

The School District of Palm Beach County

Whispering Pines Elementary School



2017-18 Schoolwide Improvement Plan

Whispering Pines Elementary School

9090 SPANISH ISLES BLVD, Boca Raton, FL 33496

<https://wpes.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Whispering Pines Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 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.

b. Provide the school's vision statement.

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

2. School Environment

a. 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 Professional Learning Communities (PLCs) 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. (Strategic Initiative #1: Pillars of Effective Instruction)

Single School Culture © for BEHAVIOR is a uniform set of practices and procedures that are aligned to a school's mission and goals. These practices and procedures are known and used by all staff to positively norm both student and adult actions. The goal of applying the Single School Culture © for BEHAVIOR process is to empower the staff to uniformly address behavior issues that in turn creates an ethos of fairness on a campus.

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
- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Federalist papers: Republican form of government
- Flag education
- Civil government: functions and interrelationships
- History of the United States
- Principles of Agriculture
- Effects of alcohol and narcotics
- Kindness to animals
- Florida history
- Conservation of natural resources
- Health education
- Free enterprise
- Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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.

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

Whispering Pines Elementary integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership, Grade Level Meetings, and the School-wide Positive Behavior Committee meetings. The staff has devised a set of

expectations for student behavior in the classroom, cafeteria, hallways, etc.

At the beginning of the school year teachers utilize lessons created around the school's Universal Guidelines and Behavior Matrix, to teach the specific practices and application of the WPES SwPBS Universal Guidelines: Be Respectful, Responsible, and Ready. 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.

Our school instills an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of the SwPBS incentive program such as UCoins. Positive classroom behavior is implemented through the use of C.H.A.M.P.S.

The Pillars of Effective Instruction lead our practices in providing all of our students with the opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness. All students, including SWDs, are given equal consideration for recognition through honors, awards, and other designations offered by the school. All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, non-academic, age appropriate activities including fine arts, sports, dances, clubs, field trips, school plays, community service activities, and moving on activities (Grade 5 Ceremony).

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.

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 UCoin, which students can earn when they are caught following the Guidelines and expectations in the Matrix. Classrooms compete to earn the UCoins by following the matrix and guidelines everywhere on campus. When a class earns 30 UCoins they can sign up to go to the Game Room for 30 minutes of fun. Teachers and Personnel throughout the campus have committed to awarding two U Tickets a week to recognize positive student behavior.

Unicorn Choices is another strategy utilized by SwPBS to assist students in making a good choice when a situation occurs. The Unicorn Choices are taught to students through Guidance and are shared on the WPTV news daily so that students can remember how to make good choices when

faced with a tough situation.

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).

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.

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 our SAI teacher, the ESE Contact, a primary and an intermediate teacher, a SLP, two of our Support Facilitator teachers, a teacher from the Fine Arts team, 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.

The guidance counselor provides instruction and various campus activities that address social/emotional needs of students through the Fine Arts rotation. The guidance counselor connects students to agencies who have Cooperative Agreements or are on campus.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

WPES utilizes existing data systems to identify students who have attendance, behavioral or academic concerns We have worked together to create data decision rules for number of absences or OSS for referrals to the SBT. These data decision rules are shared with teachers so that teachers can assist with monitoring students and know when students need to be brought to SBT as a concern. Outside agencies are recommended when needed.

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 with reading deficiencies are placed in immediate intensive intervention (iii) and are progress monitored through the school base team process. Students with math deficiencies are provided with interventions and monitored through the school base team process.

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	18	15	15	10	16	19	0	0	0	0	0	0	0	93
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	28	21	33	0	0	0	0	0	0	0	82

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	6	5	3	28	22	20	0	0	0	0	0	0	0	84

c. 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.

The individual needs of students with an IEP are considered when creating goals and planning intervention strategies in order to close the achievement gap.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

WPES solicits feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems using the SEQ yearly. During Curriculum Nights we ensure non-threatening methods of introducing parents to teachers and administrators. We 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 Read & Treat, Ice Cream Social for new Kindergarten families, Winter Carnival, 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. Monthly we will share a newsletter called U News with parents to keep them up to date with what to expect in the upcoming month or a recap of the highlights from the previous month. Professional development will be provided to teachers concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings. The guidance counselor will offer parent classes and informative, interactive sessions for parents to gain knowledge about their children, bullying, internet safety, etc.

Learning opportunities and resources are provided to families of SWDs as a result of needs assessments i.e., Parent Survey, BPIE, etc., and student data. BPIE assessment results, the SIP, and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.

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.

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. We will continue to provide our monthly newsletter throughout the year and to use Edline to keep parents informed. Teachers are expected to conference with parents on a regular basis keeping them abreast of their child's academic progress.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Riemer, Barbara	Principal
Lawrie, David	Assistant Principal
Cartossa, Jennifer	Teacher, K-12
Alarcon, Danielle	Teacher, ESE
Golembe, Stephanie	Teacher, K-12
Kitchen, Kevin	Teacher, K-12
McDowell, Deidra	Teacher, K-12
Weicht-Reed, Ashley	Teacher, K-12
Toback, Amanda	Teacher, K-12
Stark, Mariel	Teacher, K-12
Showalter, Jessica	Teacher, K-12
Calebaugh, Brooke	Teacher, K-12

b. Duties

1. 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, Supplemental Academic Instruction (SAI) Teacher, representation from 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 (Rtl) 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 SAI Teacher 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 team leaders of each grade level share information and also assist in facilitating professional learning communities (PLCs).

Last year \$5,915.00 of the School Improvement Funds was spent on the Foundations program for students in Kindergarten, First, and Second grade. Foundations is the core word work program used in K-2. This program provides curriculum and instruction on the foundational skills needed to be a successful reader.

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.

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/Rtl) 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 Rtl 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Barbara Riemer	Principal
Yolanda Graham	Teacher
Deidra McDowell	Teacher
Tami Slater	Education Support Employee
Gauri Agarwal	Parent
Randi Glinsky	Parent
Lydia Kellman	Parent
Dana Levy	Parent
Danielle Boccia	Business/Community
Lorena De Andrade	Parent
Karol Ramos	Parent
Danielle Rosensweig	Parent
Mario Basilone	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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. The SIP drives the SIP funds that are used. The SAC reviews all requests for spending the SIP budget and analyzes how it applies to the SIP ensuring that it is in alignment with the plan before approving any expenditures. The school's annual budget is shared with the SAC upon its receipt. The principal also shares how the budget will affect the state of affairs at the school for the upcoming year, explaining how positions and resources will be allocated.

b. Development of this school improvement plan

The District's Strategic Plan and current school data was shared with teachers. Utilizing the school data and the District's Strategic Plan, teachers created goals and strategies that aligned with the District's Long-Term Outcomes. 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. The SAC Committee gave further input to the final goals and action steps that were approved for this school year.

c. 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 2016-2017 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 2017-2018 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.

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

Last school year the SIP funds were budgeted to support further professional development in Marzano's instructional practices (\$1200.00), and the instructional resources to support instruction in literacy during core instruction (5,000.00) This purchase supported Goal 1, Strategy 1, Action Step 7 in the 2016-2017 SIP. The purchase supported students in K-2 with receiving instruction in the foundational strategies for reading. Foundations is a research phonics based program.

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
	Teacher, ESE
Alarcon, Danielle	Teacher, ESE
Cartossa, Jennifer	Teacher, K-12
Golembe, Stephanie	Teacher, K-12
Kitchen, Kevin	Teacher, K-12
Toback, Amanda	Teacher, K-12
Lawrie, David	Assistant Principal
Stark, Mariel	Teacher, K-12
Riemer, Barbara	Principal
McDowell, Deidra	Teacher, K-12
Weicht-Reed, Ashley	Teacher, K-12
Showalter, Jessica	Teacher, K-12
Calebrough, Brooke	Teacher, K-12

b. Duties

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

This group of professionals is comprised of leaders in literacy. This team may include a literacy leader from each grade level, a representative from ESOL, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, modeling and/or coaching with

feedback, developing teacher leaders, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. 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. (Strategic Initiative #1: Pillars of Effective Instruction) 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 between ESE teachers, general education teachers, and any other related services providers as appropriate. Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators.

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

Administration attends job fairs and utilizes the District's Recruitment and Retention Department to reach out to qualified candidates all over the country. We use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position. This year WPES is continuing 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.

3. 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.

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.

Our school utilizes Professional Learning Communities (PLCs) 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.).

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards. Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous. Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

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, Foundations, and AIMS web.

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.

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 specially designed instruction per student's IEP needs
- Integrating accommodations into Lesson Plans

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: 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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 professional 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.

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.

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

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

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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** If we deliver effective and relevant instruction, then we will increase student achievement in Grade 3 proficiency on the ELA FSA by Grades 3.
- G2.** If we provide a positive and supportive school climate for all stakeholders, then we will ensure the social, emotional, and academic development of all students.

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. If we deliver effective and relevant instruction, then we will increase student achievement in Grade 3 proficiency on the ELA FSA by Grades 3. **1a**

G095000

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	85.0
FSA ELA Achievement	73.0

Targeted Barriers to Achieving the Goal **3**

- Lack of understanding of a shared commitment and understanding of effective, relevant, and rigorous instruction.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Resources in School-wide Positive Behavior, Rtl, MTSS Sharepoint
- Resources such as lessons and strategies in Blender
- Professional development for teachers
- Scheduled Professional Learning Communities for planning, analyzing data, and unpacking standards
- SIP, PTA, Grants and fundraising in order to raise money to assist with purchasing resources

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

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

Person Responsible

Barbara Riemer

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

G2. If we provide a positive and supportive school climate for all stakeholders, then we will ensure the social, emotional, and academic development of all students. 1a

G095001

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	76.0

Targeted Barriers to Achieving the Goal 3

- Lack of support and implementation of a Single School Culture and School-wide Positive Behavior Systems, and a common classroom behavior management plan.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Scheduled Professional Learning Community 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.
- Scheduled student assemblies to share SwPBS and programs that promote anti-bullying, character education, other disciplines such as art, music, physical education, academic assemblies that promote holocaust and diversity lessons.
- Tutorials scheduled to support grades 3-5 showing weaknesses in core curriculum.

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 8/15/2016 to 6/2/2017

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 deliver effective and relevant instruction, then we will increase student achievement in Grade 3 proficiency on the ELA FSA by Grades 3. **1**

 G095000

G1.B1 Lack of understanding of a shared commitment and understanding of effective, relevant, and rigorous instruction. **2**

 B255726

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

 S270276

Strategy Rationale

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

Action Step 1 **5**

Implement Professional Learning Communities (PLCs) at every grade level, including ESE and ELL, to provide time for instructional planning and analysis of formative and informative assessments addressing instruction and behavior.

Person Responsible

Barbara Riemer

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas, minutes, sign in sheets, instructional focus calendars, lesson plans, goals & scales

Action Step 2 5

Provide professional development of effective and rigorous instruction and how to implement those practices.

Person Responsible

Barbara Riemer

Schedule

Monthly, from 8/14/2017 to 2/2/2018

Evidence of Completion

Agenda, sign in sheet, handouts, classroom observations and feedback through iObservation, data chats

Action Step 3 5

Create committees for each content area to include one person from each grade level and department, to build a shared commitment and understanding of content and standards, across grade levels, Kindergarten through Grade 5.

Person Responsible

Barbara Riemer

Schedule

Every 3 Weeks, from 8/14/2017 to 6/1/2018

Evidence of Completion

Documentation of peers paired across the grade level, agenda and sign in of collaboration, observations of instructional practices.

Action Step 4 5

Implement data chats with all instructional staff.

Person Responsible

Barbara Riemer

Schedule

Triannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data sheets, EDW/Performance Matters reports, Reflection sheets, Lesson plans

Action Step 5 5

Continue the book study of "Who is Doing the Work" to further support teachers in the implementation of positive, effective instruction.

Person Responsible

Barbara Riemer

Schedule

Monthly, from 10/16/2017 to 6/1/2018

Evidence of Completion

Instructional practices observed through classroom walkthroughs.

Action Step 6 5

Implement the use of curriculum resources i.e., Foundations, SRA, VB Mapps to support the instruction of literacy during core instruction.

Person Responsible

Barbara Riemer

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom observations of teachers using the resources, lesson plans, instructional calendar outlining the use of the resources

Action Step 7 5

Implement the use of curriculum interventions i.e., LLI, Foundations, Wilson to support the instruction of literacy beyond the core instruction.

Person Responsible

Barbara Riemer

Schedule

On 6/1/2018

Evidence of Completion

Classroom observations of teachers using the resources and lesson plans

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

Administration will monitor the action plan through lesson plans, classroom observations, data chats, and PLC planning.

Person Responsible

Barbara Riemer

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

iObservation data, Formative assessment data, PLC and Team Planning minutes/notes, lesson plans, student achievement data

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

Effectiveness will be monitored through PLCs, SBT, Problem Solving team, strategies implemented for student success, iObservation data, Formative and Informative Assessment Data, and Student Portfolios

Person Responsible

Barbara Riemer

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

iObservation reports, Performance Matters and EDW reports, Student Portfolios, Lessons, Reflections, Data Chats, FSA, FSQs, USAs, PBPA

G2. If we provide a positive and supportive school climate for all stakeholders, then we will ensure the social, emotional, and academic development of all students. 1

G095001

G2.B1 Lack of support and implementation of a Single School Culture and School-wide Positive Behavior Systems, and a common classroom behavior management plan. 2

B255727

G2.B1.S1 Create a safe and supportive school culture that promotes the social, emotional, and academic development of all students. 4

S270277

Strategy Rationale

Students that feel safe and supported will perform to the expectations set academically by the instructor.

Action Step 1 5

Continue implementation of school Universals and Behavior Matrix with all stakeholders with fidelity.

Person Responsible

Barbara Riemer

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Universals and Behavior Matrix will be displayed throughout the campus; Lessons of implementation will be collected; Scheduled events will be recorded on school-wide calendar.

Action Step 2 5

Teachers will complete the referral process and recommend students to school based team or problem solving team when the student exhibits an academic, social, or emotional need.

Person Responsible

Barbara Riemer

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student data will be collected and documentation of interventions will be kept.

Action Step 3 5

Instructional staff will provide immediate, intensive, intervention (iii) to students who demonstrate a reading deficiency; collecting data for referral to school based team if the need arises.

Person Responsible

Barbara Riemer

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Intervention lesson plans, data collected, SBT agendas and minutes of cases discussed

Action Step 4 5

Continue to implement Breakfast with Bonnie and Barbara, a new teacher mentoring program, to support teachers new to teaching and/or new to the Whispering Pines Community.

Person Responsible

Barbara Riemer

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas, handouts, sign in sheets, observations, positive instructional practices in iObservation

Action Step 5 5

Explore and adopt a school-wide behavior plan i.e. CHAMPs.

Person Responsible

Barbara Riemer

Schedule

On 6/1/2018

Evidence of Completion

CHAMPS implementation, other implementations of classroom management programs

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

Implementation will be monitored through classroom observations, use of the iObservation tool, teacher improvement in practices, discipline data, attendance data, academic achievement data, and SEQ data.

Person Responsible

Barbara Riemer

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Matrix and Universals implemented, PLC agendas & minutes, iObservation reports and observations, SEQ data, discipline & attendance data, sign in sheets of events, agendas, and handouts, student achievement data- proficiency/learning gains/learning gains of lowest 25.

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

Effectiveness will be monitored through student discipline, iObservation data, formative assessment data, and student portfolios

Person Responsible

Barbara Riemer

Schedule

Biweekly, from 8/15/2016 to 6/2/2017





Evidence of Completion

iObservation reports, Performance Matters and EDW reports, student portfolios

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M386409	Progress toward the goal will be monitored through classroom observations, assessment data and the...	Riemer, Barbara	8/15/2016	iObservation data, Performance Matters data. EDW data/reports, and state assessment data showing the school's academic performance.	6/2/2017 daily
G2.MA1 M386412	Progress toward the goal will be monitored through classroom observations, assessment and...	Riemer, Barbara	8/15/2016	Results of student achievement data on the statewide assessment, Data Chats, Parent Conferences, SBT parent attendance, and SBT Minutes.	6/2/2017 biweekly
G1.B1.S1.MA1 M386407	Effectiveness will be monitored through PLCs, SBT, Problem Solving team, strategies implemented for...	Riemer, Barbara	8/15/2016	iObservation reports, Performance Matters and EDW reports, Student Portfolios, Lessons, Reflections, Data Chats, FSA, FSQs, USAs, PBPA	6/2/2017 weekly
G1.B1.S1.MA1 M386408	Administration will monitor the action plan through lesson plans, classroom observations, data...	Riemer, Barbara	8/15/2016	iObservation data, Formative assessment data, PLC and Team Planning minutes/notes, lesson plans, student achievement data	6/2/2017 monthly
G2.B1.S1.MA1 M386410	Effectiveness will be monitored through student discipline, iObservation data, formative assessment...	Riemer, Barbara	8/15/2016	iObservation reports, Performance Matters and EDW reports, student portfolios	6/2/2017 biweekly
G2.B1.S1.MA1 M386411	Implementation will be monitored through classroom observations, use of the iObservation tool,...	Riemer, Barbara	8/15/2016	Matrix and Universals implemented, PLC agendas & minutes, iObservation reports and observations, SEQ data, discipline & attendance data, sign in sheets of events, agendas, and handouts, student achievement data-proficiency/learning gains/learning gains of lowest 25.	6/2/2017 daily
G1.B1.S1.A2 A361783	Provide professional development of effective and rigorous instruction and how to implement those...	Riemer, Barbara	8/14/2017	Agenda, sign in sheet, handouts, classroom observations and feedback through iObservation, data chats	2/2/2018 monthly
G1.B1.S1.A1 A361782	Implement Professional Learning Communities (PLCs) at every grade level, including ESE and ELL, to...	Riemer, Barbara	8/14/2017	Agendas, minutes, sign in sheets, instructional focus calendars, lesson plans, goals & scales	6/1/2018 weekly
G1.B1.S1.A3 A361784	Create committees for each content area to include one person from each grade level and department,...	Riemer, Barbara	8/14/2017	Documentation of peers paired across the grade level, agenda and sign in of collaboration, observations of instructional practices.	6/1/2018 every-3-weeks
G1.B1.S1.A4 A361785	Implement data chats with all instructional staff.	Riemer, Barbara	8/14/2017	Data sheets, EDW/Performance Matters reports, Reflection sheets, Lesson plans	6/1/2018 triannually
G1.B1.S1.A5 A361786	Continue the book study of "Who is Doing the Work" to further support teachers in the...	Riemer, Barbara	10/16/2017	Instructional practices observed through classroom walkthroughs.	6/1/2018 monthly
G1.B1.S1.A6 A361787	Implement the use of curriculum resources i.e., Foundations, SRA, VB Mapps to support the...	Riemer, Barbara	8/14/2017	Classroom observations of teachers using the resources, lesson plans, instructional calendar outlining the use of the resources	6/1/2018 daily
G1.B1.S1.A7 A361788	Implement the use of curriculum interventions i.e., LLI, Foundations, Wilson to support the...	Riemer, Barbara	8/14/2017	Classroom observations of teachers using the resources and lesson plans	6/1/2018 one-time
G2.B1.S1.A1 A361789	Continue implementation of school Universals and Behavior Matrix with all stakeholders with...	Riemer, Barbara	8/14/2017	Universals and Behavior Matrix will be displayed throughout the campus; Lessons of implementation will be collected; Scheduled events will be recorded on school-wide calendar.	6/1/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A2  A361790	Teachers will complete the referral process and recommend students to school based team or problem...	Riemer, Barbara	8/14/2017	Student data will be collected and documentation of interventions will be kept.	6/1/2018 daily
G2.B1.S1.A3  A361791	Instructional staff will provide immediate, intensive, intervention (iii) to students who...	Riemer, Barbara	8/14/2017	Intervention lesson plans, data collected, SBT agendas and minutes of cases discussed	6/1/2018 daily
G2.B1.S1.A4  A361792	Continue to implement Breakfast with Bonnie and Barbara, a new teacher mentoring program, to...	Riemer, Barbara	8/14/2017	Agendas, handouts, sign in sheets, observations, positive instructional practices in iObservation	6/1/2018 monthly
G2.B1.S1.A5  A361793	Explore and adopt a school-wide behavior plan i.e. CHAMPS.	Riemer, Barbara	8/14/2017	CHAMPS implementation, other implementations of classroom management programs	6/1/2018 one-time

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction, then we will increase student achievement in Grade 3 proficiency on the ELA FSA by Grades 3.

G1.B1 Lack of understanding of a shared commitment and understanding of effective, relevant, and rigorous instruction.

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

PD Opportunity 1

Implement Professional Learning Communities (PLCs) at every grade level, including ESE and ELL, to provide time for instructional planning and analysis of formative and informative assessments addressing instruction and behavior.

Facilitator

Team Leader, and Administration

Participants

Instructional Staff

Schedule

Weekly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Provide professional development of effective and rigorous instruction and how to implement those practices.

Facilitator

Administration, Professional Development Team

Participants

Instructional Staff

Schedule

Monthly, from 8/14/2017 to 2/2/2018

PD Opportunity 3

Create committees for each content area to include one person from each grade level and department, to build a shared commitment and understanding of content and standards, across grade levels, Kindergarten through Grade 5.

Facilitator

Administration, Instructional Staff

Participants

Instructional Staff

Schedule

Every 3 Weeks, from 8/14/2017 to 6/1/2018

PD Opportunity 4

Continue the book study of "Who is Doing the Work" to further support teachers in the implementation of positive, effective instruction.

Facilitator

Administration and Team Leaders

Participants

Instructional Staff

Schedule

Monthly, from 10/16/2017 to 6/1/2018

PD Opportunity 5

Implement the use of curriculum resources i.e., Foundations, SRA, VB Mapps to support the instruction of literacy during core instruction.

Facilitator

District

Participants

Instructional Staff

Schedule

Daily, from 8/14/2017 to 6/1/2018

PD Opportunity 6

Implement the use of curriculum interventions i.e., LLI, Foundations, Wilson to support the instruction of literacy beyond the core instruction.

Facilitator

District

Participants

Instructional staff

Schedule

On 6/1/2018

G2. If we provide a positive and supportive school climate for all stakeholders, then we will ensure the social, emotional, and academic development of all students.

G2.B1 Lack of support and implementation of a Single School Culture and School-wide Positive Behavior Systems, and a common classroom behavior management plan.

G2.B1.S1 Create a safe and supportive school culture that promotes the social, emotional, and academic development of all students.

PD Opportunity 1

Teachers will complete the referral process and recommend students to school based team or problem solving team when the student exhibits an academic, social, or emotional need.

Facilitator

Mariel Stark, Barbara Riemer, Lisa Finn, Yolanda Graham, Stephanie Golombe, Sharon Gotschall

Participants

Instructional Staff

Schedule

Daily, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Instructional staff will provide immediate, intensive, intervention (iii) to students who demonstrate a reading deficiency; collecting data for referral to school based team if the need arises.

Facilitator

Mariel Stark, Barbara Riemer, Yolanda Graham, Stephanie Golombe, Sharon Gotschall

Participants

Instructional Staff

Schedule

Daily, from 8/14/2017 to 6/1/2018

PD Opportunity 3

Continue to implement Breakfast with Bonnie and Barbara, a new teacher mentoring program, to support teachers new to teaching and/or new to the Whispering Pines Community.

Facilitator

Barbara Riemer, Bonnie Margolis-Toback

Participants

First year teachers, teachers new to Whispering Pines Elementary, teachers who would like additional support

Schedule

Monthly, from 8/14/2017 to 6/1/2018

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	Implement Professional Learning Communities (PLCs) at every grade level, including ESE and ELL, to provide time for instructional planning and analysis of formative and informative assessments addressing instruction and behavior.				\$0.00
2	G1.B1.S1.A2	Provide professional development of effective and rigorous instruction and how to implement those practices.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	239-Other	1781 - Whispering Pines Elementary School	School Improvement Funds		\$500.00
<i>Notes: Purchase professional development materials such as books for book studies.</i>						
3	G1.B1.S1.A3	Create committees for each content area to include one person from each grade level and department, to build a shared commitment and understanding of content and standards, across grade levels, Kindergarten through Grade 5.				\$0.00
4	G1.B1.S1.A4	Implement data chats with all instructional staff.				\$0.00
5	G1.B1.S1.A5	Continue the book study of "Who is Doing the Work" to further support teachers in the implementation of positive, effective instruction.				\$0.00
6	G1.B1.S1.A6	Implement the use of curriculum resources i.e., Foundations, SRA, VB Mapps to support the instruction of literacy during core instruction.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	239-Other	1781 - Whispering Pines Elementary School	School Improvement Funds		\$3,000.00
<i>Notes: Purchase of core instruction literacy materials</i>						
7	G1.B1.S1.A7	Implement the use of curriculum interventions i.e., LLI, Foundations, Wilson to support the instruction of literacy beyond the core instruction.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	239-Other	1781 - Whispering Pines Elementary School	School Improvement Funds		\$3,000.00
<i>Notes: To be used for purchase of additional materials or initial programs for supplemental support.</i>						
8	G2.B1.S1.A1	Continue implementation of school Universals and Behavior Matrix with all stakeholders with fidelity.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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	0000	239-Other	1781 - Whispering Pines Elementary School	School Improvement Funds		\$500.00
9	G2.B1.S1.A2	Teachers will complete the referral process and recommend students to school based team or problem solving team when the student exhibits an academic, social, or emotional need.				\$0.00
10	G2.B1.S1.A3	Instructional staff will provide immediate, intensive, intervention (iii) to students who demonstrate a reading deficiency; collecting data for referral to school based team if the need arises.				\$0.00
11	G2.B1.S1.A4	Continue to implement Breakfast with Bonnie and Barbara, a new teacher mentoring program, to support teachers new to teaching and/or new to the Whispering Pines Community.				\$0.00
12	G2.B1.S1.A5	Explore and adopt a school-wide behavior plan i.e. CHAMPs.				\$0.00
					Total:	\$7,000.00