

The School District of Palm Beach County

Whispering Pines Elementary School



2019-20 Schoolwide Improvement Plan

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Whispering Pines Elementary School

9090 SPANISH ISLES BLVD, Boca Raton, FL 33496

<https://wpes.palmbeachschools.org>

Demographics

Principal: Barbara Riemer

Start Date for this Principal: 9/16/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	40%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (72%) 2017-18: A (63%) 2016-17: A (69%) 2015-16: A (65%) 2014-15: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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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	Job Duties and Responsibilities
Rierner, Barbara	Principal	Oversee curriculum, instruction, and social, emotional, learning of all K-5 students. Manage facilities, budget, and human resources. Communicate and build relationships with faculty, staff, students, parents, and community.
Weicht-Reed, Ashley	Teacher, K-12	Supplemental Academic Instructor assigned to provide interventions to students who exhibit reading deficiencies. Professional Development Chairperson and School Based Team Chairperson.
Showalter, Jessica	Teacher, K-12	Kindergarten Team Leader and Teacher. Facilitates collaboration among her team members and is a liaison between administration and her Kindergarten team.
Blue, Sheena	Assistant Principal	Oversee curriculum, instruction, and social, emotional, learning of all K-5 students. Manage facilities, budget, and human resources as assigned. Communicate and build relationships with faculty, staff, students, parents, and community.
Vecchio, Kathryn	Teacher, K-12	Grade 1 Team Leader and Teacher of Gifted students. Facilitates collaboration among her team members and is a liaison between administration and her First Grade team.
Sollin, Cheryl	Teacher, K-12	Grade 4 Team Leader and Teacher. Facilitates collaboration among her team members and is a liaison between administration and her Grade 4 team.
Cicchillo, Deborah	Teacher, ESE	ASD Team Leader and Teacher of students identified with ESE/ASD needs. Facilitates collaboration among her team members and is a liaison between administration and her ASD team.
Caruso, Ashley	Teacher, K-12	Grade 2 Team Leader and Teacher of the Gifted. Facilitates collaboration among her team members and is a liaison between administration and her Grade 2 team.
Toback, Amanda	Teacher, K-12	Grade 5 Team Leader and Teacher of the Gifted. Facilitates collaboration among her team members and is a liaison between administration and her Grade 5 team.
Kitchen, Kevin	Teacher, K-12	Fine Arts Team Leader and PE Teacher. Facilitates collaboration among his team members and is a liaison between administration and his Fine Arts team.
Trynz, Tracey	Teacher, ESE	ESE Team Leader and ESE Contact. Facilitates collaboration among her team members and is a liaison between administration and her ESE team.

Name	Title	Job Duties and Responsibilities
Golembe, Stephanie	Teacher, K-12	Grade 3 Team Leader and Teacher of Gifted. Facilitates collaboration among her team members and is a liaison between administration and her Third Grade team.
Gotschall, Sharon	Teacher, K-12	ELL Team Leader, ELL Coordinator, and Teacher. Facilitates collaboration among her team members and is a liaison between administration and her ELL team.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

58

Date this data was collected or last updated

Monday 9/16/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	7	6	27	23	27	0	0	0	0	0	0	0	90

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	7	6	27	23	27	0	0	0	0	0	0	0	90

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	78%	58%	57%	76%	53%	55%
ELA Learning Gains	74%	63%	58%	70%	59%	57%
ELA Lowest 25th Percentile	55%	56%	53%	63%	55%	52%
Math Achievement	81%	68%	63%	82%	62%	61%
Math Learning Gains	80%	68%	62%	71%	62%	61%
Math Lowest 25th Percentile	62%	59%	51%	49%	53%	51%
Science Achievement	72%	51%	53%	73%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 (18)	0 (18)	0 (11)	0 (15)	0 (13)	0 (19)	0 (94)
One or more suspensions	0 (0)	0 (0)	0 (1)	0 (2)	0 (1)	0 (3)	0 (7)
Course failure in ELA or Math	0 (24)	0 (37)	0 (34)	0 (29)	0 (42)	0 (36)	0 (202)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (27)	0 (22)	0 (28)	0 (77)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	72%	54%	18%	58%	14%
	2018	73%	56%	17%	57%	16%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	81%	62%	19%	58%	23%
	2018	76%	58%	18%	56%	20%
Same Grade Comparison		5%				
Cohort Comparison		8%				
05	2019	79%	59%	20%	56%	23%
	2018	71%	59%	12%	55%	16%
Same Grade Comparison		8%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	79%	65%	14%	62%	17%
	2018	76%	63%	13%	62%	14%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	80%	67%	13%	64%	16%
	2018	73%	63%	10%	62%	11%
Same Grade Comparison		7%				
Cohort Comparison		4%				
05	2019	80%	65%	15%	60%	20%
	2018	78%	66%	12%	61%	17%
Same Grade Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	72%	51%	21%	53%	19%
	2018	71%	56%	15%	55%	16%
Same Grade Comparison		1%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	42	53	41	53	68	55	50				
ELL	61	65	53	63	77	56	63				
ASN	91	73		91	91						
BLK	59	61	25	62	65	60	25				
HSP	78	75	70	83	85	78	77				
MUL	87	90		93	70						
WHT	79	75	56	81	78	51	72				
FRL	72	73	54	72	75	55	60				
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				

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
MUL	88	79		79	69						
WHT	77	67	56	83	71	47	75				
FRL	66	68	58	71	67	44	60				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	571
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	77
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	85
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

When comparing our data for the groups with the lowest performance our SWD demonstrated an increase in ELA achievement however, LG dropped by 8 points along with the L25 LG dropped by 26 points. In addition, the ELL subgroup demonstrated a similar profile showing 1 point drop in LG and 10 point drop in L25. The trend is our L25 for ELL and SWD consistently has demonstrated a drop in ELA.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline was the learning gains for SWD and ELL students in our Lowest 25%. Factors to consider is an increase in enrollment with ELL population of students. SWD factors to consider were instructional planning to support specific needs for SWD by support staff.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Whispering Pines did not demonstrate gaps when compared to the state average.

Which data component showed the most improvement? What new actions did your school take in this area?

Data which showed the most improvement was our overall proficiency for math achievement along with learning gains for SWD and ELL students in both learning gains and L25. We utilized prescribed lessons to meet the needs of the students. In addition, we conducted regular PLC meetings addressing areas on how to support students in math.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

When reviewing the EWS data, 24 of 3rd grade students currently have 2 or more EWS in conjunction this grade level has the highest level of count for students with failure (31% ND). Attendance for LY ELL students who demonstrated a 3% increase in attendance concerns from SY18 to SY19.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase learning gains for L25 in ELA
2. Focus on explicit instruction and deliberate practice with SWD and ELL
3. Increase ELA achievement for SWD and ELL
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	If we deliver effective and relevant instruction, then we will increase on grade level proficiency by Grade 3
Rationale	<ol style="list-style-type: none"> 1. ELA learning gains demonstrated a decline from 2018 to 2019. 2. This area of focus with the District Strategic Plan to increase reading on grade level to 75% to ensure 75% high school readiness. 3. SWD and ELL students have consistently shown a decrease in achievement and gains from year to year in ELA.
State the measurable outcome the school plans to achieve	<p>To improve ELA learning gains by 5% (FY19 74% to FY20 79%)</p> <p>To improve student achievement to 75% in ELA for 3rd Grade students.</p> <p>To improve student achievement to 83% for ELA in grades 3-5 students.</p> <p>To improve Learning Gains L25, SWD and ELL students by 10%</p>
Person responsible for monitoring outcome	Barbara Riemer (barbara.riemer@palmbeachschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Implement the use of curriculum resources, i.e., Foundations, SRA, VB MAPPS, CKLA, and EL to support the instruction of literacy during core instruction. 2. Implement the use of curriculum interventions i.e., LLI, double dose of Foundations, Wilson, Just Words, S.P.I.R.E. to support the instruction of literacy beyond the core instruction. 3. Utilize the school garden to provide students with hands on experiences while interacting with Science Standards. 4. 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), including but not limited to: <ol style="list-style-type: none"> (a) History of Holocaust (b) History of Africans and African Americans (c) Hispanic Contributions (d) Women's Contributions (e) Sacrifices of Veterans, and the value of Medal of Honor recipients 5. Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include: <ul style="list-style-type: none"> * 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.

**Rationale
for
Evidence-
based
Strategy**

Our ELL and SWD population consistently have demonstrated a decrease in learning gains each year. While our ELA achievement proficiency has increased a whole, a stronger focus with core interventions to support the individual needs of the students. SWD decreased in LG by 8 points and L25 decreased by 26 points. In addition, ELL subgroup demonstrated a 10 point decrease within the L25 category.

Action Step

Description

1. Continue implementation of PLCs at every grade including ESE, ELL, to provide time for instructional planning and analysis of formative and informative assessments addressing instruction and behavior.
2. Provide professional development around the Core Actions - text, talk, text
3. Provide professional development of unpacking of state standards and utilize this information to plan effective and rigorous instruction.
4. Create committees for each core content area - ELA, Mathematics, Science, to include one person from each grade level and department, to build a shared commitment and understanding of grade level expectations across grade level K-5.
5. Implement data chats with all instructional staff with a focus on our lowest 25%, SWD, and ELL students
6. Implement academic coaches providing direct intervention to L25 group of students during SACC utilizing a variety of supports through Performance Coach, Measuring Up, S.P.I.R.E., LLI, Wilson, Just Words, etc.
7. Afterschool tutorial programs will be offered to all students utilizing research based programs such as Performance Coach and/or Measuring Up to support the achievement growth for students in ELA grades 3-5
8. Conduct instructional rounds and lesson studies during core instruction

**Person
Responsible**

Barbara Riemer (barbara.riemer@palmbeachschools.org)

#2	
Title	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.
Rationale	Based upon surveys completed by staff, discipline data, tracking of supplemental and intensive 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.
State the measurable outcome the school plans to achieve	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. Overall the goal is to consistently ensure a safe and supportive school climate that promotes the social/emotional and academic development of all students.
Person responsible for monitoring outcome	Barbara Riemer (barbara.riemer@palmbeachschools.org)
Evidence-based Strategy	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 when the students exhibits an academic, social, or emotional need. Instructional staff will follow the decision tree for identifying students with reading deficiencies. Further, supporting new teachers through the ESP program.
Rationale for Evidence-based Strategy	If following the evidence-based strategies Single School Culture will be exhibited throughout all aspects of the school day allowing for students to reach their highest level of achievement both academically and through social and emotional learning.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implementation of research based methods pertaining to Morning Meeting to promote SEL and achieve SSC across the school campus. 2. Implement a school-wide behavior system achieving SSC 3. Engage community stakeholders and garden club to create outdoor experiences that support academic and social and emotional learning. 4. Provide professional development and support to teachers in identifying and providing research based interventions to support students who have been identified a reading deficient according to the decision tree. 5. Teachers will monitor student achievement and will complete SBT referrals when needed based upon research based data and interventions. 6. Monitor discipline data on a regular basis and share with faculty. 7. Implement a school-wide curriculum through the school counseling program focusing on CASEL standards and aligning it to Morning Meetings. 8. Continue to utilize SwPBS initiatives in achievement towards Model School Status with Florida Positive Behavior Supports. 9. Monitor students who were referred to SBT and are receiving supplemental and/or intensive intervention.
Person Responsible	Sheena Blue (sheena.blue@palmbeachschools.org)

#3	
Title	If we deliver effective and relevant math instruction for grades 3-5, then we will increase grade level proficiency and learning gains for grades 4 and 5.
Rationale	While math achievement was an increase in all areas for L25, learning gains and proficiency, we still want to focus on increasing our achievement for proficiency for grades 3-5 and increase learning gains for all students, while focusing on the L25 SWD and ELL.

State the measurable outcome the school plans to achieve

1. Improve math achievement by 5% (81% FY19 to FY20 86%)
2. Increase learning gains by 5% (FY19 80% and FY20 85%)
3. Increase learning gains for lowest 25% by 10% (FY19 62% to FY20 72%)

Person responsible for monitoring outcome

Barbara Riemer (barbara.riemer@palmbeachschools.org)

Evidence-based Strategy

1. Implement PLCs at grades 3-5 including ESE, ELL to provide time for instructional planning and analysis of formative and informative assessments addressing instruction and behavior.
2. Utilize the school garden to provide students with hands on experiences while interacting with Science Standards.
3. 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), including but not limited to:
 - (a) History of Holocaust
 - (b) History of Africans and African Americans
 - (c) Hispanic Contributions
 - (d) Women's Contributions
 - (e) Sacrifices of Veterans, and the value of Medal of Honor recipients
5. 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.

**Rationale
for
Evidence-
based
Strategy**

Continuing to provide rigorous and standard based PLCs to support the changes and the implementation of the FSS for math with grades 3-5 will allow for students to plan rigorous based lessons. In addition, during PLC time, review data to support student achievement and discuss next steps. And finally, work collaboratively with all support staff to ensure specific interventions are being used to support the achievement of our students in grades 3-5.

Action Step

1. Continue implementation of PLCs at every grade including ESE, ELL, to provide time for instructional planning and analysis of formative and informative assessments addressing instruction and behavior.
2. Provide professional development around the Core Actions - text, talk, text
3. Provide professional development of unpacking of state standards and utilize this information to plan effective and rigorous instruction.
4. Create committees for each core content area - ELA, Mathematics, Science, to include one person from each grade level and department, to build a shared commitment and understanding of grade level expectations across grade level K-5.
5. Implement data chats with all instructional staff with a focus on our lowest 25%, SWD, and ELL students
6. Implement academic coaches providing direct intervention to L25 group of students during SACC utilizing Envision, and a variety of math manipulatives to support learning. Further, will utilize Performance Coach, Measuring Up and other math programs to help increase intervention and support for students.
7. Provide professional development in Mathematics regarding rigorous standards-based instruction.
8. Utilize small group differentiated instruction to provide a personalized educational opportunities for all students.
9. Have teachers participate in instructional rounds and lessons studies
10. Provide strategic intervention towards secondary benchmarks to achieve learning gains and proficiency in our lowest 25%
11. Afterschool tutorial programs will be offered to all students utilizing research based programs such as Performance Coach and/or Measuring Up to support the achievement growth for students in ELA grades 3-5

Description

**Person
Responsible**

Barbara Riemer (barbara.riemer@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Of critical importance, our school 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:

- (a) History of Holocaust
- (b) History of Africans and African Americans
- (c) Hispanic Contributions
- (d) Women's Contributions
- (e) Sacrifices of Veterans, and the value of Medal of Honor recipients

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.

Throughout this plan's implementation, single school culture and an appreciation of multicultural diversity is interwoven. We know that school climate is dependent on positive relationships, cultural sensitivity, as well as the instructional expectations and individualized instruction necessary to meet the needs of every child and enable all students to reach their highest potential.

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 Schoolwide Improvement Plan 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.

NA

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.

NA

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

NA

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: If we deliver effective and relevant instruction, then we will increase on grade level proficiency by Grade 3				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1140	239-Other	1781 - Whispering Pines Elementary School	UniSIG		\$500.00
<i>Notes: Curriculum Resources</i>						
	1140	239-Other	1781 - Whispering Pines Elementary School	UniSIG		\$1,500.00
<i>Notes: Intervention Resources</i>						
	1140	239-Other	1781 - Whispering Pines Elementary School	UniSIG		\$1,000.00
<i>Notes: Tutorial Staff</i>						
	1140	239-Other	1781 - Whispering Pines Elementary School	UniSIG		\$1,000.00
<i>Notes: Substitute Teachers for Data Chats, PLC, Professional development opportunities</i>						
	1140	239-Other	1781 - Whispering Pines Elementary School	UniSIG		\$500.00
<i>Notes: Professional Development Opportunities</i>						
2	III.A.	Areas of Focus: If we provide a positive and supportive school climate for all stakeholders, then we will ensure the social, emotional, and academic development of all students.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1140	239-Other	1781 - Whispering Pines Elementary School	UniSIG		\$1,000.00
<i>Notes: Resources and material to support SEL and behavioral development of students</i>						
3	III.A.	Areas of Focus: If we deliver effective and relevant math instruction for grades 3-5, then we will increase grade level proficiency and learning gains for grades 4 and 5.				\$4,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1140	239-Other	1781 - Whispering Pines Elementary School	UniSIG		\$1,000.00
			<i>Notes: Curriculum Resources like but limited to math manipulatives</i>			
	1140	239-Other	1781 - Whispering Pines Elementary School	UniSIG		\$500.00
			<i>Notes: Intervention Resources</i>			
	1140	239-Other	1781 - Whispering Pines Elementary School	UniSIG		\$500.00
			<i>Notes: Professional Development</i>			
	1140	239-Other	1781 - Whispering Pines Elementary School	UniSIG		\$1,000.00
			<i>Notes: Tutorial Staff</i>			
	1140	239-Other	1781 - Whispering Pines Elementary School	UniSIG		\$1,000.00
			<i>Notes: Substitute teachers for data chats, PLC, and professional development opportunities</i>			
					Total:	\$9,500.00