

Broward County Public Schools

Whispering Pines Exceptional Education



2016-17 Schoolwide Improvement Plan

Whispering Pines Exceptional Education Center

3609 SW 89TH AVE, M IR Amar, FL 33025

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	No	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	72%

School Grades History

Year	2015-16	2014-15
Grade	F	I*

**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 Broward 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Whispering Pines Exceptional Education Center

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of WPS is to ensure an optimum teaching and learning environment that sets high expectations and enables all students to achieve individual maximum potential through a collaborative effort of pertinent stakeholders. Our commitment is to address the academic, social, emotional and behavioral needs of students representing a diversity of experience and cultures to promote a positive self-concept, which will allow them to be productive citizens in today's challenging society.

b. Provide the school's vision statement.

The vision of WPS is the belief that:

- Treating everyone with respect and dignity, being sensitive to our individual differences and working together toward common academic, behavioral, and therapeutic goals will provide for a safe emotional setting and meet the individual needs of the staff, students and families.
- Positive student relationships and individual student potential are cultivated by having smaller student to staff ratios
- The working and learning environment be a place that is healthy and provides for physical safety
- There should be opportunities for continuous learning and professional growth for the staff students and families.

2. School Environment

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

Whispering Pines School is an exceptional student education center, serving students from Kindergarten through age 22 who come from diverse demographic populations throughout the entire southern region of our district. Students who attend WPS require therapeutic and behavioral supports to access the curriculum. To learn about our students' cultures and to build relationships between teachers and students, staff participate in child study meetings on a weekly basis to discuss the unique characteristics of each student and evaluate the effectiveness of the ongoing supports provided. In order to build relationships with school staff, students engage in individual therapeutic sessions on a weekly basis, and form mentoring relationships with school personnel.

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

At WPS, students are encouraged to be their authentic selves, and a diverse range of experiences are offered to them to help them meet their individual needs. WPS has a school-wide behavior management system to ensure a safe and productive learning environment for all students. Students are greeted by staff members each day upon arrival where they are assessed by the therapeutic/behavioral teams and given the opportunity to express their needs and experiences since they left school the day before. Staff provide feedback and therapeutic supports as needed in response to student concerns.

c. 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.

WPS has developed and follows the TEAAM system across all classes and grade levels (Training, Evolving, Achieving 1, Achieving 2, Mastery), where students progress through the levels of this system as they build skills to increase academic and social independence. This highly structured, comprehensive behavioral support system provides guidelines for expected behaviors in addition to encouragement for positive interactions.

d. 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.

WPS meets students' social-emotional needs through weekly individual counseling with our team of therapists who work closely with students and families, working collaboratively to encourage and support family participation in the educational process. We strive to provide a holistic approach to meeting our students' individual needs, emphasizing emotionality, behavioral expectations and academic rigor. We have a broad range of mentors who are thoughtfully paired with students and work closely with them throughout the year to provide positive interactions and support, encouraging growth and development socially, behaviorally and academically.

3. Early Warning Systems

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

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

Early warning indicators are used to help determine need for support. Early warning indicators used are:

- Attendance below 90%
- One or more suspensions
- Course failure - ELA or Math
- Level 1 on statewide assessments - ELA and Math

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	1	0	0	0	1	1	3	2	6	4	10	9	26	63
One or more suspensions	0	0	0	0	0	0	0	3	1	0	0	1	0	5
Course failure in ELA or Math	0	0	0	0	1	0	1	2	1	2	3	1	4	15
Level 1 on statewide assessment	0	0	0	3	10	11	6	20	14	9	11	8	3	95

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	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	1	1	1	2	2	1	3	1	2	14

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

WPS provides a variety of learning opportunities to improve the academic performance of students identified by the early warning system such as small group instruction, project-based learning experiences, targeted re-teaching, meetings with the school social worker and positive behavior support.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Daily communication to parents is provided via home notes. Home notes communicate to parents daily student outcomes, in the form of a percentage, on individualized performance goals. Parents sign the home notes and are offered space to ask questions and receive further communication on behaviors presented throughout the school day. In addition, the therapeutic, academic and behavioral teams make contact with parents to discuss positive gains as well as concerns. Throughout the year, WPS hosts school-wide events where families and the community at large are encouraged to attend and support student achievement.

2. 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.

WPS has long-standing and well-developed partnerships that support student achievement, career readiness and social growth. WPS has a community liaison who solicits new partnerships to address the dynamic and ever-changing needs of the diverse student population. More specifically, relationships with partners are often developed to meet student interest in a particular vocation or area of interest. In addition to the local businesses who support WPS, local agencies also work alongside our therapeutic team to ensure a seamless transition between home and school services. Throughout the last year, WPS has been awarded more than ten grants from the community at large to provide resources to better develop school programs such as horticulture, STEM and community outreach.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Gleason, Michael	Principal
Barber, Cammy	School Counselor
Bennett, Melissa	Instructional Coach
Campbell, Kevin	Instructional Coach
Henderson, Barry	Teacher, ESE
Kruse, Toni	Other
Millien, Josie	Other
Soong, Maria	Psychologist
Swift, Andrea	Assistant Principal
Kruger, Karen	Teacher, ESE
Hogan, Valorie	Other

b. Duties

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

Administrators: Provide vision and guidance in the use of data-based decision making, ensure that the school-based team is implementing interventions, ensure documentation, allow for adequate professional development to support curriculum development, advances in behavioral supports, and improve upon therapeutic gains.

Teachers: Participate in data collection, integrate instruction across all levels and disciplines, collaborate with other staff to enrich student learning. Teachers serve as case managers and communicate to support staff.

Reading Coach: Provides guidance on K-12 reading plan, facilitates and supports data collection, supports implementation of differentiated instruction.

Curriculum Specialist: assists in the design and implementation of curriculum, progress monitoring, data collection and data analysis.

ESE Specialist: Collect and organize student records and current placement data to ensure appropriate instructional approaches and accommodations are being used.

School Psychologist: Evaluation specialist.

Guidance Director: Scheduling and transition planning.

Therapists: Provide insight and student-specific suggestions to meet the emotional/therapeutic needs of students within the academic environment.

Behavioral Specialist: Provide behavioral data and intervention suggestions to meet the behavioral needs of students.

2. 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.

School administration follows district plans to employ high yielding strategies throughout the educational environment. Upon receiving administrative professional development, team facilitator meetings are held on a monthly basis where methodology is shared and efforts are coordinated to produce desirable student outcomes. On a bi-weekly basis, teams meet to participate in the PLC process, in which professional learning is focused on the school vision and targeted learning outcomes for students. In addition, on a weekly basis, grade level teams meet to discuss positive

strategies, success and barriers to achieving increased student performance. The curriculum support team attends interdisciplinary trainings to bring state and federal initiatives to the school level. School funding supports the initiatives set forth in the school improvement plan and services are directly in line with the aforementioned goals. Student gains are monitored via common formative assessments and resources are put in place to reduce achievement gaps, provide enrichment, and ensure that all students are meeting the learning goals identified on their individualized education plans.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Verne Hayhurst	Business/Community
Kevin Campbell	Teacher
Emanuel Hunter	Education Support Employee
Michael Gleason	Principal
Robert Sanford	Education Support Employee
Diane Alvarez	Parent
Natasha Housen	Parent
Jeanette Wagner	Business/Community
Maura Lyng	Education Support Employee
Susan Kooiman	Business/Community
Luisa Escudero	Business/Community
Donald McMillan	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The first meeting of the WPS SAC will be to address the review of last year's SIP and supporting student achievement data. Members will be encouraged to share concerns, feedback and suggestions for improvement for the upcoming school year in response to the evaluation of last year's improvement plan.

b. Development of this school improvement plan

The SAC will continue to work collaboratively, conducting needs assessments and developing learning goals for the current year's improvement plan throughout the year. By evaluating barriers to success from last year, a comprehensive, yet targeted set of goals will drive efforts outlined in the improvement plan for the current school year.

c. Preparation of the school's annual budget and plan

The proposed budget will be evaluated by the SAC, and expenditures to support learning goals will be discussed and decided upon as a collaborative effort.

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

Last school year, WPS chose to not utilize accountability funds in the amount of \$6,080 as many resources came to our school in the form of grant monies awarded. These funds will be rolled over to the current school's accountability funds.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Gleason, Michael	Principal
Bennett, Melissa	Instructional Coach
Kruger, Karen	Teacher, ESE
Henderson, Barry	Teacher, ESE
Campbell, Kevin	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team functions through monthly meetings to discuss ways to guide, facilitate and monitor collaborative problem solving work of the school in order to give students the opportunity to gain access to improved literacy. The team will focus on literacy initiatives, programs, data and literacy concerns throughout the school. The Literacy Leadership Team members will promote the use of reading tools school-wide to increase student achievement in reading.

D. Public and Collaborative Teaching

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

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

PLC groups will meet on a bi-weekly, continuing basis, encouraging positive working relationships between teachers.

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

Administrative staff attended all recruitment fairs organized by the district. We supervised several student teachers, one of which was ultimately hired upon completion of credentialing requirements. We provide mentoring to retain staff and encourage professional growth. Scheduling is carefully outlined so that all courses are taught by highly qualified staff.

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

New educators are assigned a mentor and meet as a group on a bi-weekly basis in addition to individualized support provided on an on-going basis as needed.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

District generated curriculum maps and focused units of study are utilized to ensure core programs are aligned to the Florida Standards. Additionally, lesson plans are collected and reviewed by administration to ensure course content presented is aligned to the Florida Standards. Instructional materials are also aligned to Florida Standards as they are the state and district adopted materials.

b. Instructional Strategies

1. 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.

During quarterly data chats and weekly child study meetings student progress on formative assessments is analyzed for gains and supports are provided to ensure that students continue to demonstrate improvement on targeted skills. Supports provided include, but are not limited to push-in supports, pull-out small group instruction, hands on learning, kinesthetic learning experiences, and assistive technology.

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

Strategy: After School Program

Minutes added to school year: 11,160

Individual tutoring and homework help is offered during after-school program.

Strategy Rationale

The after school program is made available to all students, grades K-12. As our center school serves a wide geographic range, transportation is oftentimes a barrier to students accessing extended services at times other than immediately following the school day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gleason, Michael, michael.gleason@browardschools.com

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

Data related to student enrollment and participation in the after school program will be analyzed to evaluate learning gains of students enrolled, and how participation impacted quarterly grades and standardized assessment scores.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

To support incoming and outgoing cohorts of students transitioning from one level to another, WPS holds matriculation days during the last month of school to familiarize students with changes they will expect in order to better prepare them for the next level of schooling. When students are mainstreaming back to the general education setting, the mainstream coordinator works with the boundary school or technical education center to ensure student readiness, arrange transportation, monitor attendance and academic progress, and provide supports as necessary.

b. College and Career Readiness

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

To advance college and career awareness, students are enrolled in various career exploratory courses at the middle school and high school levels. For our high school students, including but not limited to those enrolled under FAPE, we offer PASS and CBI programs to expose them to various career experiences. We have established partnerships with other community organizations where internships allow for targeted work experiences. Additionally, we host an annual career day where a variety of business and community organization representatives present information related to their respective careers.

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

Students participate in industry certification courses at local technical colleges through the part time mainstreaming program.

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

WPS is a school addressing the needs of students with significant emotional and behavioral disabilities and therefore integration of career and technical education with academic courses is beyond the scope of our educational programming.

4. 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.

Upon review of the most recent High School Feedback Report published in 2014, data is inconclusive as to strategies for improving student readiness for the public postsecondary level.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** The percent of students achieving levels of proficiency will increase on the 2017 administration of FSA.

Strategic Goals Detail

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

G1. The percent of students achieving levels of proficiency will increase on the 2017 administration of FSA.

1a

G084578

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	16.0

Targeted Barriers to Achieving the Goal 3

- Due to emotional and behavioral issues that precipitated center placement, students who are struggling to meet grade level expectations often experience stress and anxiety related to challenges of interacting with the curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Scaffolding of instruction, increased exposure to text-complexity, therapeutic interventions, behavioral strategies, test taking strategies will be presented as resources to help students become more successful on standardized assessments in ELA.

Plan to Monitor Progress Toward G1. 8

Student achievement data (teacher-created common formative assessments, publisher-created diagnostic and progress monitoring tools, FSA scores) on individual standards represented on the test item specifications.

Person Responsible

Michael Gleason

Schedule

Quarterly, from 9/1/2016 to 6/9/2017

Evidence of Completion

FSA 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. The percent of students achieving levels of proficiency will increase on the 2017 administration of FSA. **1**

 G084578

G1.B2 Due to emotional and behavioral issues that precipitated center placement, students who are struggling to meet grade level expectations often experience stress and anxiety related to challenges of interacting with the curriculum. **2**

 B224739

G1.B2.S1 Using data presented at Child Study, individual student point sheets, student observation and results of classroom assessments, the effectiveness of school supports available to students will be analyzed. **4**

 S237145

Strategy Rationale

WPS is a school addressing the needs of students with significant emotional and behavioral disabilities.

Action Step 1 **5**

Teachers will participate in PLC to enhance their ability to address the unique needs of our student population.

Person Responsible

Michael Gleason

Schedule

Biweekly, from 9/26/2016 to 5/15/2017

Evidence of Completion

PLC meeting minutes.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Minutes from PLC meetings will be reviewed by administration to ensure the fidelity of implementation.

Person Responsible

Michael Gleason

Schedule

Quarterly, from 10/3/2016 to 5/15/2017

Evidence of Completion

Classroom walkthrough data will provide evidence that the action plan is being carried out.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Behavioral and therapeutic data (point sheets, therapist on call log) will be reviewed and analyzed to track progress.

Person Responsible

Michael Gleason

Schedule

Quarterly, from 9/1/2016 to 6/9/2017

Evidence of Completion

Standardized assessment data will be analyzed.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.MA1 M312480	Minutes from PLC meetings will be reviewed by administration to ensure the fidelity of...	Gleason, Michael	10/3/2016	Classroom walkthrough data will provide evidence that the action plan is being carried out.	5/15/2017 quarterly
G1.B2.S1.A1 A306341	Teachers will participate in PLC to enhance their ability to address the unique needs of our...	Gleason, Michael	9/26/2016	PLC meeting minutes.	5/15/2017 biweekly
G1.MA1 M312481	Student achievement data (teacher-created common formative assessments, publisher-created...	Gleason, Michael	9/1/2016	FSA data	6/9/2017 quarterly
G1.B2.S1.MA1 M312479	Behavioral and therapeutic data (point sheets, therapist on call log) will be reviewed and analyzed...	Gleason, Michael	9/1/2016	Standardized assessment data will be analyzed.	6/9/2017 quarterly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Teachers will participate in PLC to enhance their ability to address the unique needs of our student population.	\$0.00
			Total: \$0.00