

Broward County Public Schools

Whispering Pines Exceptional Education



2019-20 Schoolwide Improvement Plan

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Whispering Pines Exceptional Education Center

3609 SW 89TH AVE, M IR Amar, FL 33025

[no web address on file]

Demographics

Principal: Michael Gleason

Start Date for this Principal: 8/16/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: F (30%) 2014-15: I (%)
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	CS&I

* 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 Broward 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

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-12</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>%</p>
<p>Primary Service Type (per MSID File)</p> <p>Alternative Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>%</p>

School Grades History

<p>Year</p>	<p>2015-16</p>	<p>2014-15</p>
<p>Grade</p>	<p>F</p>	<p>I*</p>

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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 School is to ensure an optimum teaching and learning environment, which sets high expectations and enables all students to achieve individual maximum potential through a collaborative effort of pertinent stakeholders. Our commitment to address the academic, social, emotional and behavioral needs of students representing a diversity of experience and cultures to promote a positive self-concept, which will allow students to be productive citizen's in today's challenging society.

Provide the school's vision statement.

Our vision is to create a welcoming, participatory and caring climate for learning through collaboration with families, community members, and stakeholders.

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
Lyng, Maura	Teacher, ESE	
Bennett, Melissa	Instructional Coach	
Campbell, Kevin	Instructional Coach	
Kruse, Toni	Other	
Gleason, Michael	Principal	
Henderson, Catherine	Assistant Principal	
Martiniello, Lisa	Teacher, ESE	
Caicedo, Sara	SAC Member	
Millien, Josie	School Counselor	
Hogan, Valorie	Other	ESE Specialist

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	2	8	11	19	18	21	29	46	34	25	30	20	36	299
Attendance below 90 percent	50	38	36	21	6	14	35	37	27	52	30	35	72	453
One or more suspensions	0	13	18	0	0	14	14	17	12	12	13	20	3	136
Course failure in ELA or Math	0	0	0	0	0	0	7	15	9	36	0	10	6	83
Level 1 on statewide assessment	0	0	0	100	90	75	68	75	87	50	75	80	83	783

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	9	21	11	19	24	41	32	40	33	45	56	331

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	13	0	16	17	14	14	11	18	0	0	0	42	145
Students retained two or more times	0	0	9	0	0	0	3	7	9	16	13	20	22	99

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

38

Date this data was collected or last updated

Wednesday 8/7/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total	
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

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

Indicator	Grade Level													Total	
Students with two or more indicators															

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	0	50	24	19	8	46	25	35	33	49	32	54	76	451
One or more suspensions	0	0	6	0	0	9	19	14	5	14	8	3	5	83
Course failure in ELA or Math	0	0	0	0	0	0	19	23	17	38	36	26	8	167
Level 1 on statewide assessment	0	0	0	89	100	91	71	74	78	76	53	67	100	799

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	17	6	19	15	27	34	40	31	38	32	34	61	354

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	0%	58%	61%	0%	53%	57%
ELA Learning Gains	0%	58%	59%	0%	56%	57%
ELA Lowest 25th Percentile	0%	52%	54%	0%	50%	51%
Math Achievement	0%	58%	62%	0%	53%	58%
Math Learning Gains	0%	58%	59%	0%	53%	56%
Math Lowest 25th Percentile	0%	51%	52%	0%	47%	50%
Science Achievement	0%	51%	56%	0%	46%	53%
Social Studies Achievement	0%	74%	78%	0%	71%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	2 (0)	8 (0)	11 (0)	19 (0)	18 (0)	21 (0)	29 (0)	46 (0)	34 (0)	25 (0)	30 (0)	20 (0)	36 (0)	299 (0)
Attendance below 90 percent	50 ()	38 ()	36 ()	21 ()	6 ()	14 ()	35 ()	37 ()	27 ()	52 ()	30 ()	35 ()	72 ()	453 (0)
One or more suspensions	0 ()	13 (0)	18 (0)	0 (0)	0 (0)	14 (0)	14 (0)	17 (0)	12 (0)	12 (0)	13 (0)	20 (0)	3 (0)	136 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	7 (0)	15 (0)	9 (0)	36 (0)	0 (0)	10 (0)	6 (0)	83 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	100 (0)	90 (0)	75 (0)	68 (0)	75 (0)	87 (0)	50 (0)	75 (0)	80 (0)	83 (0)	783 (0)

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	0%	60%	-60%	58%	-58%
	2018	0%	59%	-59%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	62%	-62%	58%	-58%
	2018	0%	58%	-58%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	9%	59%	-50%	56%	-47%
	2018	0%	56%	-56%	55%	-55%
Same Grade Comparison		9%				
Cohort Comparison		9%				
06	2019	25%	57%	-32%	54%	-29%
	2018	6%	54%	-48%	52%	-46%
Same Grade Comparison		19%				
Cohort Comparison		25%				
07	2019	19%	55%	-36%	52%	-33%
	2018	6%	54%	-48%	51%	-45%
Same Grade Comparison		13%				
Cohort Comparison		13%				
08	2019	15%	59%	-44%	56%	-41%
	2018	0%	60%	-60%	58%	-58%
Same Grade Comparison		15%				
Cohort Comparison		9%				
09	2019	33%	57%	-24%	55%	-22%
	2018	20%	55%	-35%	53%	-33%
Same Grade Comparison		13%				
Cohort Comparison		33%				
10	2019	22%	53%	-31%	53%	-31%
	2018	15%	53%	-38%	53%	-38%
Same Grade Comparison		7%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	65%	-65%	62%	-62%
	2018	10%	63%	-53%	62%	-52%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	8%	67%	-59%	64%	-56%
	2018	0%	63%	-63%	62%	-62%
Same Grade Comparison		8%				
Cohort Comparison		-2%				
05	2019	9%	64%	-55%	60%	-51%
	2018	0%	62%	-62%	61%	-61%
Same Grade Comparison		9%				
Cohort Comparison		9%				
06	2019	11%	58%	-47%	55%	-44%
	2018	11%	55%	-44%	52%	-41%
Same Grade Comparison		0%				
Cohort Comparison		11%				
07	2019	13%	53%	-40%	54%	-41%
	2018	10%	54%	-44%	54%	-44%
Same Grade Comparison		3%				
Cohort Comparison		2%				
08	2019	5%	45%	-40%	46%	-41%
	2018	6%	47%	-41%	45%	-39%
Same Grade Comparison		-1%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	8%	49%	-41%	53%	-45%
	2018	0%	51%	-51%	55%	-55%
Same Grade Comparison		8%				
Cohort Comparison						
08	2019	5%	43%	-38%	48%	-43%
	2018	0%	45%	-45%	50%	-50%
Same Grade Comparison		5%				
Cohort Comparison		5%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	33%	67%	-34%	67%	-34%
2018	0%	62%	-62%	65%	-65%
Compare		33%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	30%	71%	-41%	71%	-41%
2018	16%	70%	-54%	71%	-55%
Compare		14%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	54%	67%	-13%	70%	-16%
2018	53%	66%	-13%	68%	-15%
Compare		1%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	14%	61%	-47%	61%	-47%
2018	0%	63%	-63%	62%	-62%
Compare		14%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	56%	-56%	57%	-57%
2018	7%	51%	-44%	56%	-49%
Compare		-7%			

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)	CS&I
OVERALL Federal Index – All Students	23
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	159
Total Components for the Federal Index	7
Percent Tested	91%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	18
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	13
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	31
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	20
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

Being a specialized school addressing the unique needs of ESE students grade K-12, including three satellite campuses, and a transient population, the data sets that are compiled do not often reflect actual school-wide performance. The data component showing the lowest performance is 3rd grade Math. Contributing factors include student absenteeism, emotional and behavioral barriers to learning, in addition to the 3rd grade teacher required an extended leave.

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

With the data presented the data component showing the greatest decline is 3rd grade Math. Contributing factors include student absenteeism, emotional and behavioral barriers to learning, in addition to the 3rd grade teacher required an extended leave.

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.

The data component that had the greatest gap when compared to the state average is 3rd grade Math. The contributing factor as compared to the state average would be that a vast majority of the student population are ESE. Precipitating factors leading to center school placement lead to gaps in foundational skills in mathematics.

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

The data component that showed the most improvement is Biology EOC. Actions taken were integration of Canvas Digital Learning System, a specialized focus on learning strategies and test taking tips.

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

Attendance and level 1 on statewide assessments.

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

1. Attendance
2. Social Emotional Learning
3. Student gains on statewide assessments
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Attendance
Rationale	Attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It is difficult for the teacher and class to build their skills and progress if a large number of student are frequently absent.
State the measurable outcome the school plans to achieve	We would like a reduction of 5% in the school's chronic absenteeism.
Person responsible for monitoring outcome	Maura Lyng (maura.lyng@browardschools.com)
Evidence-based Strategy	Social work home visits, availability of a full-time school nurse, attendance incentives.
Rationale for Evidence-based Strategy	Wrap-around services to fully accommodate our high needs population.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify students who have been absent more than 10 days 2. Weekly attendance concerns brought to Rtl team 3. Student will be rewarded for improved attendance. 4. Therapeutic counselor contact home upon discussion in Rtl meetings. 5. Referral to SSW for home visit
Person Responsible	Melissa Bennett (melissa.bennett@browardschools.com)

#2	
Title	Social Emotional Learning
Rationale	Social Emotional Learning instills greater motivation to learn, a deeper commitment to school, increased time devoted to schoolwork, better classroom behavior, and improved attendance and graduation rates.
State the measurable outcome the school plans to achieve	Students will demonstrate skills related to achieving personal and academic goals, and an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways by the end of of the 2020 school year as evidenced by the reduction of behavior calls.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Implementation of district resources such as Leaps curriculum, utilization of Suite360, and weekly therapeutic sessions with assigned therapists.
Rationale for Evidence-based Strategy	Leaps curriculum and Suite360 provides comprehensive lesson plans and interactive multi-modal assessment tools.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teacher trainings on Leaps and Suite360 2. Implementation of Leaps lesson plans 3. Student engagement in Suite360 character development 4. Progress monitoring through a review of behavioral data conducted quarterly 5. Celebrating student success in the area of SEL
Person Responsible	Karen Kriger (karen.kriger@browardschools.com)

#3	
Title	Student Gains on Statewide Assessments
Rationale	Historical assessment data indicates that our students tend to struggle with demonstrating mastery of concepts via standardized assessments.
State the measurable outcome the school plans to achieve	This year our focus will be in the area of mathematics and our goal is a 5% increase in the percentage of students earning a level 3 or higher on the FSA Math/EOC assessments.
Person responsible for monitoring outcome	Kevin Campbell (kevin.campbell@browardschools.com)
Evidence-based Strategy	Ongoing progress monitoring and instructional adjustments will be data-driven from sources such as iReady and Math Nation.
Rationale for Evidence-based Strategy	Screening tools such as iReady measure student growth and identifies students who need additional support. The teacher then can then provide data-driven instruction and remediation. Math Nation is aligned to Florida Math Standards and provides interactive videos as a supplemental instructional tool.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teacher trainings on iReady, Math Nation 2. Implementation of iReady assessments 3. Student engagement in Math Nation 4. Ongoing progress monitoring through iReady 5. Celebrating student success in the area of academic gains
Person Responsible	Kevin Campbell (kevin.campbell@browardschools.com)

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).

In keeping with our school vision we will continue to work towards creating a welcoming, participatory and caring climate for learning through collaboration with families, community members, and stakeholders. All instructional staff participate in PLCs and professional developments to help our student become college and career ready.