Miami-Dade County Public Schools

Whispering Pines Elementary School

2017-18 Schoolwide Improvement Plan

Whispering Pines Elementary School

18929 SW 89TH RD, Miami, FL 33157

http://wpines.dadeschools.net/

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	72%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	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 is pending approval by the Dade County School Board.

SIP Authority and Template

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

Whispering Pines Elementary is a school which fosters life-long learners in an atmosphere of shared respect, achievement and teamwork.

b. Provide the school's vision statement.

Working Efficiently, Promoting Success, and Educating Young Minds.

2. School Environment

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

When students register at Whispering Pines Elementary parents complete a Home Language Survey. This survey is used to determine if a student is proficient in a language other than English. If so, the student is tested for English Language Proficiency and if needed, specialized ELL strategies are implemented to assist the child in language acquisition. In addition, the school counselor meets with new students and families to discuss any specialized needs a student may have and to address any concerns a parent may have about entering a new school setting.

Teachers work with the students and families to provide opportunities to showcase differences between cultures and heritage. Students share information with one another in an effort to build relationships among the school community.

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

Each morning students are provided the opportunity to attend the free breakfast program in the cafeteria. Once the students have completed their breakfast, students are encouraged to participate in supervised morning recess. Students are also offered the opportunity to join the school's chorus and orchestra programs that meets before school.

During the school day, students are with their classroom teachers and are never unaccompanied. When moving throughout the building, students walk in pairs when they are not with an adult. School security is always vigilant either at the main entrance or patrolling the campus.

After school, students are supervised by teachers, security, and administration. The students disperse to parent pick up, After School Care or to the bus area. At approximately 15 minutes after dismissal students who have not been picked up will come to the office area in order to contact their parents and wait safely inside.

During the 2015-2016 school year, Whispering Pines Elementary started a new drop off and pick up procedure to ensure the safety of the students. These procedures ensure that the administration is aware of who is in the building at all times.

During Morning Arrival, 7:00 AM – 7:45 AM, only students enrolled in the Before School Care Program are allowed to be escorted to the cafeteria by their parents. From 7:45 AM – 8:30 AM, the main entrance and horseshoe entrance opens for all students to report to the cafeteria for breakfast.

Parents will not be allowed to enter the cafeteria or main building for morning drop off.

During the Afternoon Dismissal-Parent Pick Up - All parents/guardians picking up students must stay in their vehicles. Parents' vehicles must have a color coded sign, which will have their child's last name and grade level printed on it. The sign must be visible on the dashboard of the passenger's side of each vehicle. If the color coded sign is not visible, students will not be released for pick up and parents will be required to report to the main office to provide a photo ID in order for students to be released. All walkers and bike riders must exit the building at the main entrance.

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.

During instructional time, the expectation is that students will follow the Code of Student Conduct in order to maintain a safe and secure learning environment. The Code of Student Conduct is reviewed with all students. The rules are listed in the school's handbook and are distributed to parents each school year. Parents are provided with a link where they are able to access the Code of Student Conduct. The parent must confirm receipt and understanding of the Code of Student Conduct. Rules and expectations are emphasized by school administration on school announcements and by the school counselor when visiting classrooms. Teachers enforce all rules. When a student does not follow the rules or exhibits behavior that gets in the way of other students learning, the school implements progressive discipline. Students begin at a warning, parent contact, referral to school counselor, detention, removal from class, and meeting with administration. If a student's behavior does not improve and administration sees fit, the student will be placed at the school's designated "success center". If needed, the RTI process is initiated and a behavior intervention plan is implemented.

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.

Values Matter is a Miami-Dade County Public Schools initiative highlighting the nine adopted core values identified in the Code of Student Conduct. Supporting and encouraging the use of these core values is the foundation of our behavioral expectations for students and for maintaining a safe learning environment. Recognizing positive student behavior is an integral way to encourage a positive school climate and empower the school community to pursue excellence in all areas.

The school counselor meets bi-weekly with students in all classes and works on character building activities. In addition to these classroom visits, the counselor meets with students in small groups or individually as needed, to focus on specific issues that impact the students. These needs may include classroom organization, study skills, and emotional/behavioral issues. The school counselor provides families with information about community resources, if needed.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

Early warning indicators that are used are attendance below 90 percent, course failure in English Language Arts or mathematics, a Level 1 score on the statewide, standardized assessments, and number of behavioral referrals.

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	3	3	2	2	3	14	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	1	5	4	10	11	19	0	0	0	0	0	0	0	50
Behavior Referrals	2	3	4	4	13	25	0	0	0	0	0	0	0	51

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	2	3	4	4	13	25	0	0	0	0	0	0	0	51

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

Intervention strategies used consist of RTI, counseling, research-based interventions, and relevant professional development for staff.

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

PTA records and the volunteer sign-in logs from the 2016-2017 school year, indicate that there were 25% of parents that participated in school wide activities. The goal for the 2017- 2018 school year is to increase parent participation by ten percentage points to 30%.
In order to keep parents informed about school events and their child's progress, information is sent home every Tuesday in the Parent Communicator. Parents are encouraged to attend school events, and attend PTA and EESAC meetings. Information is also posted on the school website and social media. Many teachers use messenger apps to inform parents of activities and events.

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.

Whispering Pines Elementary School is supported by several agencies and groups throughout the Cutler Bay Community. The Whispering Pines Woman's Club works closely with the school's administration to

provide incentives for students who do the right thing. During the holiday season, the Woman's Club meets with students to spread holiday cheer and provide needy families with food and gifts. The Cutler Bay Police Department works hand in hand with school administration and school security monitors to assist with student safety. This is done by patrolling the perimeter of the school during the school day, monitoring the flow of traffic and assuring that guests are parked properly around school grounds. The Cutler Bay Police Department has included Whispering Pines Elementary in free local field trips that support character education and cultural diversity. Integrity Martial Arts provides incentives for students and participates in school-wide events. Green Star Landscaping has worked tirelessly to provide free landscaping and beautification of the school grounds. They have not only provided trees, mulch and flowers, but they have provided the manpower necessary to make improvements on the campus. Other local community business participate in school programs. Lastly, the Whispering Pines Elementary School PTA works closely with local businesses that support the efforts of the PTA and school's administration in creating an environment of life-long learning.

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
Brown, Tamela	Principal
Pando-Landaburu, Ruth	Assistant Principal

b. Duties

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

Surama Flores: School Counselor. Ms. Flores will work with teachers and administration to ensure that the individual needs of all students are met. This is achieved through collaborating and consulting with other stakeholders for the success and well-being of students. In addition, she will work with administration to monitor school wide data for all students and provide feedback regarding students in need of interventions as part of the RTI program.

Dawn Brougton: 3rd grade teacher & Reading Liaison. Ms. Broughton will work with teachers in all grade levels in order to ensure implementation of the reading curriculum and the Florida State Standards. In addition, she will work with administration to monitor school wide reading data and provide feedback regarding interventions as needed for the RTI program.

Kamelia Blaize: 4th grade teacher & Mathematics Liaison. Ms.Blaize will work with teachers in all grade levels in order to ensure the implementation of the Mathematics curriculum and the Florida State Standards. In addition, she will work with administration to monitor school wide mathematics data and provide feedback regarding interventions as needed for the RTI program.

Susan Meyers: 4th/5th grade Science teacher & Science Liaison. Ms. Meyers will work with teachers in all grade levels in order to ensure the implementation of the Science curriculum and the NGSSS standards. In addition, she will work with administration to monitor school wide science data.

Doris Gonzalez Vasquez: Special Education Chairperson. Ms. Gonzalez will work with teachers in all grade levels in order to ensure that the individual needs of students in Special Education are being met in accordance with their Individual Education Plans. In addition, she will work with administration

to monitor school wide data for all students and provide feedback regarding students in need of interventions as part of the RTI program.

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.

The school Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals. The Leadership Team implements the SIP strategies, monitors academic and behavior data, and evaluates progress at least three times per year. The school Leadership Team will hold monthly team meetings, while addressing the strategies and goals on the SIP, to use the eight step planning and problem solving process to set goals, plan, and evaluate programs that focus on increasing student achievement or behavioral success. The Leadership Team works with other school teams by gathering ongoing progress monitoring (OPM) data by using the Tier 2 problem solving process after each OPM. In addition, the Leadership Team maintains communication with staff for input and feedback, as well as updating them on procedures and progress. Finally, the Leadership Team works with other school teams by assisting them with monitoring and responding to the needs of subgroups with the expectations for meeting Annual Measurable Objectives.

Whispering Pines Elementary uses the following federal, state, and local funds, services and programs in order to meet the needs of the students at the school.
Title II
The District uses supplemental funds for improving basic education as follows:
-training to certify qualified mentors for the New Teacher (MINT) Program
-training for add-on endorsement programs, such as Reading, Gifted, and ESOL
-training and substitute release time for the Professional Development Liaison for effective development of Professional Learning Communities (PLC's), as well as Lesson Study Group implementation and protocols.

Title X- Homeless
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act, which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

Violence Prevention Programs
District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Tamela Brown	Principal
Ruth Pando	Teacher
Surama Flores	Teacher
Dawn Broughton	Teacher
Maretta Chuechunklin	Teacher
Sue Meyer	Teacher
Ann Zamanillo	Teacher
Eugenia Alonso	Parent
Lisa Nieves	Parent
Kimberly Lischner	Parent
Davida Rolle	Business/Community
Seth Patterson	Teacher
Angela Jones	Teacher
	Student
Kamelia Blaize	Teacher
Vanessa Fernandez	Teacher
Sydney Brown	Student
Mia Torres	Student

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

The ESSAC, along with administration, evaluated last year's School Improvement Plan and Action Plan along with the FSA scores to determine if the strategies that were put into place increased student performance.

b. Development of this school improvement plan

The ESSAC worked together to develop a list of strategies that should be considered for the 2017-2018 school year. The ESSAC will then determine if the implementation of these strategies is evidenced in the SIP and in the student data. Changes and adjustments to these strategies will be made throughout the school year by the SAC, as needed.

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

The ESSAC meets quarterly to discuss the specific needs of the school and its stakeholders. The ESSAC works closely with the school administration and teachers in order to provide support for the programs that are being implemented and outlined in the SIP. When needed, SAC provides additional resources in order to meet the needs. All stakeholders are involved in the decision making process and provide suggestions in order to stretch the budget and plan for school improvement.

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

For 2016-2017 the projected use of the school improvement funds was used for substitute coverage for the Reading Liaison, Mathematics Liaison, and Science Liaison to attend trainings in their respective areas and in turn train the teachers working within that curriculum. The budgeted amount used was $2000.00 for teacher coverage. Funds were used to purchase supplementary material for reading and mathematics. The budgeted amount for materials was $4000.00

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.

At this time we are adding another studentre

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
Brown, Tamela	Principal
Pando-Landaburu, Ruth	Assistant Principal
Flores, Surama	School Counselor

b. Duties

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

The major initiatives of the Literacy Leadership Team during the 2017-2018 school year is to simultaneously support learning and teaching for all students, teachers, educational leaders. In addition, the Literacy Leadership Team will enhance the literacy environment at the school, and build a literacy culture through collegiality and collaboration. Teachers will receive relevant professional development to assist with use of effective strategies. There will be incentives for students that use Accelerated Reader and iReady.

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.

With departmentalization, many teachers have common planning time. In addition, on Wednesdays, a schedule is set up for monthly grade levels and content area meetings. Teachers participate in monthly

on-site professional development to assist teachers with data interpretation and implementation of research-based strategies to improve student learning.

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

The principal and assistant principal work with all teachers to provide support as needed. All teachers are provided with professional development activities to support their individual needs. Administration provides opportunities for team building and learning communities to support the growth of each individual teacher and program.

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

Teachers in years two and three will receive a buddy teacher. The buddy teacher will be their grade-level chair. The administrators will provide time for mentoring teams to meet, for the teacher to observe their mentors teaching techniques and time for the two to discuss improvements to classroom and instructional practices. The mentors are highly qualified, certified-in-field, effective

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.

All K-5 instructional staff members have received training on the Florida Standards. To ensure that the core instructional programs and materials are aligned to Florida's standards, the teachers follow the Districts Pacing guides.

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.

The school will use Gateway to Date (G2D) and i-ready reports as data tools. The reports will allow the teachers to see the students' strengths and weaknesses. After identifying the weaknesses, the teachers use the data to differentiate instruction. In addition, the teachers in mathematics, use the G2D reports to provide supplemental assignments to the students in Think Central and Reflex Math.

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: 6,000

A variety of Community School classes are offered throughout the school year and are made available to students of all ages both before and after school. One of the featured classes is tutoring in math and reading. Certified teachers work with students based on their instructional levels and individual needs. Enrichment classes such as strings orchestra, STEP, gardening, art, and chorus contribute to a well rounded education.

Strategy Rationale

These community school classes provide support to the core academic subjects.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Brown, Tamela, pr5951@dadeschools.net

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

Students participating in the academic enrichment courses for reading and mathematics will complete a pre and post test at the start and end of each tutoring cycle. These scores will be analyzed by administration and the teachers to determine academic growth and effectiveness of strategies. Students participating in enrichment activities contributing to a well rounded education will prepare for a showcase that will display all that they learned throughout the school year.

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, §
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.

Kindergarten readiness is an issue of importance to parents, students, and teachers in Florida. Whispering Pines offers the Voluntary Pre Kindergarten program to assist students with getting prepared for Kindergarten. In addition, every kindergarten child is given the Star Early Literacy Assessment. The results of the screening provide valuable information about a child's readiness for school, help teachers develop lesson plans to meet each child's individual needs and offer useful information to parents. Teachers gain immediate insights about students' early literacy and numeracy skills in eight key domains.The following areas are included in the screening for students entering kindergarten:
-Print Concepts (directionality, letters and words, word length, visual discrimination) -Phonological Awareness (a child's ability to understand that spoken words are made up of individual sound units that can be manipulated)
-Phonics and Word Recognition (high frequency words, syllables, consonants and vowels)
-Fluency(purpose of reading, reading comprehension)
-Vocabulary Acquisition and Use (word relationships, structural analysis)
-Numbers and Operations:

-Counting and Cardinality (number naming and number identification, sequence completion)
-Operations and Algebraic Thinking (composing and decomposing)
-Measurement and Data (measurement)

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.

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"Â? 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 core instruction is increased in all content areas then student achievement will improve.

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 core instruction is increased in all content areas then student achievement will improve. `1a`

`G096907`

Targets Supported `1b`

Indicator	Annual Target
FSAA ELA Achievement	74.0
ELA/Reading Gains	63.0
ELA/Reading Lowest 25% Gains	55.0
FSAA Mathematics Achievement	74.0
Math Gains	74.0
Math Lowest 25% Gains	58.0
FSAA Science Achievement	50.0

Targeted Barriers to Achieving the Goal `3`

- Limited evidence of effective planning/common planning with the use of District Pacing Guides, Planning Cards and McGraw Hill Reading Wonder Series.

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

- Pacing Guides, McGraw-Hill Reading Wonders Series, ELA Test Item Specifications, ELA Liaison, Scheduled Computer Lab, Wednesday Common Planning, Technology i.e., i-ready, MyON, Promethean and Smart Boards in all classrooms, Media Center with Media Specialist, Two computer labs, Five Portable laptop stations, Planning Cards. District Reading Website.

- Think Central, Reflex Math, Mathematics Teacher Leader, Gizmo Modeling Sessions, Manipulatives, Curriculum Pacing Guides, Wednesday Common Planning, Technology, Computer Labs.

- GIZMOS, Gizmo Modeling Sessions, J&J Educational Bootcamp, Science Teacher Leader, Curriculum Pacing Guides, Wednesday Common Planning, Technology, Computer Labs.

Plan to Monitor Progress Toward G1. `8`

Think Central reports, i-ready reports.

Person Responsible
Tamela Brown

Schedule
Biweekly, from 8/28/2017 to 6/1/2018

Evidence of Completion
I-Ready reports, Think Central reports, G2D reports.

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

Dade - 5951 - Whispering Pines Elem. School - 2017-18 SIP

Whispering Pines Elementary School

G1. If core instruction is increased in all content areas then student achievement will improve. [1]

🔑 G096907

G1.B1 Limited evidence of effective planning/common planning with the use of District Pacing Guides, Planning Cards and McGraw Hill Reading Wonder Series. [2]

🔑 B260686

G1.B1.S1 Teachers will plan together to deliver instruction that's standards based and/or on specific course benchmarks. Students will experience and master course content/skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. [4]

🔑 S276081

Strategy Rationale

By effectively planning together, it will optimize effective instruction and collaborative planning by increasing rigor in the classroom, differentiated instruction and student engagement.

Action Step 1 [5]

Provide professional development on using data in the classroom. This data will be used during collaborative planning sessions to create effective lesson plans.

Person Responsible

Tamela Brown

Schedule

Monthly, from 10/2/2017 to 5/2/2018

Evidence of Completion

Sign-in sheet, Agenda

Action Step 2 [5]

Provide professional development on using the districts instructional framework which will include unwrapping the standard,evidence of higher order questioning, purposeful student led-talk, opportunities for student created academic writing, and differentiated instruction through small groups.

Person Responsible

Tamela Brown

Schedule

Monthly, from 10/2/2017 to 5/2/2018

Evidence of Completion

sign-in sheet, agenda

Action Step 3 `5`

Grade level chairpersons will debrief on the effectiveness of common planning and the data and resources to be used during common planning.

Person Responsible

Tamela Brown

Schedule

Weekly, from 9/27/2017 to 5/30/2018

Evidence of Completion

Grade level meeting agendas, sign-in sheets

Action Step 4 `5`

Curriculum lead will provide additional support in the effective implementation of a lesson through classroom modeling.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 11/6/2017 to 2/14/2018

Evidence of Completion

Videos of modeled lessons

Action Step 5 `5`

Monitoring for effectiveness of strategy will be conducted through attendance of planning sessions, classroom walk-throughs, Leadership Team meetings.

Person Responsible

Tamela Brown

Schedule

Weekly, from 10/2/2017 to 5/28/2018

Evidence of Completion

Offical and unofficial observational notes

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

Administration will participate in bi-weekly grade level meetings with teachers to review efficacy and implementation of effective strategies in order to monitor students' knowledge in the area of English/Language Arts (ELA). In addition, administration will use G2D to track the progress of all students to determine if they are improving in this area.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 8/28/2017 to 6/4/2018

Evidence of Completion

Official and unofficial observational notes.

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

Administration will participate in bi-weekly grade level meetings with teachers to review efficiency and implementation of the PLC topics in order to monitor students' knowledge in the area of English/Language Arts (ELA). In addition, administration will use G2D to track the progress of all students to determine if they are improving in this area.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 8/28/2017 to 6/4/2018

Evidence of Completion

Official and unofficial observational notes, as well as District Interim Assessments.

G1.B1.S2 Implement academic writing using an instructional framework to support students in the production of coherent writing about text through the use of the writing process. Teachers will explicitly teach various modalities and genres of writing. Students will learn to analyze, interpret, compare and evaluate text using clear and relevant evidence. 4

S276082

Strategy Rationale

By effectively planning together, teachers will be able to deliver purposeful instruction that will lead to students experiencing and mastering course content and skills in analytical writing.

Action Step 1 5

Teachers will participate in monthly professional development, with some sessions focusing on the effective of using data to interpret the implementation of Analytical Writing in the McGraw Hill Reading Wonders Series.

Person Responsible

Tamela Brown

Schedule

Monthly, from 10/2/2017 to 5/2/2018

Evidence of Completion

PLC agenda, sign-in sheet, PLC focus calendar

Action Step 2 5

During weekly grade level meetings, grade level chairpersons will debrief on the effectiveness of the implementation of topics discussed during the monthly professional development sessions.

Person Responsible

Tamela Brown

Schedule

Weekly, from 8/28/2017 to 5/30/2018

Evidence of Completion

Grade level meeting agendas, sign-in sheets

Action Step 3 5

Curriculum lead will provide additional support in the effective implementation of a lesson through a video taped modeled demonstration for teachers on an as needed basis.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/23/2017 to 2/2/2018

Evidence of Completion

Videos of modeled lessons

Action Step 4 5

Administration will participate in grade level meetings and conduct walk-throughs to observe implementation of monthly topics discussed in the Professional Development sessions.

Person Responsible

Tamela Brown

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Offical and unofficial observational notes

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

Administration will participate in bi-weekly grade level meetings with teachers to review efficacy and implementation of the Professional Development topics in order to monitor students' knowledge in the area of Writing.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/18/2017 to 2/28/2018

Evidence of Completion

Unofficial and unofficial observational notes.

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

Administration will participate in bi-weekly grade level meetings with teachers to review efficacy and implementation of the Professional Development topics in order to monitor students' knowledge in the area of Writing.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/18/2017 to 2/28/2018

Evidence of Completion

Official and unofficial observational notes.

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.B1.S2.A3 A371486	Curriculum lead will provide additional support in the effective implementation of a lesson through...	Brown, Tamela	10/23/2017	Videos of modeled lessons	2/2/2018 biweekly
G1.B1.S1.A4 A371482	Curriculum lead will provide additional support in the effective implementation of a lesson through...	Brown, Tamela	11/6/2017	Videos of modeled lessons	2/14/2018 biweekly
G1.B1.S2.MA1 M399748	Administration will participate in bi-weekly grade level meetings with teachers to review efficacy...	Brown, Tamela	10/18/2017	Official and unofficial observational notes.	2/28/2018 biweekly
G1.B1.S2.MA1 M399749	Administration will participate in bi-weekly grade level meetings with teachers to review efficacy...	Brown, Tamela	10/18/2017	Unofficial and unofficial observational notes.	2/28/2018 biweekly
G1.B1.S1.A1 A371479	Provide professional development on using data in the classroom. This data will be used during...	Brown, Tamela	10/2/2017	Sign-in sheet, Agenda	5/2/2018 monthly
G1.B1.S1.A2 A371480	Provide professional development on using the districts instructional framework which will include...	Brown, Tamela	10/2/2017	sign-in sheet, agenda	5/2/2018 monthly
G1.B1.S2.A1 A371484	Teachers will participate in monthly professional development, with some sessions focusing on the...	Brown, Tamela	10/2/2017	PLC agenda, sign-in sheet, PLC focus calendar	5/2/2018 monthly
G1.B1.S1.A5 A371483	Monitoring for effectiveness of strategy will be conducted through attendance of planning...	Brown, Tamela	10/2/2017	Offical and unofficial observational notes	5/28/2018 weekly
G1.B1.S1.A3 A371481	Grade level chairpersons will debrief on the effectiveness of common planning and the data and...	Brown, Tamela	9/27/2017	Grade level meeting agendas, sign-in sheets	5/30/2018 weekly
G1.B1.S2.A2 A371485	During weekly grade level meetings, grade level chairpersons will debrief on the effectiveness of...	Brown, Tamela	8/28/2017	Grade level meeting agendas, sign-in sheets	5/30/2018 weekly
G1.MA1 M399757	Think Central reports, i-ready reports.	Brown, Tamela	8/28/2017	I-Ready reports, Think Central reports, G2D reports.	6/1/2018 biweekly
G1.B1.S2.A4 A371487	Administration will participate in grade level meetings and conduct walk-throughs to observe...	Brown, Tamela	9/5/2017	Offical and unofficial observational notes	6/1/2018 monthly
G1.B1.S1.MA1 M399746	Administration will participate in bi-weekly grade level meetings with teachers to review...	Brown, Tamela	8/28/2017	Official and unofficial observational notes, as well as District Interim Assessments.	6/4/2018 biweekly
G1.B1.S1.MA1 M399747	Administration will participate in bi-weekly grade level meetings with teachers to review efficacy...	Brown, Tamela	8/28/2017	Official and unofficial observational notes.	6/4/2018 biweekly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Limited evidence of effective planning/common planning with the use of District Pacing Guides, Planning Cards and McGraw Hill Reading Wonder Series.

G1.B1.S1 Teachers will plan together to deliver instruction that's standards based and/or on specific course benchmarks. Students will experience and master course content/skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Provide professional development on using data in the classroom. This data will be used during collaborative planning sessions to create effective lesson plans.

Facilitator

Tamela Brown

Participants

All Teachers

Schedule

Monthly, from 10/2/2017 to 5/2/2018

PD Opportunity 2

Provide professional development on using the districts instructional framework which will include unwrapping the standard,evidence of higher order questioning, purposeful student led-talk, opportunities for student created academic writing, and differentiated instruction through small groups.

Facilitator

Dawn Broughton, Kameila Blaize

Participants

Reading/Language Arts and Mathematics Teachers

Schedule

Monthly, from 10/2/2017 to 5/2/2018

G1.B1.S2 Implement academic writing using an instructional framework to support students in the production of coherent writing about text through the use of the writing process. Teachers will explicitly teach various modalities and genres of writing. Students will learn to analyze, interpret, compare and evaluate text using clear and relevant evidence.

PD Opportunity 1

Teachers will participate in monthly professional development, with some sessions focusing on the effective of using data to interpret the implementation of Analytical Writing in the McGraw Hill Reading Wonders Series.

Facilitator

Dawn Broughton

Participants

Reading/Language Arts teachers

Schedule

Monthly, from 10/2/2017 to 5/2/2018

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	Provide professional development on using data in the classroom. This data will be used during collaborative planning sessions to create effective lesson plans.	$0.00
2	G1.B1.S1.A2	Provide professional development on using the districts instructional framework which will include unwrapping the standard,evidence of higher order questioning, purposeful student led-talk, opportunities for student created academic writing, and differentiated instruction through small groups.	$0.00
3	G1.B1.S1.A3	Grade level chairpersons will debrief on the effectiveness of common planning and the data and resources to be used during common planning.	$0.00
4	G1.B1.S1.A4	Curriculum lead will provide additional support in the effective implementation of a lesson through classroom modeling.	$0.00
5	G1.B1.S1.A5	Monitoring for effectiveness of strategy will be conducted through attendance of planning sessions, classroom walk-throughs, Leadership Team meetings.	$0.00
6	G1.B1.S2.A1	Teachers will participate in monthly professional development, with some sessions focusing on the effective of using data to interpret the implementation of Analytical Writing in the McGraw Hill Reading Wonders Series.	$0.00
7	G1.B1.S2.A2	During weekly grade level meetings, grade level chairpersons will debrief on the effectiveness of the implementation of topics discussed during the monthly professional development sessions.	$0.00
8	G1.B1.S2.A3	Curriculum lead will provide additional support in the effective implementation of a lesson through a video taped modeled demonstration for teachers on an as needed basis.	$0.00
9	G1.B1.S2.A4	Administration will participate in grade level meetings and conduct walk-throughs to observe implementation of monthly topics discussed in the Professional Development sessions.	$0.00
		Total:	$0.00