent. Included in these percentages are 16 third grade students who were promoted due to the following "Good Cause" (GC) criteria: Three students for Good Cause #1(ELL students who have had less than two years of instruction on an ELL program); Two students for Good Cause #3 (Students who demonstrate an acceptable level of performance on the alternative assessment-FCAT/NRT; Four students for Good Cause #4 (Students who demonstrate, through a portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT); and Seven students for Good Cause #5 (Students with Disabilities who participate in the FCAT, and who have an IEP or Section 504 plan that reflects that the student has received intensive remediation in reading for more than two years, but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade one, grade two, or grade three).

Feeder Pattern

Dr. Edward L. Whigham Elementary is part of the Miami Southridge Senior High School Feeder Pattern. Dr. Edward L. Whigham Elementary feeds primarily into Centennial Middle School. In addition we have students who attend Arthur and Polly Mays Middle Community School, Cutler Ridge Middle School, Redland Middle School, and Richmond Middle School. Elementary schools in the feeder pattern are Pine Villa, Bel-Aire, Caribbean, Cutler Ridge, Goulds, South Miami Heights, Miami Heights, Jack D. Gordon, Whispering Pines, and Gulfstream. The feeder pattern is comprised of 18 schools.

Special Programs

Dr. Edward L. Whigham Elementary provides student services that promote successful academic achievement and self-esteem. The Title I Program, a federal grant for economically disadvantaged students, provides schools with funds to supplement the academic services provided to students through additional staff and/or materials. The Academic Excellence Program (AEP) provides students with opportunities to develop critical thinking, creativity, and leadership skills. The gifted program provides high achieving students with opportunities to enhance their higher order thinking skills and creativity. Dr. Edward L. Whigham Elementary also offers tutorial services throughout the school year which provide opportunities for the average and/or low-performing students to receive remediation and improve in their areas of deficiency.

School Foundation

Leadership:

As per the Organizational Improvement Snapshot (OPIS) assessment for the Spring, 2007, the following results were received. In this area our school received an average score of 4.3. 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 3.8 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 4.3. Overall, our faculty is aware of who the most important customers are.

An area needing improvement was knowing 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 3.9 on the survey administered to all staff. An area needing attention is staff recognition and teamwork.

Data/Information/Knowledge Management:

In this area our school received an average score of 4.3. 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 3.9. 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 3.9. 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 and removing things that get in the way of progress.

Schools Graded 'C' or Below

Professional Development:

In order to meet the needs of all students and address their unique abilities, interests, learning needs and/or styles, Dr. Edward L. Whigham Elementary acknowledges teachers need to be able to provide several different instructional strategies. These strategies and tools should be used as part of a daily learning process which will enable students to take greater responsibility and ownership for their own learning. During the 2007-2008 school year, our teachers will be able to select from a multitude of professional development opportunities including, but not limited to, training on differentiated instruction, reciprocal teaching, teacher mentoring, Small Learning Communities, vertical teaming, Creating Independence through Student-Owned Strategies (CRISS) strategies and implementation of current basal series in all core subject areas.

Disaggregated Data :

In August, the school faculty participates in the opening of school data meeting to review and analyze school wide 2007 FCAT demographic results. Additionally, teachers review and analyze all available SAT-9/10 and FCAT data specific to the students that they will teach during the 2007-2008 school year. Utilizing the Continuous Improvement Model (CIM), grade level teams discuss biweekly results from the schools biweekly assessments to determine student needs and identify instructional strategies. During the months of November, January, and April grade level teams meet with the reading coach, mathematics leader, and the assistant principal to discuss data results from the district's interim assessments. Instructional strategies are identified in order to address student needs as evidenced by the analysis of the results of the interim assessments. Teachers will also meet individually with the assistant principal and/or principal for "data chats" to ensure that their students are making adequate progress.

Informal and Formal Assessments:

Pre-Test in Reading, Writing, Mathematics and Science (August, 2007)
CIM Bi-weekly Assessments (Ongoing)
District Interim Assessments (Reading, Mathematics and Science: November, January and April)
FCAT Writing+ (February, 2008)
FCAT Assessment (March, 2008)
Classroom Assessments (Ongoing)

Alternative Instructional Delivery Methods :

One-on-One individual teacher instruction
Small group instruction
Peer tutoring
Cooperative learning groups
Hands-on instructional activities



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Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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 checked="" 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"/>

Reading Statement

All students will be proficient in reading.

Needs Assessment

As the data from the 2007 of the Florida Comprehensive Assessment Test (FCAT) indicates, it is apparent that not all subgroups met Adequate Yearly Progress (AYP). Our Black population did not achieve adequate progress by eight percent. Fifty-six percent of the lowest 25 percent made learning gains. There were a total of 60 percent making learning gains and the percent of proficiency decreased from 69 percent to 63 percent.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the Black subgroup will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Reading Plus Program to assist students increase in fluency.	Principal, Assistant Principals, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	2000
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.	Principal, Assistant Principals, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	5000
Provide school wide development and dissemination of Best Practices in reading instruction utilizing District, Regional and school site support staff.	Principal, Assistant Principals, Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	1000
Implement Instructional Focus Calendar identifying skills to be taught and resources to be used addressing all Sunshine State Standards being tested prior to January 2008; targeting Reference & Research, Vocabulary and Author's Purpose.	Principal, Assistant Principals, Reading Coach	08/20/07	01/30/08	District-wide Literacy Plan	500
Provide teacher in-service training in reading to enhance instruction and share best practices.	Principal, Assistant Principals, Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	2500
Provide targeted intervention such as tutoring and computer assisted reading activities to address the needs of the Black students.	Principal, Assistant Principals, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	5000
Disaggregate and analyze data, utilizing the Continuous Improvement Model, from the 2007 FCAT Reading test to identify strengths and weaknesses in student performance, and implement an instructional focus calendar for reading.	Principal, Assistant Principals, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Implement the Comprehensive Research-Based Reading Plan (CRRP) in kindergarten through grade five with intensive focus on Guided Reading, Author's Purpose, Reference and Research, and Words and Phrases development.	Principal, Assistant Principals, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0

Research-Based Programs

In order to enhance the instruction and increase our student's achievement, the following research-based programs are utilized at the school:

- Houghton Mifflin Reading Series
- Reading Plus
- Voyager Passport
- Earobics
- STAR
- Accelerated Reader

Professional Development



School Improvement Plan 2007-2008



The following trainings will be provided for teachers during the 2007 - 2008 school year:

- DIBELS Training
- Reading Plus Training
- Best Practices in Reading
- Differentiated Instruction Training
- Houghton-Mifflin Training
- Voyager Passport Training
- Reading Plus Training
- STAR Training
- Accelerated Reader Training

Evaluation

Dr. Edward L. Whigham will utilize the scores of the 2008 FCAT Reading Test. Students' progress will be monitored using Region developed bi-weekly assessments.

Students participating in the tutorial programs will be assessed using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment to determine the effectiveness of the supplemental instruction.

Mathematics Goal

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

Florida Education Priorities

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 checked="" 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"/>

Mathematics Statement

All students will be proficient in mathematics.

Needs Assessment

The data from the 2007 FCAT indicates that 55 percent of the students tested in grades three through five made learning gains, 63 percent achieved high standards in mathematics, and 64 percent of the lowest 25% in mathematics demonstrated learning gains. The scores reflect an eight percentage point decrease in students achieving learning gains and a four percentage point decrease in students meeting high standards, as compared to the 2006 administration of the FCAT Mathematics Test.

The data indicates that the Black population did not achieve adequate progress by 10 percent and the Economically Disadvantaged did not achieve adequate progress by 4 percent. There is a total of 55 percent making learning gains and the percent of proficiency decreased from 67 percent to 63 percent.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the economically disadvantaged students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the black students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 high standards on the 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish the position of Mathematics Coach to enhance Mathematics instruction and provide professional development to teachers.	Principal, Assistant Principals, Mathematics Coach	08/20/07	06/05/08	Continuous Improvement Model	45000
Integrate technology, including FCAT Explorer to enhance instruction for students in grades three through five.	Principal, Assistant Principals, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Provide small group tutoring for students scoring in the lowest range of the FCAT Mathematics Test including Black and Economically Disadvantaged subgroups.	Principal, Assistant Principals, Mathematics Coach	08/20/07	06/05/08	Continuous Improvement Model	4500
Provide workshops to enable parents to assist their children to achieve and maintain high standards in mathematics.	Principal, Assistant Principals, Mathematics Coach, Community Involvement Specialist	08/20/07	06/05/08	Continuous Improvement Model	500
Administer grade level Sunshine State Standards Benchmark Assessments to monitor student progress via Interim District Assessments and bi-weekly Edusoft assessments.	Principal, Assistant Principals, Mathematics Coach	08/20/07	06/05/08	Continuous Improvement Model	500
Provide teacher in-service training in mathematics to enhance instruction and share best practices via FCAT Explorer training and RiverDeep training.	Principal, Assistant Principals, Mathematics Coach	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

In order to enhance the instruction and increase our student's achievement, the following research-based programs are utilized at the school:

Harcourt Mathematics Series
Riverdeep
FCAT Explorer

Professional Development

The following trainings will be provided for teachers during the 2007 - 2008 school year:

FCAT Explorer Training
Riverdeep Training
Best Practices in Mathematics

Evaluation

The objectives will be evaluated by scores of the 2008 FCAT Mathematics Test. Students' progress will be monitored using region developed bi-weekly assessments in addition to assessments provided through the Core Math Program and the District's assessment program.

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

Writing Goal

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

Florida Education Priorities

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 checked="" 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"/>

Writing Statement

All students will be proficient in writing.

Needs Assessment

The 2007 FCAT Writing+ Test indicates that seventeen percent of our students did not meet high standards.

There is a need to increase the percentage of students achieving a 3.5 or above on the FCAT Writing+ Test from eighty-three percent in 2007 to ninety percent in 2008.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, ninety percent of fourth grade students will score a 3.5 or higher as documented by scores of the 2008 Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize various modes of writing to promote and increase effective writing skills.	Principal, Assistant Principals, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	1000
Administer and monitor monthly writing prompts in grades one through five to enhance student performance on the FCAT Writing+ Assessment.	Principal, Assistant Principals, Reading Coach	08/20/07	06/05/08	Continuous Improvement Model	500
Provide targeted interventions such as individual focus and computer assisted writing activities to address the needs of students in all subgroups.	Principal, Assistant Principals, Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	500
Compare the results of the FCAT Writing Pre and Post tests for all students to monitor and provide targeted instruction as needed.	Principal, Assistant Principals, Reading Coach	08/20/07	06/05/08	Continuous Improvement Model	500
Require at least two written assignments per quarter in special area classes such as Physical Education, Music, Art and Bilingual Education classes.	Principal, Assistant Principals, Special Area Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Provide for teacher in-service training on the writing process to enhance instruction and monitor students' progress.	Principal, Assistant Principals, Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	1000
Implement the Comprehensive Research-Based Reading Plan with emphasis on incorporating the components of effective writing strategies.	Principal, Assistant Principals, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	500
Provide workshops to enable parents to assist their children to achieve and maintain grade level expectations in writing.	Principal, Assistant Principals, Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	500
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.	Principal, Assistant Principals, Classroom Teachers	08/20/07	06/05/08	District-wide Literacy Plan	500

Research-Based Programs

In order to enhance the instruction and increase our student's achievement, the following research-based programs are utilized at the school:

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 2008 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.

Students who scored levels 3-5 are following the scope and sequence and are monitored using site developed monthly assessments to ensure continued growth.

Science Goal

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

Florida Education Priorities

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

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

Science Statement

All students will be proficient in Science.

Needs Assessment

Scores of the 2007 FCAT Science Test indicated that only 25 percent of the students scored at a Level 3 or higher.

There is a need to increase the usage of hands-on experiments, specifically in the area of science inquiry during 2007-2008.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 50 percent on the 2008 Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Scott Foresman Series and grade level resources to ensure that all Sunshine State Standards are being taught prior to February 2008.	Principal, Assistant Principals, Classroom Teachers	08/20/07	03/01/08	Continuous Improvement Model	1500
Continue the implementation of the Annual Science Fair.	Principal, Assistant Principals, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	200
Provide science workshops for parents to inform them of the skills being instructed and to provide assistance for home learning.	Principal, Assistant Principals, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	200
Provide targeted intervention such as computer assisted science activities and Hands on Science to address the needs of all subgroups.	Principal, Assistant Principals, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	200
Utilize the District developed pacing guide to focus instruction and enable mastery of the Sunshine State Standards.	Principal, Assistant Principals, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Implement departmentalized science instruction in selected homerooms in grades 3-5 and provide hands-on experiences to supplement classroom instruction.	Principal, Assistant Principals, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	45000
Provide Professional Development by for teachers to enhance Science instruction at all levels via Hands on Science, FCAT Strategies for Science instruction and Best Practices in Science Instruction.	Principal, Assistant Principals, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	2000

Research-Based Programs

In order to enhance the instruction and increase our student's achievement, the following research-based programs are utilized at the school:

Scott Foresman Science Series
FOSS Kits

Professional Development

The following trainings will be provided for teachers during the 2007 - 2008 school year:

Scott Foresman Training
Best Practices in Science Instruction
Hands on Science Training
FCAT Strategies for Science Instruction
Use of technology to support Science instruction

Evaluation

This objective will be evaluated by scores of the 2008 FCAT Science Test. Interim assessments 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.

Parental Involvement Goal

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

Florida Education Priorities

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 checked="" 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"/>

Parental Involvement Statement

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

Needs Assessment

Parent participation in activities for the 2006-2007 school year had 50% of parents in attendance as evidenced by sign-in logs.

There is a need to increase the level of parent participation in school activities by ten percent over the previous year's participation.

Measurable Objective

Given opportunities to attend a variety of school activities and functions throughout the school year, parental involvement will increase from 60 percent in 2006-2007 to 70 percent in 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish positive parent communication by distributing a monthly calendar to all parents and stakeholders to establish ongoing home-school communication.	Principal, Assistant Principals, Community Involvement Specialist	08/20/07	06/05/08	Improve Public Perception	200
Incorporate the use of incentives such as door prizes, coupons from Dade Partners, certificates, etc. to increase parental involvement.	Principal, Assistant Principals, Community Involvement Specialist	08/20/07	06/05/08	Improve Public Perception	200
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.	Principal, Assistant Principals, Community Involvement Specialist	08/20/07	06/05/08	Improve Public Perception	20000
Provide on-going monthly parent workshops to provide information and assistance for home learning.	Principal, Assistant Principals, Community Involvement Specialist	08/20/07	06/05/08	Improve Public Perception	1500
Provide opportunities for on-site parental involvement activities during the 2007-2008 school year based on the results of parent surveys completed during Open House.	Principal, Assistant Principals, Community Involvement Specialist	08/20/07	06/05/08	Improve Public Perception	500
Provide opportunities for on-site parental involvement activities, including bilingual parent workshops, during the 2007-2008 school year.	Principal, Assistant Principals, Community Involvement Specialist	08/20/07	06/05/08	Improve Public Perception	200
Encourage parents to attend Parent Academy.	Principal, Assistant Principals, Community Involvement Specialist	08/20/07	06/05/08	Improve Public Perception	200

Research-Based Programs

In order to enhance the instruction and increase our student's achievement, the following research-based programs are utilized at the school:

Just Read Families

Professional Development

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

Evaluation

This objective will be evaluated by documentation of parent sign-in logs at school site activities; an increase in PTA membership; as well as an increase in participation in Parent Resource Center sponsored activities, and Parent Academy sponsored activities.

Discipline & Safety Goal

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

Florida Education Priorities

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 checked="" 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"/>

Discipline & Safety Statement

Dr. Edward L. Whigham Elementary School will provide a safe and disciplined environment for all students and staff members.

Needs Assessment

There were 44 indoor/outdoor suspensions in the 2006 - 2007 school year. There is a need to decrease the number of suspensions in the school to maintain a safe learning environment.

Measurable Objective

Given the need to foster a safe environment, the number of suspensions for 2007-2008 will decrease by ten percent as compared to 2006-007 as documented by the 2007-2008 COGNOS Suspension Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Walk Safe program in order to ensure the safety of our students in school and out of school.	Principal, Assistant Principals, Physical Education Teachers	08/20/07	06/05/08	Safe and High-quality Facilities	0
Maintain an incident free learning environment as evidenced on the District Incident Report for 2007 - 2008.	Principal, Assistant Principals, Counselor	08/20/07	06/05/08	Safe and High-quality Facilities	0
Implement the anti-bullying program provided by Safe School Facilitator.	Principal, Assistant Principals, Counselor	08/20/07	06/05/08	Safe and High-quality Facilities	0
Implement the PROUD and conflict/peer mediation programs.	Principal, Assistant Principals, Counselor	08/20/07	06/05/08	Safe and High-quality Facilities	500
Provide a Second Chance Program for students who require brief periods outside of the classroom, as an alternative to suspension.	Principal, Assistant Principals, Counselor	08/20/07	06/05/08	Safe and High-quality Facilities	1000

Research-Based Programs

In order to enhance the instruction and increase our student's achievement, the following research-based programs are utilized at the school:

Peacefully Resolving Our Unsettled Differences (PROUD) Program

Professional Development

The following training will be provided to teachers in the 2007-2008 school year:

- Safe School Training
- PROUD Program Training
- Conflict Resolution/Peer Mediation Training
- Anti-Bullying Program Training
- Character Education Training

Evaluation

This goal will be evaluated by comparing the number of Student Case Management suspensions in 2008 to those in 2007.

Technology Goal

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

Florida Education Priorities

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 checked="" 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"/>

Technology Statement

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

Needs Assessment

With the available technologically based resources available at the school, there is a need to increase the infusion of these resources into classroom instruction.

The school is not using available programs to their potential. The staff needs additional technology based training in Electronic Grade Book, Edusoft, STAR, FCAT Explorer, Reading Plus, and Accelerated Reader to enhance classroom instruction.

Measurable Objective

Given the schoolwide initiative of Educational Technology, there will be an increase in the usage of technological programs in the school of ten percent in 2007-2008 as compared to 2006-2007 as evidenced by student log-ins.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize Reading Plus as a means to increase students' use of technology and supplement the reading program to improve reading proficiency.	Principal, Assistant Principals, Micro-Systems Technician	08/20/07	06/05/08	Continuous Improvement Model	45000
Increase students' use of technology as evidenced by web-based projects, use of power point, research projects, etc.	Principal, Assistant Principals, Micro-Systems Technician	08/20/07	06/05/08	Other/ Not Applicable	500
Utilize Accelerated Reader program to increase technology usage as demonstrated by an increase of log-ins.	Principal, Assistant Principals, Micro-Systems Technician, Media Specialist	08/20/07	06/05/08	District-wide Literacy Plan	1500
Utilize STAR, AR, and Reading Plus as a technology and reading resource, to improve reading skills as evidenced by an increase in the number of tests taken as well as increased reading levels.	Principal, Assistant Principals, Micro-Systems Technician, Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	5500
Provide professional development for all teachers to enhance the level of technology via Electronic Gradebook training, Edusoft training, Reading Plus, AR training and Earobics training.	Principal, Assistant Principals, Micro-Systems Technician	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

In order to enhance the instruction and increase our students' achievement, the following research-based programs are utilized at the school:

Accelerated Reader
STAR
Reading Plus

Professional Development

The following training will be provided for the 2007-2008 school year:

Reading Plus Inservice Training
Accelerated Reader Inservice Training
STAR Inservice Training
Electronic Gradebook Training
Edusoft Training
Earobics Training

Evaluation

The STAR test and Reading Plus results will be compared from the Fall, 2007 to the Spring, 2008 for a ten percent increase in usage. Accelerated Reader log-ins in the 2007 - 2008 school year will increase by ten percent over the log-ins in 2006 - 2007.

A staff survey will be utilized to assess the increase in use of technology to supplement instruction at the end of the year versus the beginning.

Health & Physical Fitness Goal

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

Florida Education Priorities

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 checked="" 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"/>

Health & Physical Fitness 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, as evidenced by use of FITNESSGRAM and "Moving into the Future: National Standards for 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 2007-2008 school year.

Measurable Objective

Given instruction in Physical Education, 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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.	Principal, Assistant Principals, Physical Education Teachers	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Provide a Fitness Club for students to develop physical endurance as well as fitness techniques to create healthier bodies.	Principal, Assistant Principals, Physical Education Teachers	10/09/07	06/05/08	Healthcare & Healthy Choices	750
Ensure the daily opening routines include cardiovascular, flexibility, muscular strength and endurance activities for all students.	Principal, Assistant Principals, Physical Education Teachers	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Utilize the Jump Rope for Heart Program, sponsored by the Parent Teacher Association as a means of support for the physical fitness program.	Principal, Assistant Principals, Physical Education Teachers, Parent Teacher Association (PTA) Executive Board	01/10/08	01/31/08	Healthcare & Healthy Choices	0
Utilize grade level field days to encourage competition and promote physical fitness.	Principal, Assistant Principals, Physical Education Teachers	05/01/08	05/31/08	Healthcare & Healthy Choices	0
Utilize the "Moving into the Future: National Standards for Physical Education," program to increase student awareness to Healthcare and Healthy Choices.	Principal, Assistant Principal, Physical Education Teachers	08/20/07	06/05/08	Healthcare & Healthy Choices	0

Research-Based Programs

In order to enhance the instruction and increase our student's achievement, the following research-based programs are utilized at the school:

FITNESSGRAM Program
 "Moving into the Future: National Standards for Physical Education"

Professional Development

The following training will be provided for the 2007-2008 school year:

FITNESSGRAM Training
 "Moving into the Future: National Standards for Physical Education" 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 by using the FITNESSGRAM Test.

Electives & Special Areas Goal

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

Florida Education Priorities

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 checked="" 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"/>

Electives & Special Areas Statement

Students at Dr. Edward L. Whigham Elementary School will be given opportunities to pursue areas of interest and special talents, 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 due to a rigorous academic focus. Only fifteen percent of our students participated in extra-curricular activities. To address this need the following extra-curricular activities will be added or continued: Youth Crime Watch, Safety Patrols, Future Educators of America, Book Club, Whigham Recorder Ensemble, and Whigham News Team.

Students need to increase their cultural awareness of the arts and music and explore their talents in these areas.

This objective will be evaluated using the data obtained from the attendance logs.

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 as documented on attendance logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish a Book Club for students to continue to develop their literacy skills through lively discussions of books, critiques and sharing what is read with others. Books will be chosen from award winning authors and popular book lists selected by students.	Principal, Assistant Principals, Reading Coach	09/25/07	06/05/08	Academic Enrichment Opportunities	1500
Encourage student participation in the Whigham News Team as an extra-curricular activity for students in grades four and five to produce the daily televised morning announcements.	Principal, Assistant Principals, Media Specialist	09/17/07	06/05/08	Academic Enrichment Opportunities	0
Encourage student participation in 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.	Principal, Assistant Principals, Safety Patrol Sponsor	09/17/07	06/05/08	Safe and High-quality Facilities	1100
Encourage student participation in an expanded Music Program via the Whigham Performers as well as the Whigham Recorder Ensemble for performances throughout the school year.	Principal, Assistant Principals, Music Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Encourage student participation in 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.	Principal, Assistant Principals, Counselor	08/20/07	06/05/08	Safe and High-quality Facilities	0
Encourage student participation in the Future Educators of America (FEA) Program for students in grades four and five to assist primary teachers with Story Time, one on one tutoring and community service projects.	Principal, Assistant Principals, Future Educators of America Sponsor	10/01/07	06/05/08	Academic Enrichment Opportunities	1100
Encourage student participation in the Youth Crime Watch Program to provide opportunities for students to participate in and contribute to the maintenance of a safe school environment.	Principal, Assistant Principals, Safety Patrol Sponsor	09/17/07	06/05/08	Safe and High-quality Facilities	1100

Research-Based Programs

N/A

Professional Development

The following training will be provided for the 2007-2008 school year:

Youth Crime Watch Training
Academic Excellence Program Training

Evaluation

The attendance logs of student participation in extra-curricular activities will be compared from 2007-2008 to 2006-2007 for an increase in student participation in more than one activity as documented on attendance logs.

Return On Investment Goal

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

Florida Education Priorities

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 checked="" 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"/>

Return On Investment Statement

Dr. Edward L. Whigham Elementary School will rank at or above the fifty-ninth percentile statewide on the Return of Investment (ROI) Index of value and cost effectiveness of its program, an increase of one percentile on the next ROI Index report.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2005 Dr. Edward L. Whigham Elementary ranked at the 58th percentile on the State of Florida ROI index.

Measurable Objective

Dr. Edward L. Whigham Elementary School will improve its ranking on the State of Florida Return on Investment (ROI) Index based on the next publication of the index by one percentile.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with staff, EESAC and community partners to provide input on the allocation of resources at the school.	Principal, Assistant Principals, Classroom Teachers, PTA	08/20/07	06/05/08	Business Process Redesign	0
Become more informed about the availability of financial resources in relation to school programs.	Principal, Assistant Principals, Classroom Teachers, PTA	08/20/07	06/05/08	Business Process Redesign	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base to benefit the school.	Principal, Assistant Principals, Educational Excellence School Advisory Council	08/20/07	06/05/08	Business Process Redesign	0

Research-Based Programs

The following training will be provided to teachers in the 2007-2008 school year:

State of Florida Return on Investment Index.

Professional Development

The following training will be provided to teachers in the 2007-2008 school year:

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 fifty-ninth percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

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 3 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 continued implementation and use of the electronic gradebook based on the technology plan and the continued implementation of Reading Plus, 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 Safety Patrols and Character Education Programs at the school.

Other Matters of Resource Allocation:



School Improvement Plan 2007-2008



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.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	16000
Mathematics	50500
Writing	5000
Science	49100
Parental Involvement	22800
Discipline & Safety	1500
Technology	52500
Health & Physical Fitness	750
Electives & Special Areas	4800
Return On Investment	0
Total	202950



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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