

Orange County Public Schools

Whispering Oak Elementary



2015-16 School Improvement Plan

Whispering Oak Elementary

15300 STONEYBROOK WEST PKWY, Winter Garden, FL 34787

www.ocps.net/lc/west/ewi

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	25%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	43%

School Grades History

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

**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 Orange 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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and community.

Provide the school's vision statement

To be the top producer of successful students in the Nation.

School Environment

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

The Whispering Oak Elementary Leadership Team and classroom teachers review student records to ascertain critical and historical information. The staff also establishes and maintains positive relationships with all stakeholders recognizing cultural differences and meeting the needs of all.

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

There is an expectation at Whispering Oak Elementary to encourage interpersonal and intergroup respect among students and between students and staff. The building is clean, inviting and conducive to learning. There are school-wide procedures and expectations that apply to all classrooms and common areas of the school.

To ensure that our school provides all students with a supportive and safe environment in which to grow and thrive academically and socially, we promote and support the following;

- *Student engagement
- *Respect for diversity
- *Sense of personal and physical safety
- *School and Family Collaboration
- *Community Partnerships

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

Our school has a school wide discipline plan that is introduced to the teachers by the behavior leadership team during pre-planning.

Within the classroom the teachers provide the students with an in-depth PowerPoint review of the student code of conduct during the first week of school and review each nine weeks or as needed when new students arrive.

We collect and analyze discipline data through the MTSS behavior process to support students throughout the school year.

Our school uses Becky Bailey's Conscious Discipline program. The first and foremost thing our teachers do at the beginning of the school year is to build relationships with the students in their classrooms.

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 refer qualified students and families to SedNet approved agencies for counseling. The school social worker provides support groups for students emotional growth. The school nurse connects families with outside agencies to provide them with medical assistance to support continuous academic success.

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

Early Warning Signs include:

- *Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- *One or more suspensions, whether in school or out of school
- *A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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
	K	1	2	3	4	5	
Attendance below 90 percent	8	5	4	10	6	5	38
One or more suspensions	0	0	0	0	0	1	1
Course failure in ELA or Math	4	13	14	39	20	15	105
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level		Total
	K	3	
Students exhibiting two or more indicators	1	5	6

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

*Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension: The Attendance Child Student Team meets to discuss truancy and excessive tardiness with the parents. A plan is implemented to support the students and parents to ensure regular student attendance and decrease student tardiness. Referrals are put into place as needed for the student. Students are mentored for Early Warning Signs both academically and behaviorally. The MTSS team meets to develop an action plan so that each student can be successful. The team meets periodically to review the progress monitoring of the students to assess the appropriateness of the interventions implemented.

*A Level 1 score on the statewide, standardized assessments in English Language Arts or Math: students receive intervention specific to their need.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Open House Night is scheduled at the beginning of the school year, during this special night valuable information is presented to parents regarding but not limited to the curriculum, field trips, online technology programs that are available at school. Daily routines in the classroom as well as at home for continued use to assist with sustainability of academic skills.

Mrs. Tiffany Stanley, Instructional Coach and Mrs. Connie Murphy, Resource STEM, will spearhead our school's Math and Science Curriculum Night this school year. Parents and students will participate in hands-on activities that are planned and focused on the curriculum as an enhancement of what has been taught by the teachers and learned by the students.

Our dynamic school will host a "Creative Expressions Night" where student's creative writing will be showcased.

Students will take center stage on Portfolio Pride Nights! Our students' will chart their academic success throughout the school year and on the two designated nights they will share their work and personal growth with their parents. The teachers will also attend these nights facilitating and supporting their students with their presentation.

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

Our school provides opportunities for parents to become involved in their child's academic education. Parents are invited and encouraged to attend all meetings that pertain to their child's education such as Parent Teacher Other Association (PTO), School Advisory Council (SAC), Exceptional Student Education (ESE), Multilingual Parent Leadership Council (MPLC), parent/teacher conferences and any/all individual meetings scheduled to address/support the academic and/or behavior placements.

Dr. Ramsey, Principal, provides vitally important information via Connect Orange, phone message system as required and/or necessary for parents. There may be times that parents will receive via Connect Orange information directly from the Superintendent or designated district personnel.

Monthly newsletters are sent to families by the instructional staff and assist with maintaining school and home communication as well as to share information about upcoming events.

Parents are encouraged to become an ADDitions volunteer so that they can assist in the classroom, other areas of campus and attend field trips if selected by the teacher.

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
Ramsey, Patricia	Principal
Moore-Jenkins, Teena	Assistant Principal
Moore, Cathy	Instructional Coach
Stanley, Tiffany	Instructional Coach
Lawler, Karen	Instructional Coach
Mir, Nadia	Other

Duties

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

The School-Based Leadership Team consists of the following staff members: Dr. Patricia Ramsey, Principal, and Mrs. Teena Moore-Jenkins, Assistant Principal, working together to provide a vision and ensure the implementation of intervention support as well as provide ongoing professional development to support the overall teaching and learning process.

Mrs. Cathy Moore, MTSS (Multi-Tiered System of Support) Coach and Instructional Resource Coach, provides support and assist with maintaining the fidelity of the overall MTSS process with all educators which includes general education and exceptional student education teachers. Mrs. Moore is the "point-person" for the instructional staff regarding the implementation and follow-through of Tier 1 (for all students), Tier 2 (students that require more support) and Tier 3 (students that require more + more support to be successful within the classroom) as well as the development of the specific intervention plans.

Ms. Nadia Mir, Staffing Specialist, assists with the implementation of the MTSS process and assists with setting up meetings with the parents. Ms. Mir also schedules for our support team which includes but is not limited to Speech-Language Therapist/Clinicians, Adaptive Physical Education Teacher, Vision Teacher, Audiologist, Occupational/Physical Therapists, Social Worker and School Psychologist. All of the support staff play a significant role with providing support to the teachers in the classroom regarding specific interventions to implement for the students who are classified as requiring Tier 2 and Tier 3 support.

Ms. Karen Lawler, Instructional Resource Coach, provides assistance on the K-12 reading plan and provides teachers with appropriate materials for intervention. She models lessons for teachers as well as teach lessons for teachers to observe and gain valuable insight regarding the "next" step to take toward student success in the classroom.

Mrs. Tiffany Stanley, Instructional Resource Coach, provides assistance with math and science support. Mrs. Stanley provides the instructional staff with a wealth of knowledge in the area of math and science. She works closely with teachers providing them with ongoing support through providing training, websites and modeling within the classroom. One project she developed was Math Facts Fluency Competition within grade-level teams. The greatest benefit has been the competitiveness of the students' as they "rise to the challenge" and increase their fluency.

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

The School-Based Leadership Team (SBLT) and Classroom Teachers meet to discuss data and progress monitoring of students in the bottom 30% in reading and math. During the meetings called "Child Chats" assessments are analyzed to identify students who are below, meeting or exceeding

expectations. The SBLT provides support, resources, intervention and enrichment plans as needed for implementation. Our school will continue to decrease disproportionate classification in exceptional student education through MTSS process by providing and monitoring Tier 2 and Tier 3 level support. SAI (Supplemental Academic Improvement) funds are utilized to purchase research-based intervention materials.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Patricia Ramsey	Principal
Alais Salvador	Parent
Michelle Tanski	Teacher
Margrett Guagliardo	Parent
Betty Raz	Parent
Tasha Russell	Parent
Stephanie Curtis	Parent
Jackie Dawson	Parent
Lisa Tewari	Business/Community
Shaune Poole	Parent
Carmen Rivera	Education Support Employee

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

The primary function of the School Advisory Council (SAC) is to provide all of the stakeholders an opportunity to be active participants in the assessment of needs, development of priorities, and identification and use of resources based on an analysis of multiple sources of available school data. Dr. Ramsey, Principal, and Ms. Teena Moore-Jenkins, Assistant Principal, share the school's standards-based assessment data at the first SAC Meeting of the school year. During the meeting the SAC members are provided with specific school needs regarding the overall student achievement process. The SAC reviewed the previous school improvement plan, annual school budget and student standards-based assessment data, then consult as a group, making the decision to support educational practices proposed by the administration and supported by the academic data.

Development of this school improvement plan

The School Improvement Plan (SIP) is the guide for the year built around input from staff, families and community members. The SIP target is based on specific subgroups previous year performance on the standards-based academic assessments. The purpose of the SIP is to raise achievement for all students making sure that the essential work of the school is thriving to prepare every student to be college, career and community ready. The driving force behind the "theory-of-change" for the school is to remain focused on meeting specific research-based expectations in effective school-based leadership, student achievement, highly-qualified instructional best practices, highly-qualified professional teaching/learning process and enhance/support family/community engagement.

Preparation of the school's annual budget and plan

Dr. Ramsey, Principal and Ms. Teena Moore-Jenkins, Assistant Principal reviewed with SAC the "Action Plan" for the implementation of grade-level intervention groups as well as other discretionary decisions that would be utilized to actively support student growth. The proposal included but not limited to the following: The establishment of Intervention and Enrichment groups to address daily interventions/enrichment within grade-levels and the purchase of additional intervention/enrichment materials as needed for each grade-level and to have the ability to hire a certified tutor to support tiered groups of student.

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

School improvement funds were not allocated to the school last year.

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

Yes

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

The SAC will meet in October and the SAC rosters are expected to be available by the district to ensure we have the correct representation at the meetings.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Ramsey, Patricia	Principal
Moore-Jenkins, Teena	Assistant Principal
Moore, Cathy	Instructional Coach
Stanley, Tiffany	Instructional Coach
Lawler, Karen	Instructional Coach
Mir, Nadia	Other
Chotai, Nimisha	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

Utilizing the Florida Continuous Improvement Model (FCIM), the Literacy Leadership Team (LLT) will provide the teachers with their results of the standards-based data, establish "Child Chats" to assist teachers with analyzing and understanding student data, plan focused instruction to assist with impacting student growth, monitor ongoing progress through state, district and school assessments, adjust instruction in response to standards-based data yielding significant growth or lack of growth and continually addressing the Florida State Standards in all content areas.

Additionally, we will also continue to work on implementing the Journey's core reading program with fidelity and to ensure all students are receiving instruction on the required state standards.

The LLT is working collaboratively with the teachers who were trained in Core Connections to ensure that teachers are incorporating writing across the content.

Progress monitoring is measured through Lexia, Reading Plus, SRI (Scholastic Reading Inventory) and other formative assessment data. Students are utilizing the programs with fidelity to ensure that critical literacy strategies is being implemented at home and school.

The media specialist promotes literacy through two book fair a year which are held during the week of

portfolio nights to encourage parents to attend after school hours. She promotes Sunshine State readers and the AR reading program with school wide incentives. Additionally, she has school literacy club to promote reading.

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

A Common Planning time is provided daily for each grade-level team. Grade-level teams meet once per month for Professional Learning Communities (PLC) meetings and weekly for grade level planning and collaboration. The PLC's are established with norms that must be reviewed at each meeting and organized by "roles specific duties" such as the chair, co-chair, secretary, time-keeper and members. PLC's will provide the teams with time to collaborate and designate specific team members to be responsible for specific academic issues/concerns. This year grade-level teams will be provided a half-day planning for collaborating and working on rigorous detailed lesson plans.

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

Dr. Ramsey, Principal, and Ms. Teena Moore-Jenkins, Assistant Principal, work together when reviewing resumes, check references and network with colleagues to recruit/hire highly qualified teachers. The School-Based Leadership Team (SBLT) will provide ongoing professional development opportunities for the instructional staff. The SBLT will also monitor the school staff to ensure and maintain a positive and professional climates well as provide opportunities for staff to socialize through staff socials provided by grade-level groups. The regular PLC meetings will also foster and enhance positive collaboration with colleagues.

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

At the present time we have one teacher that is in the mentoring program. That teacher is paired with a teacher who has Clinical Education certification. They meet on a regular basis to discuss lesson plans, grades, any other concerns and/or questions of a new teacher. Our Instructional Resource Coaches, Mrs. Tiffany Stanley, Mrs. Cathy Moore and Ms. Karen Lawler, also serve as mentors to teachers, visiting the classroom, observing/modeling for teachers as needed.

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

The district has a rigorous curriculum adoption process that analyzes the correlation between core program materials and the Florida Standards. Core Instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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

The School-Based Leadership Team (SBLT) will meet regularly to analyze standards-base data. "Child Chat" meetings with teachers and the SBLT will occur on a regular basis looking at individual student needs and growth.

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: Before School Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

Kindergarten Orientation for those students who will be entering kindergarten is held prior to the end of the school year. The parents and students participate in classroom and school tours to learn about the kindergarten curriculum as well as to see the school and all the activities they will be involved in when they enter school. Kindergarten assessments for our incoming students are offered during the summer. The data is then used to drive the instruction. Parents can sign-up during Kindergarten Orientation. The families that cannot attend the summer assessment selected dates will have their child assessed at the beginning of the school year.

Parents and students are encouraged to attend "Meet the Teacher" during pre-planning week. Our Fifth Grade students attend a Middle School visit to help with the transitions.

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

N/A

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.

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.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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

Strategic Goals Summary

- G1.** Teachers will gain competence in rigorous, standards based instruction and in the use of the strategies identified as effective in the Instructional Framework across all content areas. (Division Priority: Accelerate Student Performance)

- G2.** Empowering school cultures, emphasizing building strong relationships among students, teachers, parents and administrators, result in a safe and orderly environment that supports and enhances student achievement. (Division Priority: Providing Empowering Environments)

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. Teachers will gain competence in rigorous, standards based instruction and in the use of the strategies identified as effective in the Instructional Framework across all content areas. (Division Priority: Accelerate Student Performance) 1a

G072982

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	85.0
AMO Math - African American	74.0
AMO Reading - All Students	83.0
AMO Reading - African American	74.0

Resources Available to Support the Goal 2

- Professional Development Services (PDS) online opportunities and resources
- Professional materials and resources
- IMS
- Florida State Standards
- Lexia
- Reading Plus
- Accelerated Reader
- Florida Ready for reading and math
- Florida Coach for reading and math

Targeted Barriers to Achieving the Goal 3

- Teachers are at different levels of understanding of the rigorous Florida Standards, implementation of the strategies identified as effective in the Instructional Framework within all content areas, and need more time to collaborate.

Plan to Monitor Progress Toward G1. 8

iObservation data and formative and summative assessment data will be collected on an ongoing basis to determine the progress toward the grade level goals and targets.

Person Responsible

Patricia Ramsey

Schedule

Monthly, from 9/3/2015 to 5/31/2016

Evidence of Completion

iObservation data with actionable feedback and formative and summative assessment data.

G2. Empowering school cultures, emphasizing building strong relationships among students, teachers, parents and administrators, result in a safe and orderly environment that supports and enhances student achievement. (Division Priority: Providing Empowering Environments) 1a

G072983

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	83.0
AMO Math - All Students	85.0

Resources Available to Support the Goal 2

- Conscious Discipline workshops/training
- Conscious Discipline Professional Development
- Professional resources/materials

Targeted Barriers to Achieving the Goal 3

- The different levels of knowledge of the Conscious Discipline philosophy and strategies resulting in the inconsistent implementation in the classroom and school-wide.

Plan to Monitor Progress Toward G2. 8

Monitor for progress through classroom observations and academic/discipline data.

Person Responsible

Patricia Ramsey

Schedule

Quarterly, from 9/3/2015 to 6/8/2016

Evidence of Completion

Classroom observations, lesson plans, formative and summative assessment and discipline data.

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. Teachers will gain competence in rigorous, standards based instruction and in the use of the strategies identified as effective in the Instructional Framework across all content areas. (Division Priority: Accelerate Student Performance) **1**

 G072982

G1.B1 Teachers are at different levels of understanding of the rigorous Florida Standards, implementation of the strategies identified as effective in the Instructional Framework within all content areas, and need more time to collaborate. **2**

 B190561

G1.B1.S2 Provide specific training on understanding the levels of complexity within the Florida Standards and the use of the Instructional Framework to create appropriate rigorous goals, and scales with artifacts across all content areas. **4**

 S201998

Strategy Rationale

To enhance our teacher's knowledge of the standards and the learning strategies within the Instructional Framework to ensure maximum student achievement.

Action Step 1 **5**

Provide professional development on creating rigorous goals and scales with artifacts across the content areas based on the Florida Standards.

Person Responsible

Tiffany Stanley

Schedule

Quarterly, from 9/3/2015 to 5/31/2016

Evidence of Completion

Exit slips from professional development, iObservation data with actionable feedback, lesson plans, formative assessment data.

Action Step 2 5

Leadership team will conduct classroom observations to calibrate data on learning goals, scales and implementation the appropriate instructional strategies to teach the standard.

Person Responsible

Patricia Ramsey

Schedule

Monthly, from 9/21/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback and lesson plans

Action Step 3 5

Instructional coaches will provide modeling and side-by-side coaching opportunities for struggling teachers.

Person Responsible

Karen Lawler

Schedule

Biweekly, from 9/28/2015 to 6/8/2016

Evidence of Completion

Coaches logs, i-Observation data, and lesson plans

Action Step 4 5

Professional development will be provided on development of scales and artifacts aligned to the standard.

Person Responsible

Patricia Ramsey

Schedule

On 10/21/2015

Evidence of Completion

sign-in sheet and artificats

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom observations will be conducted on an ongoing basis to monitor/support the fidelity of implementation of the standards-based instruction and the use of appropriate scales with artifacts.

Person Responsible

Patricia Ramsey

Schedule

Every 3 Weeks, from 9/3/2015 to 5/31/2016

Evidence of Completion

iObservation data with actionable feedback, lesson plans reviews, and formative assessment data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Classroom observations will be conducted on an ongoing basis to monitor/support the effectiveness of implementation standards-based instruction and the use of scales with artifacts.

Person Responsible

Patricia Ramsey

Schedule

Every 3 Weeks, from 9/3/2015 to 5/31/2016

Evidence of Completion

iObservation data with actionable feedback, lesson plans reviews, and formative assessment data.

G2. Empowering school cultures, emphasizing building strong relationships among students, teachers, parents and administrators, result in a safe and orderly environment that supports and enhances student achievement. (Division Priority: Providing Empowering Environments) 1

G072983

G2.B1 The different levels of knowledge of the Conscious Discipline philosophy and strategies resulting in the inconsistent implementation in the classroom and school-wide. 2

B190563

G2.B1.S2 Provide professional development on the philosophy of Conscious Discipline and the strategies that provide a safe, caring learning environment. 4

S202000

Strategy Rationale

To build and sustain strong relationships resulting in a safe, caring and orderly learning environment that supports and enhances student achievement.

Action Step 1 5

Provide professional development on Conscious Discipline philosophy and strategies to use in the classrooms and school-wide.

Person Responsible

Tiffany Stanley

Schedule

Quarterly, from 10/28/2015 to 5/31/2016

Evidence of Completion

Exit slips from professional development and iObservation data with actionable feedback.

Action Step 2 5

Selected teachers will attend a Conscious Discipline Conference and bring back the information to share with the committee for a year long implementation.

Person Responsible

Patricia Ramsey

Schedule

Quarterly, from 9/22/2015 to 6/8/2016

Evidence of Completion

Staff development documents and sign-in sheets

Action Step 3 5

Teachers will have the opportunity to observe teachers through peer observation.

Person Responsible

Patricia Ramsey

Schedule

Biweekly, from 10/28/2015 to 6/8/2016

Evidence of Completion

Coach's logs and i-Observation data and feedback to teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monitor through classroom observations and academic/discipline data to support the fidelity of implementation.

Person Responsible

Patricia Ramsey

Schedule

Every 3 Weeks, from 9/3/2015 to 5/31/2016

Evidence of Completion

iObservation data with actionable feedback, lesson plans, formative assessments, discipline data.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monitor for the effectiveness of implementation through classroom observations and academic/discipline data.

Person Responsible

Patricia Ramsey

Schedule

Every 3 Weeks, from 9/3/2015 to 5/31/2016

Evidence of Completion

iObservation data with actionable feedback, lesson plans, formative assessments, discipline data

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.S2.A1	Provide professional development on creating rigorous goals and scales with artifacts across the content areas based on the Florida Standards.	Stanley, Tiffany	9/3/2015	Exit slips from professional development, iObservation data with actionable feedback, lesson plans, formative assessment data.	5/31/2016 quarterly
G2.B1.S2.A1	Provide professional development on Conscious Discipline philosophy and strategies to use in the classrooms and school-wide.	Stanley, Tiffany	10/28/2015	Exit slips from professional development and iObservation data with actionable feedback.	5/31/2016 quarterly
G1.B1.S2.A2	Leadership team will conduct classroom observations to calibrate data on learning goals, scales and implementation the appropriate instructional strategies to teach the standard.	Ramsey, Patricia	9/21/2015	i-Observation data and feedback and lesson plans	6/8/2016 monthly
G2.B1.S2.A2	Selected teachers will attend a Conscious Discipline Conference and bring back the information to share with the committee for a year long implementation.	Ramsey, Patricia	9/22/2015	Staff development documents and sign-in sheets	6/8/2016 quarterly
G1.B1.S2.A3	Instructional coaches will provide modeling and side-by-side coaching opportunities for struggling teachers.	Lawler, Karen	9/28/2015	Coaches logs, i-Observation data, and lesson plans	6/8/2016 biweekly
G2.B1.S2.A3	Teachers will have the opportunity to observe teachers through peer observation.	Ramsey, Patricia	10/28/2015	Coach's logs and i-Observation data and feedback to teachers	6/8/2016 biweekly
G1.B1.S2.A4	Professional development will be provided on development of scales and artifacts aligned to the standard.	Ramsey, Patricia	10/21/2015	sign-in sheet and artifacts	10/21/2015 one-time
G1.MA1	iObservation data and formative and summative assessment data will be collected on an ongoing basis to determine the progress toward the grade level goals and targets.	Ramsey, Patricia	9/3/2015	iObservation data with actionable feedback and formative and summative assessment data.	5/31/2016 monthly
G1.B1.S2.MA1	Classroom observations will be conducted on an ongoing basis to monitor/support the effectiveness of implementation standards-based instruction and the use of scales with artifacts.	Ramsey, Patricia	9/3/2015	iObservation data with actionable feedback, lesson plans reviews, and formative assessment data.	5/31/2016 every-3-weeks
G1.B1.S2.MA1	Classroom observations will be conducted on an ongoing basis to monitor/support the fidelity of implementation of the standards-based instruction and the use of appropriate scales with artifacts.	Ramsey, Patricia	9/3/2015	iObservation data with actionable feedback, lesson plans reviews, and formative assessment data.	5/31/2016 every-3-weeks
G2.MA1	Monitor for progress through classroom observations and academic/discipline data.	Ramsey, Patricia	9/3/2015	Classroom observations, lesson plans, formative and summative assessment and discipline data.	6/8/2016 quarterly
G2.B1.S2.MA1	Monitor for the effectiveness of implementation through classroom observations and academic/discipline data.	Ramsey, Patricia	9/3/2015	iObservation data with actionable feedback, lesson plans, formative assessments, discipline data	5/31/2016 every-3-weeks
G2.B1.S2.MA1	Monitor through classroom observations and academic/discipline data to support the fidelity of implementation.	Ramsey, Patricia	9/3/2015	iObservation data with actionable feedback, lesson plans, formative assessments, discipline data.	5/31/2016 every-3-weeks

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. Teachers will gain competence in rigorous, standards based instruction and in the use of the strategies identified as effective in the Instructional Framework across all content areas. (Division Priority: Accelerate Student Performance)

G1.B1 Teachers are at different levels of understanding of the rigorous Florida Standards, implementation of the strategies identified as effective in the Instructional Framework within all content areas, and need more time to collaborate.

G1.B1.S2 Provide specific training on understanding the levels of complexity within the Florida Standards and the use of the Instructional Framework to create appropriate rigorous goals, and scales with artifacts across all content areas.

PD Opportunity 1

Provide professional development on creating rigorous goals and scales with artifacts across the content areas based on the Florida Standards.

Facilitator

Patricia Ramsey

Participants

Instructional staff

Schedule

Quarterly, from 9/3/2015 to 5/31/2016

PD Opportunity 2

Professional development will be provided on development of scales and artifacts aligned to the standard.

Facilitator

District support

Participants

Instructional staff

Schedule

On 10/21/2015

G2. Empowering school cultures, emphasizing building strong relationships among students, teachers, parents and administrators, result in a safe and orderly environment that supports and enhances student achievement. (Division Priority: Providing Empowering Environments)

G2.B1 The different levels of knowledge of the Conscious Discipline philosophy and strategies resulting in the inconsistent implementation in the classroom and school-wide.

G2.B1.S2 Provide professional development on the philosophy of Conscious Discipline and the strategies that provide a safe, caring learning environment.

PD Opportunity 1

Provide professional development on Conscious Discipline philosophy and strategies to use in the classrooms and school-wide.

Facilitator

Conscious Discipline Committee

Participants

Instructional and classified staff

Schedule

Quarterly, from 10/28/2015 to 5/31/2016

PD Opportunity 2

Selected teachers will attend a Conscious Discipline Conference and bring back the information to share with the committee for a year long implementation.

Facilitator

Dr. Becky Bailey conference facilitators and Whispering Oak committee

Participants

Selected Whispering Oak Elementary teachers

Schedule

Quarterly, from 9/22/2015 to 6/8/2016

Budget

Budget Data

1	G1.B1.S2.A1	Provide professional development on creating rigorous goals and scales with artifacts across the content areas based on the Florida Standards.	\$0.00
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Budget Data

2	G1.B1.S2.A2	Leadership team will conduct classroom observations to calibrate data on learning goals, scales and implementation the appropriate instructional strategies to teach the standard.				\$0.00
3	G1.B1.S2.A3	Instructional coaches will provide modeling and side-by-side coaching opportunities for struggling teachers.				\$0.00
4	G1.B1.S2.A4	Professional development will be provided on development of scales and artifacts aligned to the standard.				\$0.00
5	G2.B1.S2.A1	Provide professional development on Conscious Discipline philosophy and strategies to use in the classrooms and school-wide.				\$0.00
6	G2.B1.S2.A2	Selected teachers will attend a Conscious Discipline Conference and bring back the information to share with the committee for a year long implementation.				\$1,047.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	7300	730-Dues and Fees	0322 - Whispering Oak Elementary	General Fund		\$1,047.00
7	G2.B1.S2.A3	Teachers will have the opportunity to observe teachers through peer observation.				\$0.00
Total:						\$1,047.00