

The School District of Palm Beach County

Whispering Pines Elementary School



2015-16 School Improvement Plan

Whispering Pines Elementary School

9090 SPANISH ISLES BLVD, Boca Raton, FL 33496

www.edline.net/pages/whispering_pines_es

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	36%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	42%

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 was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	31
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	0

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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Whispering Pines Elementary School is to create a safe, nurturing learning environment and provide appropriate instructional resources to ensure the success of our teachers and students. We will incorporate a variety of innovative strategies, including the use of technology that will meet the unique needs of the whole child promoting high academic standards set by the Florida Department of Education.

Provide the school's vision statement

The vision at Whispering Pines Elementary School is to foster a balance of academics, creativity and responsibility to promote a sense of belonging in our community.

School Environment

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

At WPES we operate under a Single School Culture where the philosophy is that academics, behavior and climate are directly related and connected to one another.

Single School Culture © for ACADEMICS is a research-based process that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment Literacy based on the Stiggins model. Teachers receive training and participate in regularly scheduled Learning Team Meetings that include the following procedures:

- Articulation of academic targets – unpacking of standards
- Development of a data stream
- Analysis of student data (strengths and weaknesses) and student work (rigor and relevance)
- Alignment of curriculum/instruction/assessment to standards
- Sharing strategies for corrective instruction

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

The school integrates Single School Culture with our School-wide Positive Behavior Systems (SwPBS) by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring the SwPBS. The school updates Action Plans during Leadership, Faculty, and SwPBS Meetings instilling an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS programs such as "U Tickets". Positive school-wide behavior is implemented through our Universal Guidelines of Be Respectful, Be Responsible, and Be Ready. The staff has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc., creating a matrix and lesson plans to teach these expectations. These expectations are shared with the students and community twice a year at a School Advisory Meeting, and during a school assembly.

Single School Culture © for CLIMATE refers to the emotional atmosphere we generate around us, the "context" of school. Climate involves the perception of stakeholders concerning the fairness, openness, friendliness, ethos of caring, and sense of welcome of the school. It also refers to the degree of satisfaction experienced within its organizational structure. In this process, schools identify

the problematic practices and their impact on staff/student morale, achievement, and participation. The goals of Single School Culture © for CLIMATE include maintaining a community in school that:

- Reduces risk factors for students and promotes positive factors
 - Recognizes and values the contributions of all: staff, students, and parents
 - Promotes an atmosphere that encourages positive relationships among all stakeholder groups
- Our School Advisory Council and our SwPBS Committee will serve as the committees to continually assess the state of our cultural awareness and student teacher relationships.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

In addition the community of WPES with the help of our stakeholders will highlight the cultural diversity that makes up the world around us and embed cultural activities within and beyond the instructional day.

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

At the beginning of the school year teachers will utilize lessons to teach the specific practices and application of the WPES SwPBS Universal Guidelines: Be Respectful, Responsible, and Ready along with the school-wide matrix that lists the expected behaviors throughout campus. Teachers will refer the Universals Guidelines and matrix often reviewing the information with students throughout the school year. The Universals Guidelines will be shared with parents and encouraged before, during, and after school, recognizing students when they demonstrate these positive behaviors.

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

The WPES Universal Guidelines and Matrix are taught at the beginning of the year and reviewed as needed throughout the year. The teachers have created lesson plans for each area of the matrix and shared them on the school's SharePoint site for all to use. Twice a year there is a student assembly to promote the Guidelines and Matrix with the students. The Universal Guidelines and Matrix are also shared with parents and community members twice a year through Curriculum Night and School Advisory Meetings. In addition the community of WPES promotes the Universal Guidelines and Matrix through the U Ticket, a golden ticket that students can earn when they are caught following the Guidelines and expectations in the Matrix. Every week five tickets from the K-2 "Pot of Gold" and five tickets from the 3-5 "Pot of Gold" are chosen and those students get to wear a WPES Lanyard with a Golden Ticket showing off their recognition, on Fridays they turn in their Lanyard for an ice cream in the cafeteria. Teachers and Personnel throughout the campus have committed to awarding two U Tickets a week to recognize positive student behavior.

Teachers and staff have collaborated to determine a list of minors and majors in order to define what behaviors can be handled in the classroom and what behaviors should be referred for additional assistance, as well as, how those behaviors can be handled within the classroom in the most positive and least distracting way. The SwPBS Committee is working to develop and implement the classroom management tracking form along with a process chart to support tracking minor and major behaviors. These resources will assist teachers with gathering data on student behavior that interferes with academics, that then can be referred to the Problem Solving Team. The Problem Solving Team will

review the information and work with the teacher to develop an instructional behavior management system to support the student(s).

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

The WPES School Based Team meets every Tuesday to discuss students with both academic and social/behavior needs. The team is made up of the SBT leader, who is also the ESE Contact, the school principal, a speech/language pathologist, the school psychologist, and the classroom teacher. Classroom teachers are often the ones that bring forward concerns they have, however it is not limited to the classroom teacher to bring forward concerns about students and their needs. The team looks at the concerns and any data available, then makes suggestions and assistance in implementation of any needed interventions.

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

The assistant principal checks regularly with the attendance clerk to flag students who have excessive absences. The assistant principal will reach out to the parents for assistance. Outside agencies are recommended when asked. The SBT will create a behavior plan for any child who is struggling with adherence to school expectations, including students who have been suspended in or out of school. All level 1 and 2 students are placed in immediate intensive intervention and are progress monitored through the school base team process.

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	16	16	12	16	16	15	91
One or more suspensions	1	0	1	0	1	0	3
Course failure in ELA or Math	25	31	22	23	50	13	164
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	1	2	3	4	5	
Students exhibiting two or more indicators	5	4	3	3	9	2	26

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

The School Based Team (SBT) meets weekly to review identified students who are exhibiting early warning indicators. The team creates an individualized plan that may include an individual behavior plan and counseling. Often an academic intervention plan is created. Interventions are implemented

through iii , SAI, and Classroom Teacher using researched-based programs such as LLI, Foundations, OLA and fluency instruction, etc. A case manager is assigned to each child identified to oversee the individualized plan and reports back weekly to the team.

Notification procedures are in place for parents of students who are exhibiting any of the early warning indicators. Often times the school counselor will refer families to outside agencies and community outreach organizations to provide support.

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

WPES will target parental involvement through the following, but not be limited to participation in Curriculum Night, Parent Mathematics, Literacy, and Science Nights. Parent involvement will also be evident in the attendance of IEP and EP meetings, and parent-teacher conferences. We will continue to support our active PTA and encourage parents to participate in the activities that PTA sponsors throughout the year such as Fall Fest, Read & Treat, Ice Cream Social for new Kindergarten families, etc. We will communicate classroom and school news to parents using social media as well as traditional newsletters, in addition to sending positive notes, emails, and letters home, and phone calls. Professional development will be provided to teachers concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings.

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

WPES will partner with the PTA to actively recruit and build business partnerships and community support. We will build reciprocal relationships offering to make parents aware of the business and their support through communications such as but not limited to the PTA newsletter. Our Curriculum Night will ensure parents receive curriculum information, Edline information and school website information. We will provide parents with information through our social media and traditional newsletter to maintain a school to family connection.

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
Riemer, Barbara	Principal
Lawrie, David	Assistant Principal
Blue, Sheena	Administrative Support
Fisher, David	Teacher, K-12
Finn, Lisa	Teacher, ESE
Golembe, Stephanie	Teacher, K-12
Gotthoffer, Dana	Teacher, K-12
Jimenez-Ross, Nilu	Teacher, K-12
Modesto, Susanna	Teacher, K-12
Slater, Betty	Teacher, K-12
Vetter, Lori	Teacher, K-12
Graham, Yolanda	Teacher, K-12
Scalisi, Nicole	Teacher, K-12
Schuemann, Anna	Teacher, K-12

Duties

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

The school leadership team is comprised of the following members: principal, assistant principal, ESE Coordinator, K-5, ESE, ELL and Fine Arts Team Leaders, Learning Team Facilitator (LTF), Supplemental Academic Instruction (SAI) Teacher, the Professional Development team, School-wide Positive Behavior (SwPBS) Chairperson, and the School Advisory Chairperson. All member of the team are responsible for participating in the FCIM method. The team uses the FCIM method to determine the academic needs in all three Tiers, the resources to address those needs, and professional development that will support the MTSS and Response to Intervention (RtI) process. The principal's role is to provide a common vision for the use of data-based decision-making to ensure a sound, effective academic program is in place. The assistant principal supports the principal and teachers in this common vision and ensures that the academic programs in place are implemented. The ESE Coordinator also functions as the School Based Team Leader and provides input on both the core instruction and the instructional needs of Tier 2 and 3. The K-5, ESE, ELL and Fine Arts Team Leaders disseminate information to both the administration on what is effectively and ineffectively working in the classroom, and to the teachers on their teams about the vision and direction the school is taking in curriculum and instruction. The Learning Team Facilitator provides information about the outcomes of the FCIM process utilized during the Learning Team Meetings. The SAI teacher provides information regarding the progress of instruction and interventions provided in Tier 2 and 3. This teacher works closely with the SBT team and supports the teachers in their instructional and intervention needs in Tier 2 and 3.

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

Whispering Pines utilizes the Florida Continuous Improvement Model (FCIM) as the data-based problem-solving process for the implementation and monitoring of the MTSS and SIP structures. The steps of FCIM are broken into four parts: 1. PLAN 2. DO 3. CHECK 4. ACT. In step 1 the team looks at data and analyze strengths and weaknesses to develop a "plan" of action. Step 2 is the engagement phase. At this step the team has communicated goals and allows instruction and learning to take place. Step 3 is the "checking" phase. Here, progress monitoring comes into play. The team reviews data to check for student proficiency. Step 4 is where all parties involved decide whether to continue on the same track or make changes based on data results. This process provides the necessary information to address the effectiveness of core instruction, small group instruction, and individual student needs. It also allows the team to discuss the allocation of the necessary resources, and to support teachers in their needs to make every student successful. The FCIM process allows for the analysis of core instructional needs, targeted supplemental interventions, and intensive individualized interventions and supports (MTSS/RtI) and the needs of the SIP structures. It ensures that effective practices and resources are in place to meet the needs of the students. This process is used collaboratively among the staff and stakeholders of the school in one capacity or another.

The School Based Team (SBT) functions as one support of the MTSS. The team works with the teachers who have identified students who need additional academic and/or behavioral support. The team develops an intervention plan is developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions that address these deficiencies. The team ensures the necessary resources are available and that the intervention is implemented with fidelity. Each case has a liaison, whose responsibility is to support the interventionist and keep the SBT team abreast of all data collected regarding the implementation of the intervention and progress of student. We have found that the FCMI is self-correcting and cyclic which affords us the opportunity to achieve the best outcomes for all students.

The SBT team is a function fo the MTSS and RtI process that specifically addresses the needs of Tier 2 and 3. The team is comprised of the following members: principal, assistant principal, ESE Coordinator, Language facilitator, school psychologist, classroom teachers, Speech Language Pathologist, and Guidance Counselor.

The principal's role is to provide a common vision for the use of data-based decision-making to ensure a sound , effective academic program is in place. The ESE Coordinator will assist with all questions related to programmatic assistance (if and when applicable) within the realm of IDEA, ADA, or any other District, State, and/or Federal regulations. The language facilitator's primary role is to ensure that information is translated to parents and students alike. The school psychologist helps with the analysis and interpretation of data related to the individual student. The classroom teacher provides the team with first hand knowledge of the effect of specific classroom strategies being used and updates the team with data collection that helps compare the progress of students relatively to other students, to mastery, and to total acquisition of the standard. The Speech and Language Pathologist actively participates in meetings collaborating with the team. It is also the responsibly of the Speech and Language Pathologist to review student referrals, analyze individual data and help to develop goals and interventions. The Guidance Counselor provides input as it relates to the social impact and community agencies. Parents are also invited to attend these meetings so that they can help in the collaborative effort to address their child's needs.

The Professional Development Team acts on the professional development needs identified through the FCIM process and creates a plan to meet these needs. The SwPBS Chairperson ensures that the single school culture of the school and SwPBS is considered it the process and followed. The SAC Chairperson ensures that the outcomes of the process align with the School Improvement structures and takes

recommendations back to the SAC for consideration before making adjustments to the SIP. Additional responsibilities of the team include communicating information to all stakeholders.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Barbara Riemer	Principal
Yolanda Graham	Teacher
Lyndsey Salvesen	Teacher
Ron Brazda	Parent
Kevin Eirich	Parent
Alan Leibovitz	Parent
Irene Arnone	Education Support Employee
Sheena Blue	Teacher
Chad Johnson	Parent
Misael Avila	Parent
Xiomara Lopez Cruz	Parent
Dawne Morison	Parent
Jennifer Niedda	Parent
Jennifer Andrews	Parent

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

Last year's school improvement plan was presented and approved by the SAC. The SAC evaluated and asked questions about the goals, how they were created, determined, and the data that supported them. Throughout the school year the school principal provided updates on student achievement and how it aligned to the SIP goals chosen. At the end of the school year what data was available in relation to the SIP goals were shared and discussed. Once all the data relating to the SIP goals is received it will be shared with the SAC and discussed.

Development of this school improvement plan

This year's School Improvement Plan was created in much the same way. Teachers were asked for their input regarding continuing with the current goals or making edits to those goals. A committee also met to complete the BPIE and consider how the results of that could be addressed through the SIP. Feedback from the collaboration of all the stakeholders was gathered and used to create this year's SIP goals, strategies, and action steps. The plan was then presented to the SAC for approval.

Preparation of the school's annual budget and plan

The school's annual budget and plan was shared with the SAC at the end of the 2014-2015 school year. The number of teachers allocated to each grade level, resource teachers in ESE and ELL, Fine Arts, and non-instructional personnel was reported. At the beginning of the 2015-2016 school year a follow up report of the allocations were provided and any changes that were made to the school's annual budget was shared. It was shared with the SAC that the school's annual budget is provided by the School District to each school and that there is very little negotiation to the school budget. The school budget consists of the teacher allocation for general education, gifted, varying exceptionalities, English language learners, non instructional personnel, and supply money that is governed by specific guidelines and policies.

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

Last school year the SAC approved the funding of Reading Eggs a software license. A license was purchased for each student in K-5 in order for the students to have access to the Reading Eggs program from September, 2014 through October, 2015. This was purchased to promote literacy skills and summer reading. One teacher was sent to Teachers College in New York to attend the Readers Workshop professional development for intermediate students. This teacher is scheduled to share what was learned from the professional development with her peers.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Blue, Sheena	Teacher, ESE
Finn, Lisa	Teacher, ESE
Fisher, David	Teacher, K-12
Golembe, Stephanie	Teacher, K-12
Gotthoffer, Dana	Teacher, K-12
Jimenez-Ross, Nilu	Teacher, K-12
Scalisi, Nicole	Teacher, K-12
Lawrie, David	Assistant Principal
Modesto, Susanna	Teacher, K-12
Schuemann, Anna	Teacher, K-12
Riemer, Barbara	Principal
Slater, Betty	Teacher, K-12
Vetter, Lori	Teacher, K-12
Graham, Yolanda	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy with the school through the implementation of the Florida State Standards in English Language Arts for grades K-5, balanced literacy and the district implementation of the Reading Units of Study and the Lucy Calkins Writing Units of Study, and researched-based instructional practices. The LLT uses data to establish the literacy goals for the school year. Once the goals have been established, the team creates a plan of action and meets monthly to assess progress towards accomplishing the goals. In addition LLT will continue to focus on increasing the achievement of our students in all areas of reading and writing at all grade levels and across all curricular areas by sharing strategies and ideas with colleagues, and assisting with generating ideas for school-wide activities that promote literacy before, during, and after school.

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

One way for encouraging positive working relationships with teachers is participation in the Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers on each grade level to meet. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. In addition to the Learning Team Meetings (LTMs) grade level teachers are provided with additional time to collaboratively plan Units of Study for both Reading and Writing. Teachers are also provided with grade level support and professional development in instructional practices throughout the school year.

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

Whispering Pines Elementary currently is participating in a grant with FAU to provide interns from FAU with teachers who have completed Clinical Educators professional development and additional professional development in Marzano and iObservation provided through the grant. Administration attends job fairs and utilizes the District's Recruitment and Retention Department to reach out to qualified candidates all over the country. This year WPES has started its own mentoring/support group for teachers new to the profession or new to the campus. Once a month the group meets for "Breakfast with Bonnie and Barbara" to receive quick PD, share successes, discuss struggles and create action plans where needed to assist with being successful in the classroom. We have also paired new teachers up with mentors on campus who have shown leadership and instructional success in the classroom to be the new teachers "go to person" in all things. Professional development and support is given to new staff to increase retention rates.

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

Whispering Pines Elementary provides new teachers a mentor based on the needs of the new teacher and the expertise of the mentors. We follow the District's ESP program and timeline for new teachers. ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

In addition to the ESP program mandated by the District, WPES has initiated its own Mentoring Program to meet the needs of teachers new to the profession, new to campus, or new to a grade level. Each teacher that falls under one of those categories is given a mentor teacher on campus, in their grade level if possible. The mentor teacher is someone who has demonstrated successful instructional and professional practices, and who is willing to share, answer questions, and guide the mentee throughout the school year.

Planned mentoring activities include but are not limited to meeting once a month with the group to share

best practices, answer questions, and provide strategies for success. The group meets on the first Tuesday of every month.

Each of these teachers is paired with a mentor with valued experience and as often as possible, that is on their grade level team or works within their discipline.

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. The instructional practices includes direct instruction, use of research based social skills, and differentiated instruction to meet the varied needs of individual students (gifted, ESE, etc.). In addition to the core instructional program WPES utilizes several resources to supplement and provide necessary intervention for students that show deficiencies in literacy. These resources align with the five reading components in order to ensure that the students specific needs can be met through one of the resources available. These resources consist of but are not limited to Leveled Literacy Intervention System, Reading A to Z, Foundations, and AIMS web.

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

WPES uses data to provide and differentiate instruction to meet the diverse needs of students through small group instruction within the classroom and student conferences. Teachers group students for reading and writing based on many factors such as students instructional reading level, vocabulary, strategy or skill needs. These groups are fluid and change as the needs of the students change. Teachers use the Continuum of Literacy and the Pathways to Literacy along with the data to determine the instructional needs of students in small groups.

WPES ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an uninterrupted 45-60 minute writing block
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels
- Students receiving push-in/pull out services for ESE/ELL

- Providing LLI (Leveled Literacy Intervention) instruction
- Providing Process and Strategy charts for reminders of teaching

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

Strategy: Extended School Day

Minutes added to school year: 1,200

Before and/or after school tutorials are offered January through April. Students are targeted for extra support in the Core academic subjects. Students are homogeneously grouped according to needs and matched with the appropriate teacher.

Strategy Rationale

The extra small group individualized instruction with students of like needs will close the learning gap.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Riemer, Barbara, barbara.riemer@palmbeachschools.org

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

Pre and post tests, lesson plans are collected and evaluated. Administrators conduct classroom walkthroughs and after student achievement data becomes available students in extended day activities are tracked to see if it was effective.

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

An invitation is extended for tours and small group meeting with the preschool personnel as well as parents. A monthly tour and communication session is provided. WPES also participates in Kindergarten "Fairs" to provide information to the community on the programs offered at WPES. A Kindergarten Round-up is held in the month of May for parents.

Assemblies are held for students in grades 5 to introduce them to possible middle schools. Students who are to transition to their home middle school take a field trip to the middle school for a tour and presentation. WPES shares middle school information with parents so that parents and students can make an educated decision about the middle school they wish to choose.

At WPES all members of the staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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

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

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

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

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:

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.** If we utilize formative assessment processes and tools to gather, analyze, and evaluate data about effective instructional practices, strategies, and behavior interventions for all students then instructional time and rigor will increase student achievement in all content areas.
- G2.** If we increase collaboration among all staff, parents, and community then student development and growth will increase in academic, social, emotional, and behavioral development.

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. If we utilize formative assessment processes and tools to gather, analyze, and evaluate data about effective instructional practices, strategies, and behavior interventions for all students then instructional time and rigor will increase student achievement in all content areas. **1a**

 G074904

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	78.0
AMO Math - All Students	78.0
FCAT 2.0 Science Proficiency	69.0

Resources Available to Support the Goal **2**

- Resources in School-wide Positive Behavior, Rtl, MTSS Sharepoint
- Resources such as lessons and strategies in Blender
- Professional development for teachers
- Learning Team Meetings
- SIP, PTA, Grants and fundraising in order to raise money to assist with purchasing resources

Targeted Barriers to Achieving the Goal **3**

- Lack of understanding of rigor and how to interpret the Marzano elements for successful implementation of instructional elements in order to reach rigorous instructional and behavioral practices.

Plan to Monitor Progress Toward G1. **8**

Progress toward the goal will be monitored through classroom observations, assessment and discipline data and the school's academic performance.

Person Responsible

Barbara Riemer

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

iObservation data, Performance Matters data. EDW data/reports, and state assessment data showing the school's academic performance.

G2. If we increase collaboration among all staff, parents, and community then student development and growth will increase in academic, social, emotional, and behavioral development. **1a**

G074905

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	78.0
AMO Reading - All Students	78.0
FCAT 2.0 Science Proficiency	69.0

Resources Available to Support the Goal **2**

- Scheduled Learning Team Meetings, School Based Team Meetings, SwPBS Committee, Scheduled Parent Nights, Curriculum Nights, Professional Development Days
- PTA collaborates and schedules events to get parents and community involved on campus
- Character education curriculum and events provided by the Guidance Counselor
- Character education curriculum and events provided by the Guidance Counselor

Targeted Barriers to Achieving the Goal **3**

- Insufficient participation from staff in LTMs, Cross articulation, Parent Nights, and PDDs
- Lack of parent participation due to insufficient communication and timing of events that may interfere with working hours.

Plan to Monitor Progress Toward G2. **8**

Progress toward the goal will be monitored through classroom observations, assessment and discipline data and the school's academic performance.

Person Responsible

Barbara Riemer

Schedule

Biweekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Results of student achievement data on the statewide assessment, Data Chats, Parent Conferences, SBT parent attendance, and SBT Minutes.

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. If we utilize formative assessment processes and tools to gather, analyze, and evaluate data about effective instructional practices, strategies, and behavior interventions for all students then instructional time and rigor will increase student achievement in all content areas. **1**

 G074904

G1.B1 Lack of understanding of rigor and how to interpret the Marzano elements for successful implementation of instructional elements in order to reach rigorous instructional and behavioral practices.

2

 B195642

G1.B1.S1 All staff will engage in professional development, collaboration, and planning of instructional and behavioral interventions that when implemented will produce rigorous instruction. **4**

 S207330

Strategy Rationale

If teachers are educated and if they implement with fidelity, researched based interventions then they are better able to implement rigorous lessons.

Action Step 1 **5**

Provide professional development analyzing behavior to determine effective intervention tools.

Person Responsible

Sheena Blue

Schedule

On 9/17/2015

Evidence of Completion

Professional Development Agenda, Sign in sheet, Handouts

Action Step 2 5

Schedule Learning Team Meetings to provide time for Instructional planning and analysis of formative assessments addressing instruction and behavior.

Person Responsible

Barbara Riemer

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Agendas, minutes, sign in sheets, instructional focus calendars

Action Step 3 5

Professional development in Marzano's instructional practices with an emphasis on rigor will be provided.

Person Responsible

Barbara Riemer

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Action Step 4 5

Problem Solving Committee will twice a month to discuss individual student behavioral needs and implementation of interventions.

Person Responsible

Sheena Blue

Schedule

Biweekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Classroom Management Tracking Form data, conference notes, and agenda

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

Administration will monitor the implementation and evaluation of instructional practices, strategies, and behavioral interventions through classroom observations and data analysis.

Person Responsible

Barbara Riemer

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

iObservation data, Formative assessment data, EDW Discipline Reports, Classroom Management Tracking Form Data

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

Effectiveness will be monitored using iObservation data, Formative Assessment Data, and Student Portfolios

Person Responsible

Barbara Riemer

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

iObservation reports, Performance Matters and EDW reports, Student Portfolios

G2. If we increase collaboration among all staff, parents, and community then student development and growth will increase in academic, social, emotional, and behavioral development. 1

G074905

G2.B1 Insufficient participation from staff in LTMs, Cross articulation, Parent Nights, and PDDs 2

B195645

G2.B1.S1 All staff will engage in collaborative planning and cross articulation to address all content units, interventions, share best practices for instruction, technology use and assessments. 4

S207331

Strategy Rationale

Collaborating and sharing of ideas promotes positive student growth.

Action Step 1 5

Learning Team Meetings (LTMs) will provide time for service providers to plan for all content areas including interventions, share best practices, technology, and assessments.

Person Responsible

Barbara Riemer

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Agendas, minutes, sign in sheets and instructional focus calendars

Action Step 2 5

School Based Team meetings will provide time for teachers to collaborate and address the individual needs and deficiencies of students, and develop a plan of intervention.

Person Responsible

Barbara Riemer

Schedule

Biweekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

SBT sign in sheets, minutes, Student data, Student Intervention Plan

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

Administration will participate in collaborative planning, monitor implementation, and review minutes.

Person Responsible

Barbara Riemer

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Minutes, agendas, sign in sheets, iObservation data, and student achievement data

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

Effectiveness will be monitored through the participation in collaboration and observations of student growth in academic, social, emotional, and behavioral development.

Person Responsible

Barbara Riemer

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

iObservations, EDW Reports, Performance Matters, Sign in sheets, agendas, and minutes from LTMs and SBT Meetings, SBT student data, and collaborative sessions with guidance counselor.

G2.B2 Lack of parent participation due to insufficient communication and timing of events that may interfere with working hours. **2**

 B195646

G2.B2.S1 Utilize Edline, Parentlink, and Newsletter to communicate school events in advance, giving parents and community enough notice to plan for attendance. **4**

 S207333

Strategy Rationale

If parents have proper notification of events then they will be better able to plan for attendance.

Action Step 1 **5**

We will notify parents of upcoming events using Edline, Parentlink and Newsletter to provide parents with enough time to plan for attendance.

Person Responsible

Barbara Riemer

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Edline webpage, Parentlink confirmation, copies of Newsletter to parents advertising upcoming events.

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

Communication of school-wide events will be monitored through the collection of evidence.

Person Responsible

Barbara Riemer

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Edline page, Parentlink confirmation and reports of who received calls, copies of Newsletter sent home.

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

Sign in sheets from parent nights and school-wide events will be collected to determine if parent attendance increased.

Person Responsible

Barbara Riemer

Schedule

Every 2 Months, from 8/17/2015 to 6/3/2016

Evidence of Completion

Sign in sheets, agendas from parent and community events

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide professional development analyzing behavior to determine effective intervention tools.	Blue, Sheena	9/17/2015	Professional Development Agenda, Sign in sheet, Handouts	9/17/2015 one-time
G2.B1.S1.A1	Learning Team Meetings (LTMs) will provide time for service providers to plan for all content areas including interventions, share best practices, technology, and assessments.	Riemer, Barbara	8/17/2015	Agendas, minutes, sign in sheets and instructional focus calendars	6/3/2016 weekly
G2.B2.S1.A1	We will notify parents of upcoming events using Edline, Parentlink and Newsletter to provide parents with enough time to plan for attendance.	Riemer, Barbara	8/17/2015	Edline webpage, Parentlink confirmation, copies of Newsletter to parents advertising upcoming events.	6/3/2016 monthly
G1.B1.S1.A2	Schedule Learning Team Meetings to provide time for Instructional planning and analysis of formative assessments addressing instruction and behavior.	Riemer, Barbara	8/17/2015	Agendas, minutes, sign in sheets, instructional focus calendars	6/3/2016 weekly
G2.B1.S1.A2	School Based Team meetings will provide time for teachers to collaborate and address the individual needs and deficiencies of students, and develop a plan of intervention.	Riemer, Barbara	8/17/2015	SBT sign in sheets, minutes, Student data, Student Intervention Plan	6/3/2016 biweekly
G1.B1.S1.A3	Professional development in Marzano's instructional practices with an emphasis on rigor will be provided.	Riemer, Barbara	8/17/2015		6/3/2016 monthly
G1.B1.S1.A4	Problem Solving Committee will twice a month to discuss individual student behavioral needs and implementation of interventions.	Blue, Sheena	8/17/2015	Classroom Management Tracking Form data, conference notes, and agenda	6/3/2016 biweekly
G1.MA1	Progress toward the goal will be monitored through classroom observations, assessment and discipline data and the school's academic performance.	Riemer, Barbara	8/17/2015	iObservation data, Performance Matters data. EDW data/reports, and state assessment data showing the school's academic performance.	6/3/2016 daily
G1.B1.S1.MA1	Effectiveness will be monitored using iObservation data, Formative	Riemer, Barbara	8/17/2015	iObservation reports, Performance Matters and EDW reports, Student Portfolios	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Assessment Data, and Student Portfolios				
G1.B1.S1.MA1	Administration will monitor the implementation and evaluation of instructional practices, strategies, and behavioral interventions through classroom observations and data analysis.	Riemer, Barbara	8/17/2015	iObservation data, Formative assessment data, EDW Discipline Reports, Classroom Management Tracking Form Data	6/3/2016 monthly
G2.MA1	Progress toward the goal will be monitored through classroom observations, assessment and discipline data and the school's academic performance.	Riemer, Barbara	8/17/2015	Results of student achievement data on the statewide assessment, Data Chats, Parent Conferences, SBT parent attendance, and SBT Minutes.	6/3/2016 biweekly
G2.B1.S1.MA1	Effectiveness will be monitored through the participation in collaboration and observations of student growth in academic, social, emotional, and behavioral development.	Riemer, Barbara	8/17/2015	iObservations, EDW Reports, Performance Matters, Sign in sheets, agendas, and minutes from LTMs and SBT Meetings, SBT student data, and collaborative sessions with guidance counselor.	6/3/2016 daily
G2.B1.S1.MA1	Administration will participate in collaborative planning, monitor implementation, and review minutes.	Riemer, Barbara	8/17/2015	Minutes, agendas, sign in sheets, iObservation data, and student achievement data	6/3/2016 weekly
G2.B2.S1.MA1	Sign in sheets from parent nights and school-wide events will be collected to determine if parent attendance increased.	Riemer, Barbara	8/17/2015	Sign in sheets, agendas from parent and community events	6/3/2016 every-2-months
G2.B2.S1.MA1	Communication of school-wide events will be monitored through the collection of evidence.	Riemer, Barbara	8/17/2015	Edline page, Parentlink confirmation and reports of who received calls, copies of Newsletter sent home.	6/3/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we utilize formative assessment processes and tools to gather, analyze, and evaluate data about effective instructional practices, strategies, and behavior interventions for all students then instructional time and rigor will increase student achievement in all content areas.

G1.B1 Lack of understanding of rigor and how to interpret the Marzano elements for successful implementation of instructional elements in order to reach rigorous instructional and behavioral practices.

G1.B1.S1 All staff will engage in professional development, collaboration, and planning of instructional and behavioral interventions that when implemented will produce rigorous instruction.

PD Opportunity 1

Provide professional development analyzing behavior to determine effective intervention tools.

Facilitator

Sheena Blue, Lisa Finn

Participants

Administrators and Faculty

Schedule

On 9/17/2015

PD Opportunity 2

Schedule Learning Team Meetings to provide time for Instructional planning and analysis of formative assessments addressing instruction and behavior.

Facilitator

Learning Team Facilitator, Team Leader, and Administration

Participants

Instructional Staff

Schedule

Weekly, from 8/17/2015 to 6/3/2016

PD Opportunity 3

Professional development in Marzano's instructional practices with an emphasis on rigor will be provided.

Facilitator

Administration, Learning Team Facilitator, Team Leaders

Participants

Instructional Staff

Schedule

Monthly, from 8/17/2015 to 6/3/2016

G2. If we increase collaboration among all staff, parents, and community then student development and growth will increase in academic, social, emotional, and behavioral development.

G2.B1 Insufficient participation from staff in LTMs, Cross articulation, Parent Nights, and PDDs

G2.B1.S1 All staff will engage in collaborative planning and cross articulation to address all content units, interventions, share best practices for instruction, technology use and assessments.

PD Opportunity 1

Learning Team Meetings (LTMs) will provide time for service providers to plan for all content areas including interventions, share best practices, technology, and assessments.

Facilitator

Administration, Learning Team Facilitator and Team Leaders

Participants

Instructional staff, ESE Staff, Fine Arts, etc.

Schedule

Weekly, from 8/17/2015 to 6/3/2016

PD Opportunity 2

School Based Team meetings will provide time for teachers to collaborate and address the individual needs and deficiencies of students, and develop a plan of intervention.

Facilitator

Ms. Blue

Participants

Administration and Faculty

Schedule

Biweekly, from 8/17/2015 to 6/3/2016

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	Provide professional development analyzing behavior to determine effective intervention tools.				\$0.00
2	G1.B1.S1.A2	Schedule Learning Team Meetings to provide time for Instructional planning and analysis of formative assessments addressing instruction and behavior.				\$0.00
3	G1.B1.S1.A3	Professional development in Marzano's instructional practices with an emphasis on rigor will be provided.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1781 - Whispering Pines Elementary School	School Improvement Funds		\$1,200.00
4	G1.B1.S1.A4	Problem Solving Committee will twice a month to discuss individual student behavioral needs and implementation of interventions.				\$0.00
5	G2.B1.S1.A1	Learning Team Meetings (LTMs) will provide time for service providers to plan for all content areas including interventions, share best practices, technology, and assessments.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1781 - Whispering Pines Elementary School	School Improvement Funds		\$2,000.00
6	G2.B1.S1.A2	School Based Team meetings will provide time for teachers to collaborate and address the individual needs and deficiencies of students, and develop a plan of intervention.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1781 - Whispering Pines Elementary School	School Improvement Funds		\$2,000.00
7	G2.B2.S1.A1	We will notify parents of upcoming events using Edline, Parentlink and Newsletter to provide parents with enough time to plan for attendance.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1781 - Whispering Pines Elementary School			\$500.00
Total:						\$5,700.00