

The School District of Palm Beach County

# Whispering Pines Elementary School



## 2018-19 Schoolwide Improvement Plan

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## Whispering Pines Elementary School

9090 SPANISH ISLES BLVD, Boca Raton, FL 33496

<https://wpes.palmbeachschools.org>

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	34%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Palm Beach County School Board.

### 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.

The mission of Whispering Pines Elementary School is to create a safe, nurturing learning environment and provide appropriate instructional resources to ensure the success of our teachers and students. We will incorporate a variety of innovative strategies, including the use of technology that will meet the unique needs of the whole child promoting high academic standards set by the Florida Department of Education.

#### Provide the school's vision statement.

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

### School Leadership Team

#### Membership

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

Name	Title
Rierner, Barbara	Principal
Kitchen, Kevin	Teacher, K-12
Weicht-Reed, Ashley	Teacher, K-12
Toback, Amanda	Teacher, K-12
Showalter, Jessica	Teacher, K-12
Blue, Sheena	Assistant Principal
Trynz, Tracey	Other
Vecchio, Kathryn	Teacher, K-12
Gotschall, Sharon	Teacher, K-12
Sollin, Cheryl	Teacher, K-12
Caruso, Ashley	Teacher, K-12
Romero, Melissa	Teacher, ESE
Cicchillo, Deborah	Teacher, ESE

#### Duties

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

The leadership team serves the role of ensuring the processes, procedures, and monitoring of our school improvement goals are maintained through the fidelity of rigorous instruction across the campus. The leadership team is comprised of a multi-facilitated team where the level of expertise supports the needs across campus in a specific and individualized way allowing for decision-making opportunities to be well thought out and meaningful to the mission and vision of WPES.

### 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	18	18	11	15	13	19	0	0	0	0	0	0	0	94
One or more suspensions	0	0	1	2	1	3	0	0	0	0	0	0	0	7
Course failure in ELA or Math	24	37	34	29	42	36	0	0	0	0	0	0	0	202
Level 1 on statewide assessment	0	0	0	27	22	28	0	0	0	0	0	0	0	77

### 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	7	6	27	23	27	0	0	0	0	0	0	0	90

### 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	1	5	4	6	8	3	0	0	0	0	0	0	0	27
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

### Date this data was collected

Friday 10/5/2018

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	6	5	3	28	22	20	0	0	0	0	0	0	0	84

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	6	5	3	28	22	20	0	0	0	0	0	0	0	84

## 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?

The math achievement was the lowest performing achievement area for learning gains and lowest 25th percentile; 63% for learning gains and 35% for the lowest 25 percent in 2018. This was a decline from year 2017; decrease by 8 points and lowest 25% by 12 points.

#### Which data component showed the greatest decline from prior year?

Math achievement declined - 6%, from 82% to 76% in 2018  
 Math Learning Gains declined - 8%, from 71% to 63% in 2018  
 Math Lowest 25% gains declined - 14%, from 49% to 35% in 2018  
 ELA Learning Gains declined - 7%, from 70% to 63% in 2018

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

Math learning gains between the school at 35% and the state at 47%, is a 12% difference.

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

SWD showed the most improvement resulting in a 9% gain for ELA learning gains for lowest 25%. SWD also showed an 16% gain in Science achievement.

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

Teachers utilized research based interventions, provided small group instruction, and targeted secondary benchmarks during instruction to ensure students were meeting the standards.

### 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	73%	57%	56%	73%	52%	52%
ELA Learning Gains	63%	61%	55%	61%	56%	52%
ELA Lowest 25th Percentile	60%	56%	48%	48%	51%	46%
Math Achievement	76%	65%	62%	78%	61%	58%
Math Learning Gains	63%	63%	59%	69%	61%	58%
Math Lowest 25th Percentile	35%	53%	47%	54%	51%	46%
Science Achievement	73%	56%	55%	71%	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	18 (18)	18 (15)	11 (15)	15 (10)	13 (16)	19 (19)	94 (93)
One or more suspensions	0 (0)	0 (0)	1 (0)	2 (0)	1 (0)	3 (1)	7 (1)
Course failure in ELA or Math	24 (0)	37 (0)	34 (0)	29 (0)	42 (0)	36 (0)	202 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	27 (28)	22 (21)	28 (33)	77 (82)

### 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	73%	56%	17%	57%	16%
	2017	72%	54%	18%	58%	14%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	76%	58%	18%	56%	20%
	2017	75%	57%	18%	56%	19%
Same Grade Comparison		1%				
Cohort Comparison		4%				
05	2018	71%	59%	12%	55%	16%
	2017	74%	52%	22%	53%	21%
Same Grade Comparison		-3%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	76%	63%	13%	62%	14%
	2017	79%	62%	17%	62%	17%
Same Grade Comparison		-3%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	73%	63%	10%	62%	11%
	2017	81%	64%	17%	64%	17%
Same Grade Comparison		-8%				
Cohort Comparison		-6%				
05	2018	78%	66%	12%	61%	17%
	2017	77%	61%	16%	57%	20%
Same Grade Comparison		1%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	71%	56%	15%	55%	16%
	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	39	61	67	42	49	48	40				
ELL	49	66	63	59	63	33	23				
ASN	79	90		86	90						
BLK	53	60	58	68	44		67				
HSP	76	70	68	71	65	42	65				
MUL	80	31		85	56						
WHT	74	62	54	78	64	33	76				
FRL	67	60	57	69	57	27	64				
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	37	59	58	43	45	35	24				
ELL	50	68	69	78	58	50					
ASN	85	69		95	79						
BLK	48	75	70	65	75						
HSP	77	74	71	83	69	48	75				
MUL	88	79		79	69						
WHT	77	67	56	83	71	47	75				
FRL	66	68	58	71	67	44	60				



### 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	
<b>Title</b>	If we deliver effective and relevant instruction, then we will increase on grade level reading proficiency by Grade 3.
<b>Rationale</b>	1. ELA learning gains demonstrated a decline from 2017 to 2018 2. This area of focus with the District Strategic Plan to increase reading on grade level to 75% and ensure 75% high school readiness.
<b>Intended Outcome</b>	To improve ELA learning gains by 5% To improve student achievement to 75% in ELA for 3rd grade students.
<b>Point Person</b>	Barbara Riemer (barbara.riemer@palmbeachschools.org)
<b>Action Step</b>	<p>Continue implementation of Professional Learning Communities (PLCs) at every grade level, including ESE, ELL, to provide time for instructional planning and analysis of formative and informative assessments addressing instruction and behavior.</p> <p>Provide professional development around the Core Actions –text, talk, task.</p> <p>Provide professional development of unpacking of state standards and utilize this information to plan effective and rigorous instruction.</p> <p>Create committees for each core content area – English Language Arts, Mathematics, Science, to include on person from each grade level and department, to build a shared commitment and understanding of grade level expectations across grade levels K-5.</p> <p>Implement data chats with all instructional staff with a focus on our lowest 25%, SWD, and ELL students.</p> <p>Implement curriculum based book studies to help grow the faculty’s knowledge in effective instructional practices.</p>
<b>Description</b>	<p>Implement the use of curriculum resources i.e., Foundations, SRA, VB Mapps, CKLA to support the instruction of literacy during core instruction.</p> <p>Implement the use of curriculum interventions i.e, LLI, Foundations, Wilson, Just Words, to support the instruction of literacy beyond the core instruction.</p> <p>Utilize the school garden to provide students with hands on experiences while interacting with the Science standards.</p> <p>While maintaining rigorous standard based instruction, WPES will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:</p> <ul style="list-style-type: none"> <li>(a) History of Holocaust</li> <li>(b) History of Africans and African Americans</li> <li>(c) Hispanic Contributions</li> <li>(d) Women’s Contributions</li> <li>(e) Sacrifices of Veterans, and the value of Medal of Honor recipients</li> </ul> <p>Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:</p>

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

**Person Responsible** Barbara Riemer (barbara.riemer@palmbeachschools.org)

Plan to Monitor Effectiveness

**Description** 1. AP and Principal will monitor instruction and student performance through data chats, PLCs, and classroom observations.  
 2. Literacy Specialist will support teachers in implementation and planning for rigorous tasks related to standard based instruction.  
 3. Professional development will be provided to teachers through PLCs and PDD days to support the growth and understanding of the ELA standards.  
 4. Teachers will plan instruction to support rigorous complex tasks that support the work of the standards.

**Person Responsible** Barbara Riemer (barbara.riemer@palmbeachschools.org)

Activity #2	
<b>Title</b>	If we provide a positive and supportive school climate for all stakeholders, then we will ensure the social, emotional, and academic development of all students.
<b>Rationale</b>	Based upon surveys completed with staff, discipline data, tracking of Tier 2 intervention for behavior, it is determined that this focus aligns with meeting the school district's strategic plan to help increase social and emotional learning in all students.
	Increase in SBT referrals for lack of academic achievement and behavioral needs.
	To ensure a safe and supportive school climate that promotes the social/emotional and academic development of all students.
<b>Intended Outcome</b>	Whispering Pines Elementary School ensures Single School Culture and appreciation for multicultural diversity, in the appropriate areas, as required by School Board Policy 2.09 (8)(b)(i) by recognizing student achievement, social and emotional growth, and a supportive and positive climate.
	Align behavioral and social/emotional services while increasing accessibility
<b>Point Person</b>	Barbara Riemer (barbara.riemer@palmbeachschools.org)
Action Step	
	Continue implementation of school Universals and Behavior Matrix with all stakeholders with fidelity to ensure implementation of Single School Culture.
	Teachers will complete a referral process and recommend students to School Based Team (SBT) when the student exhibits an academic, social, or emotional need.
	Instructional staff will provide immediate, intensive, intervention (iii) to students who demonstrate a reading deficiency; collecting data for referral to SBT in the need arises.
<b>Description</b>	Implement the ESP program supporting teachers that are new to teaching and/or new to Whispering Pines Elementary school.
	Implement a school-wide behavior plan to achieve Single School Culture.
	Implementation of research based methods pertaining Morning Meetings to promote Social and Emotional Learning (SEL) and achieve Single School Culture across the school campus.
	Engage community stakeholders and garden club to create outdoor experiences that support academic and social and emotional learning.
<b>Person Responsible</b>	Sheena Blue (sheena.blue@palmbeachschools.org)
Plan to Monitor Effectiveness	
<b>Description</b>	<ul style="list-style-type: none"> <li>- Monitor through SBT meetings, SWPBS Committee and initiatives in achieving Single School Culture</li> <li>- Monitor discipline data on a regular basis and share with faculty on a regular basis</li> <li>- Support teachers with implementation of setting goals with students to help support their social/emotional development.</li> <li>- Provide opportunity for school counselor to lead specific groups based upon needs of</li> </ul>

students

- Collaborate with community stakeholders in supporting the needs of our students through therapeutic group and opportunities.
- Monitor lesson planning and implementation of Morning Meeting
- Continue to utilize SwPBS initiatives in achievement towards Model School Status with Florida Positive Behavior Supports

**Person  
Responsible**

Sheena Blue (sheena.blue@palmbeachschools.org)

Activity #3	
<b>Title</b>	If we deliver effective and relevant instruction at all levels, then we will increase grade level proficiency and learning gains for grades 4 and 5
<b>Rationale</b>	1. ELA learning gains demonstrated a decline from 2017 to 2018 2. This area of focus with the District Strategic Plan to increase reading on grade level to 75% and ensure 75% high school readiness. 3. Math learning gains demonstrated a decline from 2017- 2018
<b>Intended Outcome</b>	Improve math proficiency by 2%, and to increase learning gains by 5%; Lowest 25% by 15%
<b>Point Person</b>	Barbara Riemer (barbara.riemer@palmbeachschools.org)
<b>Action Step</b>	<p>Continue implementation of Professional Learning Communities (PLCs) at every 4th and 5th grade level, including ESE, ELL, to provide time for instructional planning and analysis of formative and informative assessments addressing instruction and behavior.</p> <p>Provide professional development around the Core Actions –text, talk, task.</p> <p>Provide professional development in Mathematics and Science regarding rigorous standards-based instruction.</p> <p>Provide professional development of unpacking of state standards and utilize this information to plan effective and rigorous instruction in ELA, Mathematics, and Science.</p> <p>Implement data chats with all instructional staff with a focus on our lowest 25%, SWD, and ELL students.</p> <p>Utilize the school garden to provide students with hands on experiences while interacting with the Science standards.</p>
<b>Description</b>	<p>Utilize small group differentiated instruction to provide a personalized educational opportunities for all students.</p> <p>Provide Grade 4 and 5 teachers with opportunities to participate in Instructional Rounds and Lesson Studies in order to make a greater impact on standards-based planning and instruction.</p> <p>Provide strategic intervention towards secondary benchmarks to achieve learning gains and proficiency in our lowest 25% population.</p> <p>While maintaining standard based instruction, WPES will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:</p> <ul style="list-style-type: none"> <li>(a) History of Holocaust</li> <li>(b) History of Africans and African Americans</li> <li>(c) Hispanic Contributions</li> <li>(d) Women's Contributions</li> <li>(e) Sacrifices of Veterans, and the value of Medal of Honor recipients</li> </ul>

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

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

**Person Responsible** Barbara Riemer (barbara.riemer@palmbeachschools.org)

#### Plan to Monitor Effectiveness

**Description**

1. AP and Principal will monitor instruction and student performance through data chats, PLCs, and classroom observations.
- 2 Professional development will be provided to teachers through PLCs and PDD days to support the growth and understanding of the Math standards.
3. Teachers will plan instruction to support rigorous complex tasks that support the work of the standards.
4. Monthly Focus Calendars will be developed T PLCs to monitor pacing, scope and sequence of standards.
5. Data will be pulled from FSQ/USAs for math, reading and science on a regular basis to monitor student performance.
6. Teachers will set a goal of reaching their "Focus 5"

**Person Responsible** Sheena Blue (sheena.blue@palmbeachschools.org)

## 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.**

WPES solicits feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems using the SEQ yearly. During Curriculum Nights, we ensure

non-threatening methods of introducing parents to teachers and administrators. We will target parental involvement through the following, but not be limited to participation in Curriculum Night, Parent Mathematics, Literacy, and Science Nights. Parent involvement will also be evident in the attendance of IEP and EP meetings, and parent-teacher conferences. We will continue to support our active PTA and encourage parents to participate in the activities that PTA sponsors throughout the year such as Read & Treat, Ice Cream Social for new Kindergarten families, etc. We will communicate classroom and school news to parents using social media as well as traditional newsletters, in addition to sending positive notes, emails, and letters home, and phone calls. Monthly we will share a newsletter called U News with parents to keep them up to date with what to expect in the upcoming month or a recap of the highlights from the previous month. Professional development will be provided to teachers concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings. The guidance counselor will offer parent classes and informative, interactive sessions for parents to gain knowledge about their children, bullying, internet safety, etc.

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

In addition, teachers and staff are meeting the unique needs of our students on a daily basis through Morning Meeting.

#### **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.**

The WPES School Based Team meets every Tuesday to discuss students with both academic and social/behavior needs. The team is made up of the SBT leader, who is our SAI teacher, the ESE Contact, a primary and an intermediate teacher, a SLP, two of our Support Facilitator teachers, a teacher from the Fine Arts team, the school psychologist, and the classroom teacher. Classroom teachers are often the ones that bring forward concerns they have, however it is not limited to the classroom teacher to bring forward concerns about students and their needs. The team looks at the concerns and any data available, then makes suggestions and assistance in implementation of any needed interventions.

The guidance counselor provides instruction and various campus activities that address social/emotional needs of students through the Fine Arts rotation. The guidance counselor connects students to agencies who have Cooperative Agreements or are on campus. The school counselor utilizes a research based curriculum for all guidance lessons and further has targeted specific groups for counseling which meets with students on a regular basis to meet their social and emotional needs.

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

An invitation is extended for tours and small group meeting with the preschool personnel as well as parents. A monthly tour and communication session is provided. WPES also participates in Kindergarten "Fairs" to provide information to the community on the programs offered at WPES. A Kindergarten Round-up is held in the month of May for parents.

Assemblies are held for students in grades 5 to introduce them to possible middle schools. Students who are to transition to their home middle school take a field trip to the middle school for a tour and presentation. WPES shares middle school information with parents so that parents and students can make an educated decision about the middle school they wish to choose.



At WPES all members of the staff participate in collaborative professional learning communities that meet both informally and formally on a regular schedule. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

**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.**

NA

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

NA

Part V: Budget	
Total:	\$6,000.00