

School Board of Levy County

Whispering Winds Charter School



2016-17 Schoolwide Improvement Plan

Whispering Winds Charter School

2481 NW OLD FANNIN RD, Chiefland, FL 32626

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

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)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	18%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	D*	C	C

**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

N/A

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 Winds Charter School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

When on campus, children must always be supervised by a Whispering Winds Charter School staff member. Our responsibility based behavioral system is taught like other subject areas. Children are taught levels of behavior, with the highest being democracy. At that level you do the right thing because it is the right thing to do, not because anyone is watching, or telling you what to do. We show respect to children, and set high expectations for their behavior. We have very few behavioral incidents. We had only one report of bullying during 2014-15 and so far none this year. We have used this system for 10 years. When we have problems, it is usually children who are new to the school are have not adapted to our culture.

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.

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

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

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.

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

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.

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	5	6	10	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	0	0	0	0	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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	2	2	8	5	10	0	0	0	0	0	0	0	30

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

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

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?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/322625>.

2. Description

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

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.

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

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
Bartley, Kim	Other
Smith, Jennifer	Other

b. Duties

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

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

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.

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

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

Title I funds are used primarily to fund the salaries for the Reading Coach and aides, although this year, we used a "team" approach to the Reading coach and our teachers divided the duties of the Reading Coach and we used to funds for other classroom supports. The remaining funds are used to purchase supplemental instructional materials, and parental involvement activities.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Parent
Jody Studstill	Parent
Barbara Locke	Business/Community
Ruthann Ross	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

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

b. Development of this school improvement plan

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

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

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

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

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

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

No

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

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

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
Smith, Jennifer	Other
Bartley, Kim	
Sharp, Katie	Teacher, K-12
Graham, Jessica	Teacher, K-12

b. Duties

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

To increase overall levels of reading proficiency.

To increase levels of reading proficiency with students with disabilities.

To increase levels of reading proficiency with economically disadvantaged students.

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.

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

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

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

We advertise locally in the newspaper. The directors have contacts at two local colleges. Teachers love the environment, they are willing to work for sub-District wages, but insurance is the reason we are often unable to retain good teachers. We are unable to compete with traditional public schools with salary and benefit packages. That being said, for over a decade we had a core group of teachers that remained solid. They believed in our mission and philosophies.

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

We have a core group of teachers at the school who have been at the school for many years. These teachers are providing mentoring to the first year teachers and to the teachers new to the school. Everyone is learning the new Florida Standards, so to that effect, we are all learning together.

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.

We are using Reading Street, from the State adopted list for our core reading program, we are also supplementing each lesson with lessons from the State of Florida cPalms site and from the FL.

Ready math and reading books to ensure the lessons are in-depth to the level of the new AIR test. For math, we are using Everyday Math which is listed by the What Works Clearinghouse as one of the top math programs for elementary students and is also approved for common core type programs. As with our reading program, we are using cPalms as a supplement. We use i-Ready testing and chapter/unit tests to ensure students are learning the taught curriculum and assessed to know what they are learning.

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.

We use i-Ready assessments to determine a student's progress as measured from one's own growth as well as where student's are compared to school and district peers and state standards. We also use unit tests in reading and math to determine progress towards learning goals.

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: 100

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bartley, Kim, kimberly.bartley@levy.k12.fl.us

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

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

Strategy: Extended School Day

Minutes added to school year: 7,600

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

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

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

i-Ready, Reading Street

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.

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

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.

n/a

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

We begin talking to students about college in kindergarten.

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

n/a

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.

n/a

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.

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

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.

phonics and vocabulary are a primary deficit. The deficit in phonics affects the ability to decode words, understand meaning and to write and spell correctly.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase our vocabulary scores by 35% overall on i-ready. Vocabulary is a big focus for us this year. We believe vocabulary is related to comprehension and understanding, so we are focusing on this skill.
- G2.** To increase our FSA reading scores to a 50% pass rate overall, economically disadvantaged, and students with disabilities.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. To increase our vocabulary scores by 35% overall on i-ready. Vocabulary is a big focus for us this year. We believe vocabulary is related to comprehension and understanding, so we are focusing on this skill. 1a

G088319

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Our students have not made suffiecient growth in the area of vocabulary in multiple years which we believe has caused a decrease in growth in other reading areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- To explore other supplemental curriculum options that teachers can use to enhance their vocabulary instruction.
- To increase professional development in the area of vocabulary

Plan to Monitor Progress Toward G1. 8

I-ready diagnostics

Person Responsible

Debbie Andrews

Schedule

Quarterly, from 8/15/2016 to 5/31/2017

Evidence of Completion

At least 35% over all growth from the first diagnostic

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

G088320

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	70.0

Targeted Barriers to Achieving the Goal 3

- New teachers not familiar with curriculum or standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

increase reading scores on FSA to 50% pass rate

Person Responsible

Kim Bartley

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

i-ready 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. To increase our vocabulary scores by 35% overall on i-ready. Vocabulary is a big focus for us this year. We believe vocabulary is related to comprehension and understanding, so we are focusing on this skill. **1**

 **G088319**

G1.B1 Our students have not made sufficient growth in the area of vocabulary in multiple years which we believe has caused a decrease in growth in other reading areas. **2**

 **B234854**

G1.B1.S1 We will begin focusing on vocabulary more in our classrooms and daily instruction. Teachers will use proven models and strategies to teach vocabulary. For example the Frayer vocabulary strategies. **4**

 **S247624**

Strategy Rationale

The rationale behind this is that when students have strong vocabulary skills then other skills such as comprehension will improve.

Action Step 1 **5**

Teachers will use additional resources to supplement vocabulary instruction. students will have an additional 30 minutes twice a week to work on i-ready instructional in the computer lab.

Person Responsible

Kim Bartley

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

ongoing monitoring of i-ready scores

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

Monitor i-ready instructional and diagnostic data

Person Responsible

Kim Bartley

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Compare against beginning i-ready and FSA for 3-5 grade

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

i-ready, FSA

Person Responsible

Kim Bartley

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

scores from i-ready and FSA

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

G088320

G2.B1 New teachers not familiar with curriculum or standards. 2

B234855

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

S247625

Strategy Rationale

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

Action Step 1 5

We are having weekly meetings as a team. Directors are attending all district meetings and bringing back needed information. Holding regular data meetings to address weaknesses and strengths.

Person Responsible

Kim Bartley

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Documentation reading coach meetings with teachers, i-ready data, data chat documentation

Action Step 2 5

Examples of FSA type questions using the Socratic method embedded in the daily curriculum. We are using sample questions taken from Reading Coach meetings and Core Connections.

Person Responsible

Kim Bartley

Schedule

Daily, from 8/22/2016 to 5/26/2017

Evidence of Completion

ongoing progress monitoring

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

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

Person Responsible

Kim Bartley

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

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

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

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

Person Responsible

Kim Bartley

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

student work, teacher reports

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					
G2.MA1 M335812	increase reading scores on FSA to 50% pass rate	Bartley, Kim	8/22/2016	i-ready data	5/26/2017 quarterly
G1.B1.S1.MA1 M335807	i-ready, FSA	Bartley, Kim	8/22/2016	scores from i-ready and FSA	5/26/2017 quarterly
G1.B1.S1.MA1 M335808	Monitor i-ready instructional and diagnostic data	Bartley, Kim	8/22/2016	Compare against beginning i-ready and FSA for 3-5 grade	5/26/2017 quarterly
G1.B1.S1.A1 A322561	Teachers will use additional resorces to supplement vocabulary instruction. students will have an...	Bartley, Kim	8/15/2016	ongoing monitoring of i-ready scores	5/26/2017 daily
G2.B1.S1.MA1 M335810	Use of and monitoring fidelity of new curriculum components, including science, social studies,...	Bartley, Kim	8/22/2016	student work, teacher reports	5/26/2017 quarterly
G2.B1.S1.MA1 M335811	Monitor student progress through formative and summative assessments in Reading Street. We are...	Bartley, Kim	8/22/2016	Student test scores, teacher anecdotal reports will indicate increase in scores. If not, we need to determine other interventions and dissect data to determine whether or not issues or systematic or individualized.	5/26/2017 quarterly
G2.B1.S1.A1 A322562	We are having weekly meetings as a team. Directors are attending all district meetings and bringing...	Bartley, Kim	8/22/2016	Documentation reading coach meetings with teachers, i-ready data, data chat documentation	5/26/2017 weekly
G2.B1.S1.A2 A322563	Examples of FSA type questions using the Socratic method embedded in the daily curriculum. We are...	Bartley, Kim	8/22/2016	ongoing progress monitoring	5/26/2017 daily
G1.MA1 M335809	I-ready diagnostics	Andrews, Debbie	8/15/2016	At least 35% over all growth from the first diagnostic	5/31/2017 quarterly

V. Professional Development Opportunities

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

G1. To increase our vocabulary scores by 35% overall on i-ready. Vocabulary is a big focus for us this year. We believe vocabulary is related to comprehension and understanding, so we are focusing on this skill.

G1.B1 Our students have not made sufficient growth in the area of vocabulary in multiple years which we believe has caused a decrease in growth in other reading areas.

G1.B1.S1 We will begin focusing on vocabulary more in our classrooms and daily instruction. Teachers will use proven models and strategies to teach vocabulary. For example the Frayer vocabulary strategies.

PD Opportunity 1

Teachers will use additional resources to supplement vocabulary instruction. students will have an additional 30 minutes twice a week to work on i-ready instructional in the computer lab.

Facilitator

Principal

Participants

All instructional staff

Schedule

Daily, from 8/15/2016 to 5/26/2017

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

G2.B1 New teachers not familiar with curriculum or standards.

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

PD Opportunity 1

We are having weekly meetings as a team. Directors are attending all district meetings and bringing back needed information. Holding regular data meetings to address weaknesses and strengths.

Facilitator

Principal

Participants

Teachers

Schedule

Weekly, from 8/22/2016 to 5/26/2017

PD Opportunity 2

Examples of FSA type questions using the Socratic method embedded in the daily curriculum. We are using sample questions taken from Reading Coach meetings and Core Connections.

Facilitator

3-5 teachers

Participants

WWCS staff

Schedule

Daily, from 8/22/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will use additional resorces to supplement vocabulary instruction. students will have an additional 30 minutes twice a week to work on i-ready instructional in the computer lab.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	2763		0060 - Whispering Winds Charter School	Title I, Part A		\$2,500.00
			Notes: Supplemental services are paid for with Title I funds			
2	G2.B1.S1.A1	We are having weekly meetings as a team. Directors are attending all district meetings and bringing back needed information. Holding regular data meetings to address weaknesses and strengths.				\$0.00
3	G2.B1.S1.A2	Examples of FSA type questions using the Socratic method embedded in the daily curriculum. We are using sample questions taken from Reading Coach meetings and Core Connections.				\$0.00
Total:						\$2,500.00