

Orange County Public Schools

Whispering Oak Elementary



2017-18 Schoolwide Improvement Plan

Whispering Oak Elementary

15300 STONEYBROOK WEST PKWY, Winter Garden, FL 34787

<https://whisperingoakes.ocps.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	25%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

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 is pending approval by the Orange 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 Oak Elementary

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.

To lead our students to success with the support and involvement of families and community

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

The Whispering Oak Elementary Leadership Team and classroom teachers review student records to ascertain critical and historical information. The staff also establishes and maintains positive relationships with all stakeholders recognizing cultural differences and meeting the needs of all.

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

There is an expectation at Whispering Oak Elementary to encourage interpersonal and intergroup respect among students and between students and staff. The building is clean, inviting and conducive to learning. There are school-wide procedures and expectations that apply to all classrooms and common areas of the school.

To ensure that our school provides all students with a supportive and safe environment in which to grow and thrive academically and socially, we promote and support the following:

- *Student engagement
- *Respect for diversity
- *Sense of personal and physical safety
- *School and Family Collaboration
- *Community Partnerships

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.

Our school has a school-wide discipline plan that is introduced to the teachers by the behavior leadership team during pre-planning.

Within the classroom, the teachers provide the students with an in-depth Power Point review of the student code of conduct during the first week of school and review each nine weeks or as needed when new students arrive.

We collect and analyze discipline data through the MTSS behavior process to support students throughout the school year.

Our school uses Becky Bailey's Conscious Discipline program. The first and foremost thing our teachers do at the beginning of the school year is to build relationships with the students in their classrooms.

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

We refer qualified students and families to SedNet approved agencies for counseling. The school guidance counselor provides support groups for students emotional growth. The school nurse connects families with outside agencies to provide them with medical assistance to support continuous academic success.

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.

Early Warning Signs include:

- *Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- *One or more suspensions, whether in school or out of school
- *A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	8	5	4	1	8	2	0	0	0	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	12	17	16	16	34	14	0	0	0	0	0	0	0	109
Level 1 on statewide assessment	0	0	0	8	16	8	0	0	0	0	0	0	0	32

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	2	0	7	17	7	0	0	0	0	0	0	0	33

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

*Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension: The Attendance Child Student Team meets to discuss truancy and excessive tardiness with the parents. A plan is implemented to support the students and parents to ensure regular student attendance and decrease student tardiness. Referrals are put into place as needed for the student.

Students are mentored for Early Warning Signs both academically and behaviorally. The MTSS team meets to develop an action plan so that each student can be successful. The team meets periodically to review the progress monitoring of the students to assess the appropriateness of the interventions implemented.

*A Level 1 score on the statewide, standardized assessments in English Language Arts or Math: Students receive intervention specific to their need.

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

Open House Night is scheduled at the beginning of the school year. During this special night valuable information is presented to parents regarding but not limited to the curriculum, field trips, online technology programs that are available at school. Daily routines in the classroom, as well as at home for continued use to assist with sustainability of academic skills.

Mrs. Tiffany Stanley, Instructional Coach and Mrs. Connie Murphy, Resource STEM, will spearhead our school's Math and Science Curriculum Night this school year. Parents and students will participate in hands-on activities that are planned and focused on the curriculum as an enhancement of what has been taught by the teachers and learned by the students.

Students will take center stage on Portfolio Pride Nights! Our students' will chart their academic success throughout the school year and on the two designated nights they will share their work and personal growth with their parents. The teachers will also attend these nights facilitating and supporting their students with their presentation.

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.

Our school provides opportunities for parents to become involved in their child's academic education. Parents are invited and encouraged to attend all meetings that pertain to their child's education such as Parent Teacher Other Association (PTO), School Advisory Council (SAC), Exceptional Student Education (ESE), Multilingual Parent Leadership Council (MPLC), parent/teacher conferences and any/all individual meetings scheduled to address/support the academic and/or behavior placements.

Mr. Montgomery, Principal, provides vitally important information via Connect Orange, phone message system as required and/or necessary for parents. There may be times that parents will receive via Connect Orange information directly from the Superintendent or designated district personnel.

Monthly newsletters are sent to families by the instructional staff and assist with maintaining school and home communication, as well as to share information about upcoming events.

Parents are encouraged to become an ADDitions volunteer to assist in the classroom, other areas of campus and attend field trips, if selected by the teacher.

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
Montgomery, Lee	Principal
Moore, Cathy	Instructional Coach
Stanley, Tiffany	Instructional Coach
Dawkins, Machael	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.

The School-Based Leadership Team consists of the following staff members: Lee Montgomery, Principal, and Dr. Machael Dawkins, Assistant Principal, working together to provide a vision and ensure the implementation of intervention support as well as provide ongoing professional development to support the overall teaching and learning process.

Mrs. Cathy Moore, MTSS (Multi-Tiered System of Support) Coach and Instructional Resource Coach, provides support and assist with maintaining the fidelity of the overall MTSS process with all educators which includes general education and exceptional student education teachers. Mrs. Moore is the "point-person" for the instructional staff regarding the implementation and follow-through of Tier 1 (for all students), Tier 2 (students that require more support) and Tier 3 (students that require more + more support to be successful within the classroom) as well as the development of the specific intervention plans.

Mrs. Melanie Quinones, Staffing Specialist, assists with the implementation of the MTSS process and assists with setting up meetings with the parents. Ms. Quinones also schedules for our support team which includes but is not limited to Speech-Language Therapist/Clinicians, Adaptive Physical Education Teacher, Vision Teacher, Audiologist, Occupational/Physical Therapists, Social Worker and School Psychologist. All of the support staff play a significant role with providing support to the teachers in the classroom regarding specific interventions to implement for the students who are classified as requiring Tier 2 and Tier 3 support.

Mrs. Marie Louis, Instructional Resource Coach, provides assistance on the K-12 reading plan and provides teachers with appropriate materials for intervention. She models lessons for teachers as well as teach lessons for teachers to observe and gain valuable insight regarding the "next" step to take toward student success in the classroom.

Mrs. Tiffany Stanley, Instructional Resource Coach, provides assistance with math and science support. Mrs. Stanley provides the instructional staff with a wealth of knowledge in the area of math and science. She works closely with teachers providing them with ongoing support through providing training, websites and modeling within the classroom. One project she developed was Math Facts Fluency Competition within grade-level teams. The greatest benefit has been the competitiveness of the students as they "rise to the challenge" and increase their fluency.

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-Based Leadership Team (SBLT) and classroom teachers meet to discuss data and progress monitoring of students in the bottom 30% in reading and math. During the meetings called "Child Chats" assessments are analyzed to identify students who are below, meeting or exceeding expectations. The SBLT provides support, resources, intervention and enrichment plans as needed

for implementation. Our school will continue to decrease disproportionate classification in exceptional student education through MTSS process by providing and monitoring Tier 2 and Tier 3 level support. SAI (Supplemental Academic Improvement) funds are utilized to purchase research-based intervention materials.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lee Montgomery	Principal
Tasha Russell	Parent
Shaune Poole	Parent
Roseann Bennett	Education Support Employee
Margrett Guagliardo	Parent
Nasly Lopez	Parent
Angel Herd	Business/Community
Nicole Mattson	Parent
Kristen Mease	Parent
Bibi Karim	Teacher

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 primary function of the School Advisory Council (SAC) is to provide all of the stakeholders an opportunity to be active participants in the assessment of needs, development of priorities, and identification and use of resources based on an analysis of multiple sources of available school data. Mr. Montgomery , Principal, shares the school's standards-based assessment data at the first SAC Meeting of the school year. During the meeting the SAC members are provided with specific school needs regarding the overall student achievement process. The SAC reviewed the previous school improvement plan, annual school budget and student standards-based assessment data, then consult as a group, to make the decision to support educational practices proposed by the administration and supported by the academic data.

b. Development of this school improvement plan

The School Improvement Plan (SIP) is the guide for the year built around, input from staff, families and community members. The SIP target is based on specific subgroups previous year performance on the standards-based academic assessments. The purpose of the SIP is to raise achievement for all students making sure that the essential work of the school is thriving to prepare every student to be college, career and community ready. The driving force behind the "theory-of-change" for the school is to remain focused on meeting specific research-based expectations in effective school-based leadership, student achievement, highly-qualified instructional best practices, highly-qualified professional teaching/learning process and enhance/support family/community engagement.

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

Mr. Montgomery, Principal, reviewed with SAC the "Action Plan" for the implementation of grade-level intervention groups as well as other discretionary decisions that would be utilized to actively support student growth. The proposal included but was not limited to the following: The establishment of Intervention and enrichment groups to address daily interventions/enrichment within grade-levels and the purchase of additional intervention/enrichment materials as needed for each grade-level and to have the ability to hire a certified tutor to support tiered groups of student.

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

School improvement funds were not allocated

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.

The SAC will meet in October and the SAC rosters are expected to be available by the district to ensure we have the correct representation at the meetings.

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
Montgomery, Lee	Principal
Moore, Cathy	Instructional Coach
Stanley, Tiffany	Instructional Coach
Chotai, Nimisha	Instructional Media
Dawkins, Machael	Assistant Principal

b. Duties

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

Utilizing the Florida Continuous Improvement Model (FCIM), the Literacy Leadership Team (LLT) will provide the teachers with their results of the standards-based data, establish "Child Chats" to assist teachers with analyzing and understanding student data, plan focused instruction to assist with impacting student growth, monitor ongoing progress through state, district and school assessments, adjust instruction in response to standards-based data yielding significant growth or lack of growth and continually addressing the Florida State Standards in all content areas.

Additionally, we will also continue to work on implementing the Journey's core reading program with fidelity and to ensure all students are receiving instruction on the required state standards.

The LLT is working collaboratively with the teachers who were trained in Core Connections to ensure that teachers are incorporating writing across the content.

Progress monitoring is measured through SRI (Scholastic Reading Inventory), i-Ready and other formative assessment data. Students are utilizing the programs with fidelity to ensure that critical literacy strategies are being implemented at home and school.

The media specialist promotes literacy through two book fairs a year, which are held during the week

of portfolio nights to encourage parents to attend after school hours. She promotes Sunshine State readers and the AR reading program with school wide incentives. Additionally, she has a school literacy club to promote reading.

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.

A Common Planning time is provided daily for each grade level team. Grade level teams meet once per month for Professional Learning Community (PLC) meetings and weekly for grade level planning and collaboration. The PLCs are established with norms that must be reviewed at each meeting and organized by "roles specific duties" such as the chair, co-chair, secretary, time-keeper and members. PLCs will provide the teams with time to collaborate and designate specific team members to be responsible for specific academic issues/concerns. During PLC meetings teams will review standards being taught, strategies to differentiate instruction, student data from assessments, and discuss literacy applications among all subject areas.

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

Mr. Montgomery, Principal, and Dr. Machael Dawkins, Assistant Principal, work together when reviewing resumes, checking references and networking with colleagues to recruit/hire highly qualified teachers. The School-Based Leadership Team (SBLT) will provide ongoing professional development opportunities for the instructional staff. The SBLT will also monitor the school staff to ensure and maintain a positive and professional climate as well as provide opportunities for staff to socialize through staff socials provided by grade-level groups. The regular PLC meetings will also foster and enhance positive collaboration with colleagues.

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

At the present time, we have a mentoring program that pairs new teachers with experienced teachers and also includes teachers who are veteran, but new to our school. The men-tees are paired with a teacher who has Clinical Education certification. They meet on a regular basis to discuss lesson plans, grades, any other concerns and/or questions of a new teacher. Our Instructional Resource Coaches, Mrs. Tiffany Stanley, Mrs. Cathy Moore and Mrs. Marie Louis, also serve as mentors to teachers, visiting the classroom, observing/modeling for teachers as needed. Ms. Britney Mason, a third grade teacher, serves as a mentor coordinator and conducts monthly sessions for new teachers to discuss issues and to learn how to navigate their way through the teaching process.

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.

The district has a rigorous curriculum adoption process that analyzes the correlation between core program materials and the Florida Standards. Core Instructional resources are provided on the

Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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-Based Leadership Team (SBLT) will meet regularly to analyze standards-based data. "Child Chat" meetings with teachers and the SBLT will occur on a regular basis looking at individual student needs and growth. After the administration of i-Ready testing, the SBLT meets to review data on students in the lowest 30% for both ELA and math. The SBLT also periodically reviews grade level data and identifies trends to share with their respective grade levels. By examining data and identifying trends, the SBLT formulates coaching plans to assist teachers with their intervention rotations.

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: Weekend Program

Minutes added to school year: 2,340

Saturday school tutoring aimed at increasing student skill through exposure to and practice of standards for both ELA and writing.

Strategy Rationale

By increasing student practice, their achievement will improve.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Montgomery, Lee, lee.montgomery@ocps.net

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

Formative classroom data combined with looking at tutoring assessment to monitor the effectiveness of the tutoring practice to the application of the instructional strategies within the classroom.

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.

Kindergarten Orientation for those students who will be entering kindergarten is held prior to the end of the school year. The parents and students participate in classroom and school tours to learn about

the kindergarten curriculum as well as to see the school and all the activities they will be involved in when they enter school. Kindergarten assessments for our incoming students are offered during the summer. The data is then used to drive the instruction. Parents can sign-up during Kindergarten Orientation. The families that cannot attend the summer assessment selected dates will have their child assessed at the beginning of the school year.

Parents and students are encouraged to attend "Meet the Teacher" during pre-planning week.

Our fifth grade students attend a middle school visit to help with the transition.

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.

Students are exposed to careers through our Teach In program. Partners from the community work with students to review careers. Students visit Publix supermarket to learn about the service industry. Fifth grade students take a field trip to the Sheraton Hotel to job shadow for a day.

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

Students have the opportunity to participate in the CAPE program and earn certificates in programming and coding.

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

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this 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.** Student achievement will increase when teachers provide rigorous differentiated-instruction to ensure each student achieves one year's growth in reading and math.

- G2.** By increasing understanding of the conceptual and practical framework of culturally responsive instruction (CRI) with strategies to support and honor the identities, cultural knowledge, and experiences of learners, teachers will become more effective in delivering differentiated instruction that provides a more supportive environment.

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. Student achievement will increase when teachers provide rigorous differentiated-instruction to ensure each student achieves one year's growth in reading and math. 1a

G098250

Targets Supported 1b

Indicator	Annual Target
Math Gains District Assessment	
FSA Mathematics Achievement	
ELA Achievement District Assessment	
FSA ELA Achievement	

Targeted Barriers to Achieving the Goal 3

- Teachers will need time to examine data to determine and implement strategies identified as effective in the Instructional Framework within all content areas to provide adequate intervention or enrichment that meets the needs of various level of students
- More teacher training is needed to impact the overall understanding of the use of data and its application for effective differentiated instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development Services (PDS) online opportunities and resources
- Professional materials and resources
- IMS
- Florida State Standards
- Reading Plus
- Accelerated Reader
- Florida Ready for reading and math
- Florida Coach for reading and math
- I-Ready

Plan to Monitor Progress Toward G1. 8

Both formative and summative assessment data will be collected on an ongoing basis to determine the progress toward the grade level goals and targets.

Person Responsible

Lee Montgomery

Schedule

Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Formative and summative assessment data.

G2. By increasing understanding of the conceptual and practical framework of culturally responsive instruction (CRI) with strategies to support and honor the identities, cultural knowledge, and experiences of learners, teachers will become more effective in delivering differentiated instruction that provides a more supportive environment. **1a**

G098251

Targets Supported **1b**

Indicator	Annual Target
Level 1 - All Grades	86.0
AMO Math - All Students	

Targeted Barriers to Achieving the Goal **3**

- The different levels of knowledge of culturally responsive instruction and strategies resulting in the inconsistent implementation in the classroom and school-wide.

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

- Guidance program
- Professional development
- Professional resources/materials

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

Monitor for progress through classroom observations and planning evidences.

Person Responsible

Lee Montgomery

Schedule

Quarterly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Classroom observations, lesson plans, and student artifacts.

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. Student achievement will increase when teachers provide rigorous differentiated-instruction to ensure each student achieves one year's growth in reading and math. **1**

 G098250

G1.B1 Teachers will need time to examine data to determine and implement strategies identified as effective in the Instructional Framework within all content areas to provide adequate intervention or enrichment that meets the needs of various level of students **2**

 B264305

G1.B1.S1 Provide collaboration opportunities for teachers to work together on the understanding their data and levels of complexity. **4**

 S279962

Strategy Rationale

To enhance the teaching and learning process to ensure maximum student achievement.

Action Step 1 **5**

Common planning is designed for teachers to collaboratively plan

Person Responsible

Lee Montgomery

Schedule

On 5/31/2018

Evidence of Completion

PLC notes and master schedule will be used to monitor times of meetings and data discussed or reviewed

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

Classroom observations will be conducted on an ongoing basis to monitor/support the fidelity of implementation.

Person Responsible

Lee Montgomery

Schedule

Every 3 Weeks, from 9/3/2015 to 5/31/2016

Evidence of Completion

iObservation data with actionable feedback, lesson plans, formative assessment data.

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

Create intervention schedule and frequently monitor i-Observation results

Person Responsible

Lee Montgomery

Schedule

On 4/30/2018

Evidence of Completion

i-Observation data, actionable coaching feedback, SBLT notes recording calibration

G1.B1.S2 Provide specific training on understanding the levels of complexity within the Florida Standards and the use of data to create appropriate rigorous goals, and scales with artifacts across all content areas as well as strategically plans for the needs of all learners. 4

S279963

Strategy Rationale

To enhance our teachers' knowledge of the uses of data and the learning strategies within the Instructional Framework to ensure maximum student achievement.

Action Step 1 5

Provide professional development on use of data to drive instruction and creating strategies to set student goals based on results.

Person Responsible

Tiffany Stanley

Schedule

Quarterly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Exit slips from professional development, iObservation data with actionable feedback, lesson plans, formative assessment data, collaborative planning meeting minutes, PLC notes.

Action Step 2 5

Leadership team will conduct progress monitoring meetings to calibrate results on the implementation of appropriate instructional strategies to teach the standard as well as evaluate student data trends that reflect understanding of the standard.

Person Responsible

Lee Montgomery

Schedule

Monthly, from 9/4/2017 to 5/31/2018

Evidence of Completion

i-Observation data and feedback, lesson plans, i-Ready results

Action Step 3 5

Instructional coaches will provide modeling and side-by-side coaching opportunities for struggling teachers.

Person Responsible

Tiffany Stanley

Schedule

Biweekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Coaches logs, i-Observation data, and lesson plans

Action Step 4 5

collaborative planning practices and data driven instruction meetings will be attended by SBLT members

Person Responsible

Lee Montgomery

Schedule

On 5/31/2018

Evidence of Completion

sign-in sheet and artifacts

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

Classroom observations will be conducted on an ongoing basis to monitor/support the fidelity of implementation of the standards-based instruction and the use of appropriate planning with artifacts.

Person Responsible

Lee Montgomery

Schedule

Every 3 Weeks, from 9/4/2017 to 4/30/2018

Evidence of Completion

iObservation data with actionable feedback, lesson plans reviews, and formative assessment data.

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

Progress monitoring meetings along with grade level PLCS will be conducted on an ongoing basis to analyze data to maintain the effectiveness and implementation of standards-based instruction.

Person Responsible

Lee Montgomery

Schedule

Every 3 Weeks, from 7/27/2017 to 5/31/2018

Evidence of Completion

iObservation data with actionable feedback, lesson plans reviews, and formative assessment data.

G2. By increasing understanding of the conceptual and practical framework of culturally responsive instruction (CRI) with strategies to support and honor the identities, cultural knowledge, and experiences of learners, teachers will become more effective in delivering differentiated instruction that provides a more supportive environment. 1

G098251

G2.B1 The different levels of knowledge of culturally responsive instruction and strategies resulting in the inconsistent implementation in the classroom and school-wide. 2

B264307

G2.B1.S1 Establish a culturally responsive education team to ensure implementation with fidelity. 4

S279965

Strategy Rationale

To build strong knowledge resulting in a structured, focused and caring learning environment that respects and enhances cultural diversity while supporting student achievement.

Action Step 1 5

Select teachers will form a Culturally Responsive Instruction team and research strategies to share with their respective grade levels for year long implementation.

Person Responsible

Lee Montgomery

Schedule

Quarterly, from 9/5/2017 to 5/30/2018

Evidence of Completion

Staff development documents and teacher sign in sheets

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

Monitor training process via attending committee meetings and view data of cultural subgroups to gauge instructional impact.

Person Responsible

Machael Dawkins

Schedule

Quarterly, from 9/25/2017 to 5/30/2018

Evidence of Completion

Training agendas and committee notes.

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

Monitor the effectiveness of the implementation through documentation and notes from the trainings as well as committee meetings.

Person Responsible

Machael Dawkins


Schedule

Quarterly, from 9/4/2017 to 9/4/2017

Evidence of Completion

Conference and committee notes.

G2.B1.S2 Provide professional development on the philosophy of culturally responsive instruction and the strategies involved that provide a supportive, respectful learning environment. 4

 S279966

Strategy Rationale

To build and sustain cultural relevance resulting in a supportive, caring and structured learning environment that supports and enhances student achievement.

Action Step 1 5

Provide professional development on CRI philosophy and strategies to use in the classrooms and school-wide.

Person Responsible

Lee Montgomery

Schedule

Quarterly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Exit slips from professional development

Action Step 2 5

Culturally Responsive Instructional materials will be introduced and implemented.

Person Responsible

Machael Dawkins

Schedule

Weekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

classroom walk through, interaction with staff and students , coaching feedback via iobservation

Action Step 3 5

Recognize campus cultures via cultural event

Person Responsible

Machael Dawkins

Schedule

On 4/26/2018

Evidence of Completion

Cultural booths, photos, and passports for students to get stamped in the "countries"

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monitor through classroom observations and academic/discipline data to support the fidelity of implementation and assess school wide programs that contribute to the culturally responsive support process

Person Responsible

Lee Montgomery

Schedule

Biweekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

iObservation data with actionable feedback, lesson plans, formative assessments, discipline data, and program assessment

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monitor for the effectiveness of implementation through classroom observations and collaborative lesson planning meetings

Person Responsible

Lee Montgomery

Schedule

Biweekly, from 9/4/2017 to 5/31/2018




Evidence of Completion

iObservation data with actionable feedback, lesson plans, formative assessments, discipline data, family programs and feedback from events and school wide programs (anti-bullying, peer support, character education)

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.S1.MA1 M408502	Classroom observations will be conducted on an ongoing basis to monitor/support the fidelity of...	Montgomery, Lee	9/3/2015	iObservation data with actionable feedback, lesson plans, formative assessment data.	5/31/2016 every-3-weeks
G2.B1.S1.MA1 M408506	Monitor the effectiveness of the implementation through documentation and notes from the trainings...	Dawkins, Machael	9/4/2017	Conference and committee notes.	9/4/2017 quarterly
G2.B1.S2.A3 A377429	Recognize campus cultures via cultural event	Dawkins, Machael	4/26/2018	Cultural booths, photos, and passports for students to get stamped in the "countries"	4/26/2018 one-time
G1.B1.S1.MA1 M408501	Create intervention schedule and frequently monitor i-Observation results	Montgomery, Lee	9/18/2017	i-Observation data, actionable coaching feedback, SBLT notes recording calibration	4/30/2018 one-time
G1.B1.S2.MA1 M408504	Classroom observations will be conducted on an ongoing basis to monitor/support the fidelity of...	Montgomery, Lee	9/4/2017	iObservation data with actionable feedback, lesson plans reviews, and formative assessment data.	4/30/2018 every-3-weeks
G2.B1.S1.MA1 M408507	Monitor training process via attending committee meetings and view data of cultural subgroups to...	Dawkins, Machael	9/25/2017	Training agendas and committee notes.	5/30/2018 quarterly
G2.B1.S1.A1 A377426	Select teachers will form a Culturally Responsive Instruction team and research strategies to share...	Montgomery, Lee	9/5/2017	Staff development documents and teacher sign in sheets	5/30/2018 quarterly
G1.MA1 M408505	Both formative and summative assessment data will be collected on an ongoing basis to determine the...	Montgomery, Lee	8/28/2017	Formative and summative assessment data.	5/31/2018 monthly
G2.MA1 M408510	Monitor for progress through classroom observations and planning evidences.	Montgomery, Lee	9/4/2017	Classroom observations, lesson plans, and student artifacts.	5/31/2018 quarterly
G1.B1.S1.A1 A377421	Common planning is designed for teachers to collaboratively plan	Montgomery, Lee	8/14/2017	PLC notes and master schedule will be used to monitor times of meetings and data discussed or reviewed	5/31/2018 one-time
G1.B1.S2.MA1 M408503	Progress monitoring meetings along with grade level PLCS will be conducted on an ongoing basis to...	Montgomery, Lee	7/27/2017	iObservation data with actionable feedback, lesson plans reviews, and formative assessment data.	5/31/2018 every-3-weeks
G1.B1.S2.A1 A377422	Provide professional development on use of data to drive instruction and creating strategies to set...	Stanley, Tiffany	9/4/2017	Exit slips from professional development, iObservation data with actionable feedback, lesson plans, formative assessment data, collaborative planning meeting minutes, PLC notes.	5/31/2018 quarterly
G1.B1.S2.A2 A377423	Leadership team will conduct progress monitoring meetings to calibrate results on the...	Montgomery, Lee	9/4/2017	i-Observation data and feedback, lesson plans, i-Ready results	5/31/2018 monthly
G1.B1.S2.A3 A377424	Instructional coaches will provide modeling and side-by-side coaching opportunities for struggling...	Stanley, Tiffany	9/4/2017	Coaches logs, i-Observation data, and lesson plans	5/31/2018 biweekly
G1.B1.S2.A4 A377425	collaborative planning practices and data driven instruction meetings will be attended by SBLT...	Montgomery, Lee	7/26/2017	sign-in sheet and artifacts	5/31/2018 one-time
G2.B1.S2.MA1 M408508	Monitor for the effectiveness of implementation through classroom observations and collaborative...	Montgomery, Lee	9/4/2017	i-Observation data with actionable feedback, lesson plans, formative assessments, discipline data, family programs and feedback from events and school wide programs (anti-bullying, peer support, character education)	5/31/2018 biweekly

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Whispering Oak Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.MA1  M408509	Monitor through classroom observations and academic/discipline data to support the fidelity of...	Montgomery, Lee	8/28/2017	iObservation data with actionable feedback, lesson plans, formative assessments, discipline data, and program assessment	5/31/2018 biweekly
G2.B1.S2.A1  A377427	Provide professional development on CRI philosophy and strategies to use in the classrooms and...	Montgomery, Lee	9/4/2017	Exit slips from professional development	5/31/2018 quarterly
G2.B1.S2.A2  A377428	Culturally Responsive Instructional materials will be introduced and implemented.	Dawkins, Machael	8/28/2017	classroom walk through, interaction with staff and students , coaching feedback via iobservation	5/31/2018 weekly

V. Professional Development Opportunities

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

G1. Student achievement will increase when teachers provide rigorous differentiated-instruction to ensure each student achieves one year's growth in reading and math.

G1.B1 Teachers will need time to examine data to determine and implement strategies identified as effective in the Instructional Framework within all content areas to provide adequate intervention or enrichment that meets the needs of various level of students

G1.B1.S2 Provide specific training on understanding the levels of complexity within the Florida Standards and the use of data to create appropriate rigorous goals, and scales with artifacts across all content areas as well as strategically plans for the needs of all learners.

PD Opportunity 1

Provide professional development on use of data to drive instruction and creating strategies to set student goals based on results.

Facilitator

Lee Montgomery

Participants

Instructional staff

Schedule

Quarterly, from 9/4/2017 to 5/31/2018

PD Opportunity 2

collaborative planning practices and data driven instruction meetings will be attended by SBLT members

Facilitator

District support

Participants

Instructional staff

Schedule

On 5/31/2018

G2. By increasing understanding of the conceptual and practical framework of culturally responsive instruction (CRI) with strategies to support and honor the identities, cultural knowledge, and experiences of learners, teachers will become more effective in delivering differentiated instruction that provides a more supportive environment.

G2.B1 The different levels of knowledge of culturally responsive instruction and strategies resulting in the inconsistent implementation in the classroom and school-wide.

G2.B1.S1 Establish a culturally responsive education team to ensure implementation with fidelity.

PD Opportunity 1

Select teachers will form a Culturally Responsive Instruction team and research strategies to share with their respective grade levels for year long implementation.

Facilitator

MAO office and Whispering Oak Culturally Responsive Instruction Team

Participants

Selected Whispering Oak Elementary teachers

Schedule

Quarterly, from 9/5/2017 to 5/30/2018

G2.B1.S2 Provide professional development on the philosophy of culturally responsive instruction and the strategies involved that provide a supportive, respectful learning environment.

PD Opportunity 1

Provide professional development on CRI philosophy and strategies to use in the classrooms and school-wide.

Facilitator

CRI Team

Participants

Instructional and classified staff

Schedule

Quarterly, from 9/4/2017 to 5/31/2018

PD Opportunity 2

Culturally Responsive Instructional materials will be introduced and implemented.

Facilitator

Administration

Participants

All teachers

Schedule

Weekly, from 8/28/2017 to 5/31/2018

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	Common planning is designed for teachers to collaboratively plan				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0322 - Whispering Oak Elementary	Other		\$0.00
2	G1.B1.S2.A1	Provide professional development on use of data to drive instruction and creating strategies to set student goals based on results.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0322 - Whispering Oak Elementary	General Fund		\$0.00
<i>Notes: I-ready books for student support.</i>						
3	G1.B1.S2.A2	Leadership team will conduct progress monitoring meetings to calibrate results on the implementation of appropriate instructional strategies to teach the standard as well as evaluate student data trends that reflect understanding of the standard.				\$0.00
4	G1.B1.S2.A3	Instructional coaches will provide modeling and side-by-side coaching opportunities for struggling teachers.				\$0.00
5	G1.B1.S2.A4	collaborative planning practices and data driven instruction meetings will be attended by SBLT members				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	510-Supplies	0322 - Whispering Oak Elementary	General Fund		\$0.00
6	G2.B1.S1.A1	Select teachers will form a Culturally Responsive Instruction team and research strategies to share with their respective grade levels for year long implementation.				\$0.00
7	G2.B1.S2.A1	Provide professional development on CRI philosophy and strategies to use in the classrooms and school-wide.				\$0.00
8	G2.B1.S2.A2	Culturally Responsive Instructional materials will be introduced and implemented.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7300	730-Dues and Fees	0322 - Whispering Oak Elementary	General Fund		\$0.00
9	G2.B1.S2.A3	Recognize campus cultures via cultural event				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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Whispering Oak Elementary

			0322 - Whispering Oak Elementary	Other		\$300.00
Total:						\$300.00