

School Board of Levy County

Whispering Winds Charter School



2018-19 Schoolwide Improvement Plan

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Whispering Winds Charter School

2481 NW OLD FANNIN RD, Chiefland, FL 32626

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	19%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	D*

School Board Approval

This plan was approved by the Levy County School Board on 10/9/2018.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Bartley, Kim	Principal
Smith, Jennifer	Principal
Smith, Jennifer	Other

Duties

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

Jennifer Smith-Pittman and Kim Bartley serve as directors of Whispering Winds Charter School. Together they oversee the daily operation of the school. This includes but is not limited to school and district paperwork, overseeing the personnel of the school, behavior and discipline, parent communication, providing professional development to staff, and student interaction. They meet with instructional staff weekly to discuss classroom/school issues and data. PD is planned or brought to the school by one or both directors based on the needs of the teachers and students. Needs are determined through examining data from classroom teachers, i-Ready, and FSA.

Early Warning Systems

Year 2017-18

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	2	2	2	2	0	0	0	0	0	0	0	0	0	8
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	8	3	0	7	1	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	1	8	1	0	0	0	0	0	0	0	10

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	12	13	12	5	14	2	0	0	0	0	0	0	0	58

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	2	2	0	1	1	0	0	0	0	0	0	0	8
Retained Students: Previous Year(s)	2	0	0	0	0	0	0	0	0	0	0	0	0	2

Date this data was collected

Tuesday 9/4/2018

Year 2016-17 - As Reported

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	4	1	0	2	1	2	0	0	0	0	0	0	0	10
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	16	14	3	8	10	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	0	0	1	4	3	0	0	0	0	0	0	0	0	8

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	1	4	2	0	0	0	0	0	0	0	9

Year 2016-17 - Updated

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	4	1	0	2	1	2	0	0	0	0	0	0	0	10
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	16	14	3	8	10	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	0	0	1	4	3	0	0	0	0	0	0	0	0	8

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	1	4	2	0	0	0	0	0	0	0	9

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA had a 12% decline from the previous year, 2016-17, declining from 47% to 35% proficient. This is not a trend, as we increased our ELA proficiency by 11 points from 2015-16 to 2016-17.

Which data component showed the greatest decline from prior year?

ELA Achievement showed the biggest decline from the previous year. In the 2016/2017 school year reading proficiency was 47% compared to the 2017/2018 school year of 35%. This was a 12% decline from the previous year.

Which data component had the biggest gap when compared to the state average?

There was a 30% gap in Math Achievement based on the state profile.

Which data component showed the most improvement? Is this a trend?

Reading and math lowest 25th percentile showed the most growth from the 2016-17 to the 2017-18 school year. This is not a consistent trend from year to year.

Describe the actions or changes that led to the improvement in this area.

Bottom quartile students received pull out instruction in reading and math. Reading pull out instruction included students working on a 1:1 or 1:2 basis. Specific reading skills were targeted based on i-Ready and past FSA scores. Specific lessons were planned by teachers or using i-Ready to work on the specific skills.

Math pull out instruction consisted of students working in a 1:1 or small group situation.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	35%	43%	56%	35%	43%	52%
ELA Learning Gains	42%	44%	55%	50%	51%	52%
ELA Lowest 25th Percentile	0%	44%	48%	0%	50%	46%
Math Achievement	38%	52%	62%	50%	54%	58%
Math Learning Gains	54%	47%	59%	67%	52%	58%
Math Lowest 25th Percentile	64%	40%	47%	0%	37%	46%
Science Achievement	33%	46%	55%	62%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	2 (4)	2 (1)	2 (0)	2 (2)	0 (1)	0 (2)	8 (10)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	8 (16)	3 (14)	0 (3)	7 (8)	1 (10)	19 (51)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (1)	1 (4)	8 (3)	1 (0)	10 (8)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	50%	48%	2%	57%	-7%
	2017	57%	53%	4%	58%	-1%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2018	27%	41%	-14%	56%	-29%
	2017	38%	47%	-9%	56%	-18%
Same Grade Comparison		-11%				
Cohort Comparison		-30%				
05	2018	32%	44%	-12%	55%	-23%
	2017	33%	42%	-9%	53%	-20%
Same Grade Comparison		-1%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	50%	55%	-5%	62%	-12%
	2017	43%	65%	-22%	62%	-19%
Same Grade Comparison		7%				
Cohort Comparison						
04	2018	36%	59%	-23%	62%	-26%
	2017	29%	58%	-29%	64%	-35%
Same Grade Comparison		7%				
Cohort Comparison		-7%				
05	2018	32%	53%	-21%	61%	-29%
	2017	58%	44%	14%	57%	1%
Same Grade Comparison		-26%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	32%	48%	-16%	55%	-23%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	55		25	25						
WHT	28	33		33	50		36				
FRL	35	42		35	52	60	35				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	31			38							
WHT	43	62		37	43						
FRL	47	50		47	40						

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	
Rationale	
Intended Outcome	
Point Person	[no one identified]
Action Step	
Description	
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	
Person Responsible	[no one identified]
Activity #2	
Title	ELA Proficiency
Rationale	FSA ELA Scores have decreased for two years in a row. This is a trend and continues to be an area of weakness for our 3-5 grades.
Intended Outcome	Our 3 - 5 grade ELA proficiency rate will be 50% based on the 2018-19 ELA FSA.
Point Person	Jennifer Smith (jennifer.smith@levyk12.fl.us)
Action Step	
Description	Students in the lowest quartile will automatically be targeted with one on one or small group instruction in specific reading skills. These skills will be identified by reviewing past FSA scores, i-Ready scores and classroom grades. Students in the lowest quartile will be pulled out for this instruction. All students will be targeted in small groups in the classroom.
Person Responsible	Jennifer Smith (jennifer.smith@levyk12.fl.us)
Plan to Monitor Effectiveness	
Description	All students will be monitored for effectiveness weekly, using classroom assessments and by monitoring pass/fail rates of i-Ready lessons. Students receiving pull out instruction will be monitored for effectiveness every fifth day.
Person Responsible	Jennifer Smith (jennifer.smith@levyk12.fl.us)

Activity #3	
Title	Attendance
Rationale	An area of focus for us this year will be attendance, specifically students missing 10 or more days. Based on data from the 2016-2017 and 2017-2018 school years attendance has declined.
Intended Outcome	the number of students that previously were flagged for 10 or more absences from the year 2017-18 to 2018-19 as reflected by the EWS filter.
Point Person	Jennifer Smith (jennifer.smith@levyk12.fl.us)
Action Step	
Description	After the second consecutive absense teachers will make a phone call home. After five absences administration will call home and a letter will be mailed to parents notifying them. At the 10th absense parents will be called and must attend a conference with the school administration.
Person Responsible	Jennifer Smith (jennifer.smith@levyk12.fl.us)
Plan to Monitor Effectiveness	
Description	Attendance records will be kept and reviewed every nine weeks to monitor absence events. In the situation that absences are consecutive, records will be reviewed earlier than the end of the nine week period.
Person Responsible	Jennifer Smith (jennifer.smith@levyk12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Whispering Winds helps to build positive relationships with families by providing multiple opportunities for communication. Teachers are required to hold a conference with each parent/family every nine weeks. The school holds multiple functions each year for families to attend and continues to build relationships with teachers and school personnel. Whispering Winds reaches out to the community and many local businesses to build relationships and partnerships with these community members.

PFEP Link

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

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

We work with families and community agencies, such as Meridian, and also local churches, to ensure families have access to needs. We also work with agencies that are not as local, such as the Multi-

disciplinary Lab at the University of Florida and the Center for Autism Related Disorders at the University of Florida. Whispering Winds has a behavior system based on intrinsic motivation. The system teaches students to make good choices because it the right thing to do not because they will receive a reward.

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

We have a VPK program that feeds into our program, but at least 40% of our children enter our school as transfer students from other schools as children who were struggling at their previous school. Students that are more than one grade level below, will be served in a small group setting that will focus on the needs identified by their first diagnostic, or assessment(s). Students who are a behavior concern are taught about our behavior system and often paired with a peer. Parents are contacted on a regular basis to discuss the needs of the student.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

We use a cross section of assessments, including, but not limited to i-Ready, Reading Street Unit assessments, as well as formative classroom assessments and daily work, to determine if there are system-wide issues, e.g. if there was a broad base of students not understanding common denominators then we would hypothesize the issue whether it is curriculum and/or instruction. If the data was scattered with no clear focus of weaknesses, the issue is likely more individually related.

Once we determine curriculum/instruction deficiencies or individual weaknesses, we begin a plan to provide support. We monitor the data to determine whether or not the supports are effective. If so, we keep any curriculum/instructional components in place. At the individual level, we provide support until the child is successful. If the child is not successful we continue to provide more support until the child is successful, then gradually remove the supports until the child can be successful independently. We always continue monitoring data to ensure we are providing the supports needed at the school-wide, class-wide and individual levels.

Title I funds are used primarily to fund the salaries for aides. The remaining funds are used to purchase supplemental instructional materials, and parental involvement activities.

At the end of each year an inventory of needs is taken by the administration. Based on these needs is how the supplemental funding is used. We base our decision on data from the year. For example if a program did not improve scores to a certain percentage then we may choose to not purchase again. All resources funded through one of the above programs is inventoried and kept.

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

By following florida standards we prepare students for college, career, and life.

Part V: Budget

Total:	\$0.00
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