

School Board of Levy County

Whispering Winds Charter School



2015-16 School Improvement Plan

Whispering Winds Charter School

2481 NW OLD FANNIN RD, Chiefland, FL 32626

<http://www.whisperingwindscharter.com/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	81%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	0%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	C	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We provide a public school option for for parents of Pre-K - 5th grade students in Levy, Gilchrist and Dixie Counties. The staff of Whispering Winds Charter School is committed to creating and maintaining an orderly, trusting, and caring environment where teaching and learning are exciting and students are assisted as they develop responsibility. We support a responsibility based, rather than rewards based discipline system. All aspects of the school's organization are designed to accommodate individual learning styles so that all may experience success. .

Provide the school's vision statement

Our primary vision is to instill a love of and lifelong commitment to learning. Our staff, parents, and students, work collaboratively to ensure all students succeed. Our goal is to provide a quality education where all students attain grade-level or higher performance levels annually, as measured by district and state assessments. Partnerships across the cluster will sustain student success so that all students will read fluently by the end of Grade 2, write proficiently, think critically, and be able to apply learned concepts into skills needed for future job and college ready expectations. Our vision, as a community, is to inspire a passion for learning in a rigorous educational environment utilizing hands-on learning whenever possible. The end result is always to prepare students for college or career readiness utilizing technology and traditional schooling to achieve the skills needed to compete in an increasingly global landscape.

School Environment

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

We have a hands-on approach. Teachers are required to make parent contact monthly, and typically make parent contact weekly, and often daily. Parents are required to "volunteer" 20 hours per year at the school. This allows us to become very involved with every family. About 1/2 of our children are picked up every day. We personally put each child in the car and the teacher and principal have a short conversation with the parent or guardian at that point. Teachers have student-teacher conferences.

Describe how the school creates an environment where students feel safe and respected before, during and after school

When on campus, children must always be supervised by a Whispering Winds Charter School staff member. Our responsibility based behavioral system is taught like other subject areas. Children are taught levels of behavior, with the highest being democracy. At that level you do the right thing because it is the right thing to do, not because anyone is watching, or telling you what to do. We show respect to children, and set high expectations for their behavior. We have very few behavioral incidents. We had no reports of bullying during 2013-14 and so far none this year. We have used this system for 10 years. When we have problems, it is usually children who are new to the school are have not adapted to our culture.

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

It is from a book called Discipline Without Punishment or Rewards written by Marvin Marshall. It is also reinforced by Dr. Alfie Kohn's book entitled Punished by Rewards. Social skills and our expectations are taught just like any other content area. New teachers are required to read Dr. Marshall's book and we have pre-planning training on our discipline system each year with ongoing maintenance during each teacher meeting. It is, on the surface a very simple system, where Level A is anarchy, and whether a classroom or government, anarchy is a bad thing; Level B is bossing or bullying. If children stay at this level, then adults must step in and be the bosses to get them to behave; Level C is compliance, where you are doing the right thing because there are rules telling you to do so; Level D is the highest level, which is democracy. At this level, you are doing the right thing, because it is the right thing to do and it is how you wish to represent yourself, your family, your school and your community.

While the concepts are very simply, fleshing them out into daily situations is much more complex and requires daily teaching, learning and application.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

We work with families and community agencies, such as Meridian, and also local churches, to ensure families have access to needs. We also work with agencies that are not as local, such as the Multi-disciplinary Lab at the University of Florida and the Center for Autism Related Disorders at the University of Florida.

Early Warning Systems

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

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

Any child scoring a Level 1 in any area is automatically put on the MTSS track.

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

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

Indicator	Grade Level			Total
	5	6	7	
Attendance below 90 percent	0	0	0	
One or more suspensions	0	0	0	
Course failure in ELA or Math	5	6	10	21
Level 1 on statewide assessment	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	2	2	8	5	10	30

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

We use i-Ready assessments to monitor student progress as well as Reading Street Unit assessments and Everyday Math tests. When students are not meeting grade level expectations, we have a parent meeting to discuss concerns over the child's progress. We determine whether there are external issues, perhaps environment, such as family issues, a move, etc. may be affecting the child's performance. If we did not have a recent sensory screening, we might also ask for a new sensory screening to rule out a hearing or vision issue. If nothing external seems to be affecting performance, we talk to the parent about interventions we could use in the classroom providing additional support to the child. We could try the intervention for six to eight weeks to determine whether or not the intervention is effective. We would meet with the parents again after that point, to determine whether or not the intervention is effective. If not, we would provide additional time and perhaps another type of intervention to determine whether or not other methods may be more effective.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/195163>.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We involve members of the community in many events we have on campus. We have the fire department, police department, health department, canine rescue and canines for disability groups, and other businesses to come and do presentations for the children. During our Literacy Week we had Ms. Gainesville (a Chiefland resident), a local race car owner/driver, a local newspaper owner/writer, a local horse trainer, a mud truck owner, a young man who hiked the Appalachian trail, and a local vocational teacher, all here connected with books and literacy. This year we hope to build on the relationships we built last year.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Cornell, J.S.	Principal
Bartley, Kim	Teacher, K-12
Wilson, Michelle	Teacher, K-12
Mickle, Chris	Teacher, K-12
Smith, Jennifer	
Woods, Jody	Teacher, PreK

Duties

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

Each teacher brings data from the most recent assessments, including formative and summative. When a child is falling below grade level expectations, the team suggests research based strategies to supplement regular classroom instruction. Once a number of strategies have been suggested, the MTSS data clerk contacts the parent for a meeting. The classroom teacher, the ESE teacher/principal and the data clerk meet to determine the best of the strategies suggested.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

We use a cross section of assessments, including, but not limited to FAIR, i-Ready, Reading Street Unit assessments, as well as formative classroom assessments and daily work, to determine if there are system-wide issues, e.g. if there was a broad base of students not understanding common denominators then we would hypothesize the issue was curriculum and/or instruction. If the data was scattered with no clear focus of weaknesses, the issue is slikely more individually related. Once we determine curriculum/instruction deficiencies or individual weaknesses, we begin a plan to provide support. We monitor the data to determine whether or not the supports are effective. If so, we keep any curriculum/instructional components in place. At the individual level, we provide support until the child is successful. If the child is not successful we continue to provide more support until the child is successful, then gradually remove the supports until the child can be successful independently.

We always continue monitoring data to ensure we are providing the supports needed at the school-wide, class-wide and individual levels.

Title I funds are used primarily to fund the salaries for the Reading Coach. The remaining funds are used to purchase supplemental instructional materials, and parental involvement activities.

SAI funds are used for i-Ready an assessment and instructional program, as well as Florida Ready supplemental instructional books in Reading, Math and Science.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Shawn Royce	Parent
Jody Studstill	Parent
Barbara Locke	Business/Community
Ruthann Ross	Business/Community
Jody Woods	Parent
Sara Puerta-Hernandez	Teacher

Duties

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

Evaluation of last year's school improvement plan

We were extremely disappointed and shocked that our highest scoring grade throughout the year (4th) on multiple assessments was the lowest scoring on FSA scores (22% on reading). We need to do a thorough examination of the scores when they come in to see if we can determine how that happened and how to prevent a recurrence.

Development of this school improvement plan

The community members have been involved in the evolution of the SIP for two or three years. The parents on the SAC have been at WWCS for two years or more. All are active in the school and are aware of curriculum and policies. All members are independent thinkers and "big picture" people who add much to the conversation in all areas.

Preparation of the school's annual budget and plan

Our enrollment has continued to climb over the last two years after bottoming out two years ago. We are still climbing out from an economic hole, but are staying steady.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Survey parents on policies, student progress. Keep parents informed of children's progress. Copy costs \$350. Printing costs, notebooks, inkjet cartridges, color paper.

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

No

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

We are in compliance. As per Florida Statutes, charter schools may use their governing boards if the governing board has the proper representations. It does.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Cornell, J.S.	Principal
Bartley, Kim	Teacher, K-12
Andrews, Debbie	Paraprofessional
Sharp, Katie	Teacher, K-12
Woods, Jody	Teacher, PreK
Falls, Amanda	Teacher, K-12
Graham, Jessica	Teacher, K-12
Mickle, Chris	Teacher, K-12
Smith, Jennifer	Teacher, K-12
Wilson, Michelle	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

To increase overall levels of reading proficiency.

To increase levels of reading proficiency with students with disabilities.

To increase levels of reading proficiency with economically disadvantaged students.

Public and Collaborative Teaching

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

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

We do not have a problem with collaboration as we have only 13 people on our entire staff and all of us depend upon each other for every aspect of the school's operations. We all help each other every day and because of our size, we have no grade level meetings, we meet together and then break off into VPK-2 and 3-5.

On District professional development days, we join the District in District meetings in the area of our biggest need.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

We advertise locally in the newspaper. The principal has contacts at two local colleges. Despite all our recruiting efforts, teacher retention is a problem. We are unable to compete with traditional public schools with salary and benefit packages. When we train good teachers, other schools come hire them from us.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

We have one teacher at the school who has been at the school for more than one year. These teachers are providing mentoring to the first year teacher and to the teachers new to the school. Everyone is learning the new Florida Standards, so to that effect, we are all learning together. The principal is the main mentor for the teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

We are using Reading Street, from the State adopted list for our core reading program, we are also supplementing each lesson with lessons from the State of Florida cPalms site to ensure the lessons are in-depth to the level of the new AIR test.

For math, we are using Everyday Math which is listed by the What Works Clearinghouse as one of the top math programs for elementary students and is also approved for common core type programs. As with our reading program, we are using cPalms as a supplement.

We use i-Ready testing and chapter/unit tests to ensure students are learning the taught curriculum.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

We use i-Ready assessments to determine a student's progress as measured from one's own growth as well as where student's are compared to school and district peers and state standards.

We also use unit tests in reading and math to determine progress towards learning goals.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 100

We will focus on children who are not keeping up with expected levels of growth, primarily in reading, but also in writing, math and science.

Strategy Rationale

Typically, children enroll in our school because they were not progressing as expected in their previous school. Consequently, we have a large number of students who are below expected grade level expectations. To catch them up to where they should be, it requires additional time.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Cornell, J.S., cornelj@levy.k12.fl.us

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

Write Score and teacher formative assessments using FLDOE and FSA rubrics.

Strategy: Extended School Day

Minutes added to school year: 7,600

We are providing 2 hours of tutoring each grade level from K through 5 two days each week

Strategy Rationale

Struggling students often cannot keep up with the pace of classroom instruction and need additional help.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Cornell, J.S., cornelj@levy.k12.fl.us

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

i-Ready, Reading Street

Student Transition and Readiness

PreK-12 Transition

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

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

We have a VPK program that feeds our program, but at least 40% of our children enter our school as transfer students from other schools as children who were struggling at their previous school. We need to provide many levels of support.

College and Career Readiness

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

n/a

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

We begin talking to students about college in kindergarten.

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

n/a

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

n/a

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Our issues are almost always the same, reading and writing. Of course, at some point, it affects math and science as reading becomes more a part of it.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

phonics is a primary deficit

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase our writing scores to 35% scoring a passing level on the FSA. Writing is a big focus for us this year. For the first time, 4th and 5th graders will be tested on writing. We believe writing is related to comprehension and understanding, so we are focusing on this skill.
- G2.** To increase our FSA reading scores to a 50% pass rate overall, economically disadvantaged, and students with disabilities.

Strategic Goals Detail

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

G1. To increase our writing scores to 35% scoring a passing level on the FSA. Writing is a big focus for us this year. For the first time, 4th and 5th graders will be tested on writing. We believe writing is related to comprehension and understanding, so we are focusing on this skill. 1a

 G071565

Targets Supported 1b

Indicator	Annual Target
ESOL Endorsed	80.0
Highly Effective Teachers (Performance Rating)	50.0
AMO Math - Hispanic	
Level 1 - Grade 04	15.0

Resources Available to Support the Goal 2

- We are using the writing portion of Reading Street curriculum. Writing is embedded into our reading program. We also are using a new writing program from Curriculum Associates.

Targeted Barriers to Achieving the Goal 3

- Poor readers are typically poor writers. As a school, we tend to attract poor readers, and consequently, poor writers.

Plan to Monitor Progress Toward G1. 8

Write Score interim assessments. Reading Street Essay Scorer. FSA Writing. 4th grade and 5th grade teacher and 2nd and 3rd grade teachers exchange essays and double grade essays.

Person Responsible

Kim Bartley

Schedule

Quarterly, from 9/1/2015 to 6/1/2016

Evidence of Completion

At least 35% of students scoring a level of 3.5 or above on writing

G2. To increase our FSA reading scores to a 50% pass rate overall, economically disadvantaged, and students with disabilities. 1a

G071566

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0

Resources Available to Support the Goal 2

- This is our second year using the Reading Street curriculum. With any curriculum there are gaps. We plan to focus on the Florida Standards and the test item specifications to ensure that any gaps will be filled by utilizing resources outside of Reading Street. We use cPalms lessons to fill many of those gaps.
-

Targeted Barriers to Achieving the Goal 3

- Although this is the second year in our Reading Street curriculum. We had only two returning teachers out of 7. The new teachers were not familiar with either our math or science curriculum, so they are learning "on the fly."

Plan to Monitor Progress Toward G2. 8

increase reading scores on FSA to 50% pass rate

Person Responsible

J.S. Cornell

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

We use a cross section of all scores to determine the reliability of scores rather than using a single assessment.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. To increase our writing scores to 35% scoring a passing level on the FSA. Writing is a big focus for us this year. For the first time, 4th and 5th graders will be tested on writing. We believe writing is related to comprehension and understanding, so we are focusing on this skill. **1**

 **G071565**

G1.B1 Poor readers are typically poor writers. As a school, we tend to attract poor readers, and consequently, poor writers. **2**

 **B186535**

G1.B1.S1 Use writing curriculum embedded in Reading Street and supplement writing program from Curriculum Associates **4**

 **S197934**

Strategy Rationale

Low writing scores.

Action Step 1 **5**

We were not satisfied with the writing portion of Reading Street and although we are using some components of it, we are using a program from Curriculum Associates that has a six step reading process. All students receive 90 minutes of reading. Struggling students receive an additional 30 or 60 minutes using Great Leaps, Read Live, and i-Ready Instructional

Person Responsible

J.S. Cornell

Schedule

Daily, from 10/1/2015 to 6/1/2016

Evidence of Completion

ongoing monitoring of writing samples and use of Write Score

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

Monitor Reading Street essay scoring (grades 3-5), Write Score

Person Responsible

J.S. Cornell

Schedule

Evidence of Completion

Compare against rubric and send to essay scorer and Write Score

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

Write Score, review of two teacher grading rubrics, Reading Street essay scorer

Person Responsible

J.S. Cornell

Schedule

Quarterly, from 10/1/2015 to 6/1/2016


Evidence of Completion

scores from essay scorer and Write Score as well as rubric scoring with peers and other teachers

G2. To increase our FSA reading scores to a 50% pass rate overall, economically disadvantaged, and students with disabilities. 1

 G071566

G2.B1 Although this is the second year in our Reading Street curriculum. We had only two returning teachers out of 7. The new teachers were not familiar with either our math or science curriculum, so they are learning "on the fly." 2

 B186536

G2.B1.S1 We are meeting in groups of K-2 and 3-5 assess student progress, gaps in instruction and barriers to student progress. 4

 S197935

Strategy Rationale

We had only two returning teachers. The Reading Coach is helping with organization, planning and expectations.

Action Step 1 5

We are meeting as a team this year and are taking turns going to the Reading Coach meeting to bring back information and sharing it. We have a learning community and meet regularly to discuss progress of students. The Principal is the coordinator.

Person Responsible

J.S. Cornell

Schedule

Monthly, from 9/1/2014 to 4/30/2015

Evidence of Completion

Documentation reading coach meetings with teachers

Action Step 2 5

Examples of FSA type questions using the Socratic method embedded in the daily curriculum.

Person Responsible

J.S. Cornell

Schedule

Daily, from 9/1/2015 to 5/31/2016

Evidence of Completion

ongoing progress monitoring

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor student progress through formative and summative assessments in Reading Street. We are also using FAIR and i-Ready to monitor student progress.

Person Responsible

J.S. Cornell

Schedule

Quarterly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Student test scores, teacher anecdotal reports will indicate increase in scores. If not, we need to determine other interventions and dissect data to determine whether or not issues are systematic or individualized.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Use of and monitoring fidelity of new curriculum components, including science, social studies, writing

Person Responsible

J.S. Cornell

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

student work, teacher reports

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	We were not satisfied with the writing portion of Reading Street and although we are using some components of it, we are using a program from Curriculum Associates that has a six step reading process. All students receive 90 minutes of reading. Struggling students receive an additional 30 or 60 minutes using Great Leaps, Read Live, and i-Ready Instructional	Cornell, J.S.	10/1/2015	ongoing monitoring of writing samples and use of Write Score	6/1/2016 daily
G2.B1.S1.A1	We are meeting as a team this year and are taking turns going to the Reading	Cornell, J.S.	9/1/2014	Documentation reading coach meetings with teachers	4/30/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Coach meeting to bring back information and sharing it. We have a learning community and meet regularly to discuss progress of students. The Principal is the coordinator.				
G2.B1.S1.A2	Examples of FSA type questions using the Socratic method embedded in the daily curriculum.	Cornell, J.S.	9/1/2015	ongoing progress monitoring	5/31/2016 daily
G1.MA1	Write Score interim assessments. Reading Street Essay Scorer. FSA Writing. 4th grade and 5th grade teacher and 2nd and 3rd grade teachers exchange essays and double grade essays.	Bartley, Kim	9/1/2015	At least 35% of students scoring a level of 3.5 or above on writing	6/1/2016 quarterly
G1.B1.S1.MA1	Write Score, review of two teacher grading rubrics, Reading Street essay scorer	Cornell, J.S.	10/1/2015	scores from essay scorer and Write Score as well as rubric scoring with peers and other teachers	6/1/2016 quarterly
G1.B1.S1.MA1	Monitor Reading Street essay scoring (grades 3-5), Write Score	Cornell, J.S.	Compare against rubric and send to essay scorer and Write Score	quarterly	
G2.MA1	increase reading scores on FSA to 50% pass rate	Cornell, J.S.	9/1/2014	We use a cross section of all scores to determine the reliability of scores rather than using a single assessment.	5/29/2015 quarterly
G2.B1.S1.MA1	Use of and monitoring fidelity of new curriculum components, including science, social studies, writing	Cornell, J.S.	9/1/2014	student work, teacher reports	5/29/2015 quarterly
G2.B1.S1.MA1	Monitor student progress through formative and summative assessments in Reading Street. We are also using FAIR and i-Ready to monitor student progress.	Cornell, J.S.	9/1/2014	Student test scores, teacher anecdotal reports will indicate increase in scores. If not, we need to determine other interventions and dissect data to determine whether or not issues or systematic or individualized.	6/1/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase our writing scores to 35% scoring a passing level on the FSA. Writing is a big focus for us this year. For the first time, 4th and 5th graders will be tested on writing. We believe writing is related to comprehension and understanding, so we are focusing on this skill.

G1.B1 Poor readers are typically poor writers. As a school, we tend to attract poor readers, and consequently, poor writers.

G1.B1.S1 Use writing curriculum embedded in Reading Street and supplement writing program from Curriculum Associates

PD Opportunity 1

We were not satisfied with the writing portion of Reading Street and although we are using some components of it, we are using a program from Curriculum Associates that has a six step reading process. All students receive 90 minutes of reading. Struggling students receive an additional 30 or 60 minutes using Great Leaps, Read Live, and i-Ready Instructional

Facilitator

Principal

Participants

All instructional staff

Schedule

Daily, from 10/1/2015 to 6/1/2016

G2. To increase our FSA reading scores to a 50% pass rate overall, economically disadvantaged, and students with disabilities.

G2.B1 Although this is the second year in our Reading Street curriculum. We had only two returning teachers out of 7. The new teachers were not familiar with either our math or science curriculum, so they are learning "on the fly."

G2.B1.S1 We are meeting in groups of K-2 and 3-5 assess student progress, gaps in instruction and barriers to student progress.

PD Opportunity 1

We are meeting as a team this year and are taking turns going to the Reading Coach meeting to bring back information and sharing it. We have a learning community and meet regularly to discuss progress of students. The Principal is the coordinator.

Facilitator

Principal

Participants

Teachers

Schedule

Monthly, from 9/1/2014 to 4/30/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	We were not satisfied with the writing portion of Reading Street and although we are using some components of it, we are using a program from Curriculum Associates that has a six step reading process. All students receive 90 minutes of reading. Struggling students receive an additional 30 or 60 minutes using Great Leaps, Read Live, and i-Ready Instructional				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2763		0060 - Whispering Winds Charter School	Title I Part A		\$2,500.00
			Notes: Supplemental services are paid for with Title I funds			
2	G2.B1.S1.A1	We are meeting as a team this year and are taking turns going to the Reading Coach meeting to bring back information and sharing it. We have a learning community and meet regularly to discuss progress of students. The Principal is the coordinator.				\$0.00
3	G2.B1.S1.A2	Examples of FSA type questions using the Socratic method embedded in the daily curriculum.				\$0.00
Total:						\$2,500.00