



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Whispering Pines Elementary School**

9090 SPANISH ISLES BLVD

Boca Raton, FL 33496

561-672-2700

[www.edline.net/pages/whispering\\_pines\\_es](http://www.edline.net/pages/whispering_pines_es)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 43%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 39%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### **Part I: Current School Status**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

**School**

Whispering Pines Elementary School

**Principal**

Barbara Riemer

**School Advisory Council chair**

Yolanda Graham

**Names and position titles of the School-Based Leadership Team (SBLT)**

Name	Title
Susanna Modesto	Kindergarten Team Leader
Kerri Terrano	Grade 1 Team Leader
Amy Rosenzweig	Grade 2 Team Leader
Bonnie Toback	Grade 2 Team Leader
Susan Enfield	Grade 3 Team Leader
Kaitlyn Maeyans	Grade 4 Team Leader
Richard Rusciano	Grade 5 Team Leader
Dana Gotthoffer	Fine Arts Team Leader
Lisa Finn	ESE Team Leader
Jennifer Barcella	Reading Resource Teacher
Yolanda Graham	SAI Teacher
Sheena Blue	ESE Contact
Dave Lawrie	Assistant Principal
Barbara Riemer	Principal

#### District-Level Information

**District**

Palm Beach

**Superintendent**

Mr. E. Wayne Gent

**Date of school board approval of SIP**

11/19/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Barbara Riemer- Principal  
Yolanda Graham- SAC Chairperson  
Kevin Eirich- Secretary  
Ron Brazda- Parent  
Susan Enfield- Gifted Teacher  
Lisa Finn- ASD Teacher  
Lynda Frost- Parent  
Rita Geoghegan- Parent  
Stacey Herring-Parent  
Alan Lebovitz- Parent  
Gerri Milio-Education Support Employee (non-instructional)  
Brittany Ramos-Parent  
Mimma Turano-Education Support Employee(non-instructional)  
April Warren-Parent

**Involvement of the SAC in the development of the SIP**

The School Advisory Council was actively involved in the analysis of data from FY13. After analyzing results the Council participated in discussion of strengths, weaknesses, and barriers that may be preventing growth or success. From that discussion realistic goals were developed for the 2014 school year.

**Activities of the SAC for the upcoming school year**

Data will continuously be shared with the Council throughout the school year and then compared to the goals written in the SIP to determine if progress is being made. The Council will discuss and actively question and/or make suggestions as needed to assist with accomplishing the goals for the year.

**Projected use of school improvement funds, including the amount allocated to each project**

Projects will include but not be limited to the following.  
Leveled Literacy Intervention System(s) to be used to address the needs of students at risk in reading.  
Academic assistance for students performing below proficiency.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Barbara Riemer**

Principal

Years as Administrator: 6

Years at Current School: 0

**Credentials**

Bachelor of Arts Degree in Elementary Education  
 Masters Degree in Educational Leadership (K-12)  
 Professional Educator's Certificate in Educational Leadership (All Levels), Elementary Education (Grades 1-6), English for Speakers of Other Languages (ESOL) Endorsement  
 National Board for Professional Teaching Standards, Middle Childhood Generalist

**Performance Record**

Principal of Whispering Pines Elementary beginning in March, 2013:  
 FY13 Assessment data indicated the following:  
 School Grade = A  
 (History indicates FY12 = , FY11 = , FY10 = )  
 July 2013 - March 2013 School District of Palm Beach County Elementary Literacy and Social Studies Manager  
 FY13 SDPBC Assessment data indicated the following:  
 District Grade = B  
 (History indicates FY12 = A, FY11 = A, FY10 = A)  
 District student data for FY13 reflected the following:  
 % students scoring a Level 3 or Higher in Reading = 59%  
 % students meeting the Writing Standard = 70%  
 % students making Learning Gains in Reading = 68%  
 % of Lowest 25% making Learning Gains in Reading = 66%  
 July 2009 - June 2013 School District of Palm Beach County K-12 Literacy Manager  
 District Grade during these school years = A  
 Average student data reflected the following:  
 % students scoring a Level 3 or Higher in Reading = 68%  
 % students meeting the Writing Standard = 90  
 % students making Learning Gains in Reading = 64%  
 % of Lowest 25% making Learning Gains in Reading = 59%



<b>David Lawrie</b>		
<b>Asst Principal</b>	<b>Years as Administrator: 12</b>	<b>Years at Current School: 3</b>
<b>Credentials</b>	BS Social Science Masters in Instructional Leadership Certification in Social Science 9-12 and 5-9 Reading Endorsement	
<b>Performance Record</b>	Mr. Lawrie has been the Assistant Principal at Whispering Pines Elementary for 3.5 years. During his assignment at this school he provides oversight for various responsibilities. Some of his responsibilities include but are not limited to, School-wide Positive Behavior , District Assessment , Beginning Teacher Mentoring Program and Grounds/Maintenance supervision. Mr. Lawrie was the Assistant Principal at Verde Elementary prior to coming to Whispering Pines. During his stay at Verde Elementary, the school earned an "A" rating and made AYP each year.	

**Classroom Teachers**

<b># of classroom teachers</b>	61
<b># receiving effective rating or higher</b>	61, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	57, 93%
<b># ESOL endorsed</b>	55, 90%
<b># reading endorsed</b>	3, 5%
<b># with advanced degrees</b>	22, 36%
<b># National Board Certified</b>	2, 3%
<b># first-year teachers</b>	4, 7%
<b># with 1-5 years of experience</b>	18, 30%
<b># with 6-14 years of experience</b>	14, 23%

**# with 15 or more years of experience**

25, 41%

**Education Paraprofessionals****# of paraprofessionals**

10

**# Highly Qualified**

0, 0%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Whispering Pines Elementary accepts interns for local colleges and pairs them with the strongest teachers who have completed Clinical Educators professional development. We have been able to hire many of our interns upon completion of their program. Administration attends job fairs and utilizes the District's Recruitment and Retention Department to reach out to qualified candidates all over the country.

Professional development and support is given to new staff to increase retention rates. In addition new staff members are paired with a teacher mentor on campus to support their needs.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Whispering Pines Elementary provides new teachers a mentor based on the needs of the new teacher and the expertise of the mentors. We follow the District's ESP program and timeline for new teachers.

Christina Tustin (new Teacher) and Susan Whisenhunt (new teacher) were paired with Alexis Pomerantz a successful veteran and model teacher. She also works on the same instructional team as both new teachers. Lyndsey Griffin (new teacher) was paired with Rosie Service who has over 30 years of expertise to offer a new teacher. She also works on the same instructional team.

Tracy Slatoff (new teacher) was paired with Bonnie Toback a successful teacher and model. She is a teacher for the gifted and will provide Tracy the necessary support needed in this capacity. She also works on the same instructional team.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

Whispering Pines utilizes the Florida Continuous Improvement Model (FCIM) as the data-based problem-solving process for the implementation and monitoring of the MTSS and SIP structures. The steps of FCIM are broken into four parts: 1. PLAN 2. DO 3. CHECK 4. ACT. In step 1 the team looks at data and analyze strengths and weaknesses to develop a "plan" of action. Step 2 is the engagement phase. At this step the team has communicated goals and allows instruction and learning to take place. Step 3 is the "checking" phase. Here, progress monitoring comes into play. The team reviews data to check for student proficiency. Step 4 is where all parties involved decide whether to continue on the same track or make changes based on data results. This process provides the necessary information to address the effectiveness of core instruction, small group instruction, and individual student needs. It also allows the team to discuss the allocation of the necessary resources, and to support teachers in their needs to make every student successful.

The FCIM process allows for the analysis of core instructional needs, targeted supplemental interventions, and intensive individualized interventions and supports (MTSS/RtI) and the needs of the SIP structures. It ensures that effective practices and resources are in place to meet the needs of the students. This process is used collaboratively among the staff and stakeholders of the school in one capacity or another.

The School Based Team (SBT) functions as one support of the MTSS. The team works with the teachers who have identified students who need additional academic and/or behavioral support. The team develops an intervention plan is developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions that address these deficiencies. The team ensures the necessary resources are available and that the intervention is implemented with fidelity. Each case has a liaison, whose responsibility is to support the interventionist and keep the SBT team abreast of all data collected regarding the implementation of the intervention and progress of student. We have found that the FCMI is self-correcting and cyclic which affords us the opportunity to achieve the best outcomes for all students.

The SBT team is a function fo the MTSS and RtI process that specifically addresses the needs of Tier 2 and 3. The team is comprised of the following members: principal, assistant principal, ESE Coordinator, Language facilitator, school psychologist, classroom teachers, Speech Language Pathologist, and Guidance Counselor.

The principal's role is to provide a common vision for the use of data-based decision-making to ensure a sound , effective academic program is in place. The ESE Coordinator will assist with all questions related to programmatic assistance (if and when applicable) within the realm of IDEA, ADA, or any other District, State, and/or Federal regulations. The language facilitator's primary role is to ensure that information is translated to parents and students alike. The school psychologist helps with the analysis and interpretation of data related to the individual student. The classroom teacher provides the team with first hand knowledge of the effect of specific classroom strategies being used and updates the team with data collection that helps compare the progress of students relatively to other students, to mastery, and to total acquisition of the standard. The Speech and Language Pathologist actively participates in meetings collaborating with the team. It is also the responsibly of the Speech and Language Pathologist to review student referrals, analyze individual data and help to develop goals and interventions. The Guidance Counselor provides input as it relates to the social impact and community agencies. Parents are also invited to attend these meetings so that they can help in the collaborative effort to address their child's needs.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The school -based leadership team is comprised of the following members: principal, assistant principal, ESE Coordinator, K-5, ESE, and Fine Arts Team Leaders, Learning Team Facilitator (LTF), Supplemental Academic Instruction (SAI) Teacher, the Professional Development team, School-wide Positive Behavior

(SwPBS) Chairperson, and the School Advisory Chairperson. All member of the team are responsible for participating in the FCIM method. The team uses the FCIM method to determine the academic needs in all three Tiers, the resources to address those needs, and professional development that will support the MTSS and Response to Intervention (Rtl) process.

The principal's role is to provide a common vision for the use of data-based decision-making to ensure a sound, effective academic program is in place. The assistant principal supports the principal and teachers in this common vision and ensures that the academic programs in place are implemented. The ESE Coordinator also functions as the School Based Team Leader and provides input on both the core instruction and the instructional needs of Tier 2 and 3. The K-5, ESE, and Fine Arts Team Leaders disseminate information to both the administration on what is effectively and ineffectively working in the classroom, and to the teachers on their teams about the vision and direction the school is taking in curriculum and instruction. The Learning Team Facilitator provides information about the outcomes of the FCIM process utilized during the Learning Team Meetings. Furthermore the LTF works closely with the SBT team, SAI teacher, and classroom teachers to support the needs of instruction and intervention in all three Tiers. The SAI teacher provides information regarding the progress of instruction and interventions provided in Tier 2 and 3. This teacher works closely with the SBT team and supports the teacher in their instructional and intervention needs in Tier 2 and 3. The Professional Development Team acts on the professional development needs identified through the FCIM process and creates a plan to meet these needs. The SwPBS Chairperson ensures that the single school culture of the school and SwPBS is considered in the process and followed. The SAC Chairperson ensures that the outcomes of the process align with the School Improvement structures and takes recommendations back to the SAC for consideration before making adjustments to the SIP. Additional responsibilities of the team include communicating information to all stakeholders.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The leadership team monitors the fidelity of the SIP and MTSS process. Academic and behavioral data collected from the district's Educational Data Warehouse is used by the team to monitor the core, supplemental and intensive systems. SwPBS data is used to monitor the fidelity of the schools overall systems. Classroom observations completed by administration are conducted daily to monitor the overall fidelity of the MTSS and SIP. When the team meets, this data is used to make adjustments to the MTSS and the SIP structures. In addition the information is used to plan professional development for the staff. Information is shared with the School Advisory Committee before any changes are made to the SIP.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Baseline Data:

Florida Comprehensive Assessment Test (FCAT) from previous year

Kindergarten FAIR (FLKRS + ECHOS)

Palm Beach County Fall Diagnostics

Palm Beach Writes

K-5 Literacy Assessment System (RRR's)

Core K12

Comprehensive English Language Learning Assessment (CELLA)

Scholastic Reading Inventory (SRI) (Grades 3-5)

Retentions

SWPBS data- OSS, ISS, office referrals, attendance, tardies

Other classroom formative and summative assessments (reader's notebooks, portfolios, journals)

Educational Data Warehouse (EDW)

Midyear Data:

Palm Beach County Winter Diagnostics

**Palm Beach Writes**

K-5 Literacy Assessment System (RRR's)

Core K12

Scholastic Reading Inventory (SRI) (Grades 2-5)

SWPBS data- OSS, ISS, office referrals, attendance, tardies

Other classroom formative and summative assessments (reader's notebooks, portfolios, journals)

Educational Data Warehouse (EDW)

End of year Data:

Florida Comprehensive Assessment Test (FCAT)

FCAT Writes

Scholastic Reading Inventory (SRI) (Grades 2-5)

SWPBS data- OSS, ISS, office referrals, attendance, tardies

Other classroom formative and summative assessments (reader's notebooks, portfolios, journals)

Ongoing-

Data analysis is ongoing through weekly Learning Team Meetings, School-based Leadership meetings and Literacy Team meetings. A thorough analysis of data is conducted after each District Diagnostic Assessment.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

To help staff and parents understand the MTSS process we have the following established practices. Staff Members participate in Learning Team Meetings (LTM) where the FCIM process is utilized on an ongoing basis. They also participate in Faculty Meetings and Professional Development Days that provide professional development in the FCIM process, curriculum, and effective teaching strategies in every Tier.

Whispering Pines Elementary communicates with parents on an ongoing basis. We provide Open House, Curriculum Nights, Parent Evenings to address curriculum, instructional practices that parents can utilize at home to support the instructional expectations, information about MTSS, Florida Standards, SwPBS, Student Conduct, and Student Dress Code. We also employ Edline and automated phone calls as our major forms of communication. Parents are invited to conference with their child's teacher on an ongoing basis to discuss the needs of their child and participate in the data-based problem solving methods as needed. Further parents who have a child requiring instruction at the Tier 2 or 3 level are invited to attend the SBT meetings where the FCIM model is also utilized in regards to their child's specific needs. We have an active PTA that meets monthly to partner with the staff to improve Whispering Pines. Our PTA also supports the Parent Evenings and encourages parents to be active participants on campus. The School Advisory Council meets monthly to share with parents and the community the data and happenings of daily operations of the school. The SAC actively participates in the FCIM process. Professional development in the FCIM process is provided to the SAC as needed.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Susanna Modesto	Kindergarten Team Leader
Kerri Terrano	Grade 1 TeamLeader
Amy Rosenzweig	Grade 2 Team Leader
Bonnie Toback	Grade 2 Team Leader
Susan Enfield	Grade 3 Team Leader
Kaitlyn Maeyans	Grade 4 Team Leader

Name	Title
Richard Rusciano	Grade 5 Team Leader
Dana Gotthoffer	Fine Arts Team Leader
Lisa Finn	ESE Team Leader
Jennifer Barcelá	Reading Resource
Yolanda Graham	SAI Teacher
Sheena Blue	ESE Contact
Dave Lawrie	Assistant Principal
Barbara Riemer	Principal

### How the school-based LLT functions

The LLT meets once a month to discuss the implementation of literacy practices, resources, and data. The LLT makes recommendations based on the data analyzed and input from teachers regarding implementation of instructional practices in reading and writing. The LLT functions as a collective voice for the entire staff and also disseminates information back to the staff providing guidance for teachers on their grade level teams.

### Major initiatives of the LLT

The implementation of the Florida State Standards in English Language Arts for grades K-5, balanced literacy and the district implementation of new literacy (reading and writing) materials and researched-based instructional practices. In addition LLT will continue to focus on increasing the achievement of our students in all areas of reading at all grade levels and across all curricular areas.

### Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The Kindergarten teachers all administer FLKRS and ECHOS (FAIR). This state required screening tool assists teachers with determining the readiness of each child coming into our Kindergarten program. The teachers use this data to guide their instruction in the beginning of the school year. In addition teachers voluntarily sign up to pair with an older grade level to develop mentoring relationships in reading.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	75%	Yes	72%
American Indian				
Asian	81%	83%	Yes	83%
Black/African American	48%	59%	Yes	54%
Hispanic	76%	74%	No	78%
White	70%	78%	Yes	73%
English language learners	53%		No	57%
Students with disabilities	53%	50%	No	57%
Economically disadvantaged	68%	61%	No	72%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	27%	30%
Students scoring at or above Achievement Level 4	150	48%	51%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		20%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		78%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	220	68%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	32	59%	64%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		42%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		39%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	83	69%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	76%	Yes	72%
American Indian				
Asian	88%	96%	Yes	89%
Black/African American	48%	47%	No	54%
Hispanic	73%	77%	Yes	75%
White	70%	78%	Yes	73%
English language learners	64%		No	68%
Students with disabilities	53%	55%	Yes	58%
Economically disadvantaged	67%	62%	No	70%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	30%	33%
Students scoring at or above Achievement Level 4	141	45%	48%



**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		36%
Students scoring at or above Level 7	[data excluded for privacy reasons]		61%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	230	71%	76%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	26	51%	56%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	24%	27%
Students scoring at or above Achievement Level 4	39	41%	44%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		22%
Students scoring at or above Level 7	[data excluded for privacy reasons]		78%

**Area 8: Early Warning Systems**

### Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	14	2%	0%
Students retained, pursuant to s. 1008.25, F.S.	3	0%	0%
Students who are not proficient in reading by third grade	25	25%	15%
Students who receive two or more behavior referrals	23	3%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	0%	0%

### Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Parental involvement targets for the school

Parental involvement targets will include but not be limited to participation in Curriculum Night, Parent Mathematics, Language Arts, 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.

#### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Curriculum Night			80%
Mathematics, Language Arts, and Science Nights			80%
IEP and EP Meetings			100%
Parent-Teacher Conferences			100%

### Area 10: Additional Targets

#### Additional targets for the school

Whispering Pines Elementary will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women’s Contribution
- Sacrifices of Veterans

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
100% of the teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to: History of Holocaust; History of Africans and African Americans; Hispanic Contributions; Women's Contributions; Sacrifices of Veterans.	52	100%	100%

## Goals Summary

- G1.** Based on the 2014 FCAT Writes 2.0 75% of the Grade 4 students will achieve a score of a 3.5 or higher.
- G2.** Based on the 2014 FCAT 2.0 56% of the students in the lowest 25% will make show learning gains in Mathematics. This is an increase of 5% from last year.
- G3.** Based on the 2014 FCAT 2.0 73% of the student population will show learning gains in Reading. This is an increase of of 5%. from last year.

## Goals Detail

**G1.** Based on the 2014 FCAT Writes 2.0 75% of the Grade 4 students will achieve a score of a 3.5 or higher.

### Targets Supported

#### Resources Available to Support the Goal

- Lucy Calkins Units of Study for Writing, Mentor text, Writing journals.

#### Targeted Barriers to Achieving the Goal

- Lack of fidelity of implementation of the Florida Standards (CCSS), balanced literacy and the Lucy Calkins Units of Study for Writing.

### Plan to Monitor Progress Toward the Goal

Progress towards the goal will be monitored using Palm Beach Writes data and Student portfolios

#### Person or Persons Responsible

Administration and Teachers

#### Target Dates or Schedule:

Ongoing

#### Evidence of Completion:

EDW data from Palm Beach Writes and Student portfolios



### Plan to Monitor Progress Toward the Goal

Student data, iObservation data, CoreK12 data, District Diagnostic data, and other classroom assessment tools.

**Person or Persons Responsible**

Administration and Classroom teacher

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Student achievement data

**G3.** Based on the 2014 FCAT 2.0 73% of the student population will show learning gains in Reading. This is an increase of 5% from last year.

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

**Resources Available to Support the Goal**

- Resources will include: 1.) Common Core State Standards resources (websites, videos, rigorous text). 2.) The Core Reading Adoption (Scholastic). 3.) Units of Study created by the district and teachers. 4.) Mentor texts. 5.) Reader's Notebooks. 6.) Classroom libraries to support independent reading. 7.) Fountas and Pinnell Literacy Assessment. 8.) The Continuum of Literacy. 9.) Word Work - K-3 Fountas and Pinnell Phonics System; 4-5 Words Their Way. 10.) Foundations. 11.) Leveled Literacy Intervention System

**Targeted Barriers to Achieving the Goal**

- Lack of fidelity in implementing the Florida Standards (CCSS), balanced literacy, and the new language arts adoption provided by the District.

### Plan to Monitor Progress Toward the Goal

Reading assessments such as classroom assessments, CoreK12 assessments, District Diagnostic data

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Results of student achievement data

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Based on the 2014 FCAT Writes 2.0 75% of the Grade 4 students will achieve a score of a 3.5 or higher.

**G1.B1** Lack of fidelity of implementation of the Florida Standards (CCSS), balanced literacy and the Lucy Calkins Units of Study for Writing.

**G1.B1.S1** All staff will engage in collaborative unit planning with their teams to plan out learning goals and scales, best practices for instruction, and use of assessments to guide the instruction for each unit.

### Action Step 1

Unit planning will be scheduled by Administration and Team Leader at least every other week.

#### Person or Persons Responsible

Administration and Team Leader

#### Target Dates or Schedule

1:30 p.m. - 3:00 p.m.

#### Evidence of Completion

Agendas, minutes, sign in sheets, and instructional focus calendars

#### Facilitator:

Learning Team Facilitator and Team Leader

#### Participants:

Instructional Staff

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Administration will participate in Unit planning, monitor implementation, and review minutes. Implementation of the writing units will be monitored through classroom observations and a review of student assessment data.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Minutes, agendas, sign in sheets, iObservation data, and student achievement data

### **Plan to Monitor Effectiveness of G1.B1.S1**

Effectiveness will be monitored using iObservation data, Palm Beach Writes data, and Student portfolios

#### **Person or Persons Responsible**

Administration and Classroom Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

iObservation reports, EDW reports for the Palm Beach Writes, Student portfolios



**G2.** Based on the 2014 FCAT 2.0 56% of the students in the lowest 25% will make show learning gains in Mathematics. This is an increase of 5% from last year.

**G2.B1** Lack of fidelity of implementation of the new Florida Standards (CCSS) by the instructional staff.

**G2.B1.S1** All staff will engage in collaborative planning with their teams to plan out learning goals and scales, best practices for instruction, technology and assessments for each mathematics unit.

### **Action Step 1**

Unit planning will be scheduled by administration and Team Leader at least every other week.

#### **Person or Persons Responsible**

Administration and Team Leader

#### **Target Dates or Schedule**

1:30 p.m. - 3:00 p.m. every other week

#### **Evidence of Completion**

Agendas, minutes, sign in sheets, and instructional focus calendars

#### **Facilitator:**

Learning Team Facilitator and Team Leaders

#### **Participants:**

Instructional staff

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Administration will participate in Unit planning, monitor implementation, and review minutes. Implementation of instruction will be monitored through classroom observations and reviews of student assessment data.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Minutes, agendas, sign in sheets, iObservation data, and student achievement data

## Plan to Monitor Effectiveness of G2.B1.S1

Monitoring for effectiveness will be based on iObservation data, CoreK12 data, District Diagnostic data, Student work, and Classroom assessments.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Review of iObservation data and student achievement data.

## G2.B2 Lack of differentiated instruction during the mathematics block.

**G2.B2.S1** Teachers will participate in professional development, provided through district resources, that support differentiating math concepts to meet the needs of struggling learners.

### Action Step 2

Teachers will attend professional development offered through the district Mathematics department, and then share the strategies with their colleagues during Learning Team Meetings, Team Meetings, Professional Development Days.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Agendas, sign in sheets, minutes, TDE's,

### Facilitator:

Administration

### Participants:

All Teachers

## Action Step 2

Teachers will implement what they have learned about differentiating math instruction in their classroom.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Observation of the Mathematics block.

### Facilitator:

Administration

### Participants:

Teachers

## Plan to Monitor Fidelity of Implementation of G2.B2.S1

Classroom observations of the mathematics block.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

iObservation data and student achievement

## Plan to Monitor Effectiveness of G2.B2.S1

Student data from Corek12, District Diagnostics, Other classroom assessments and classroom observation data from iObservation.

### Person or Persons Responsible

Administration and Classroom Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

student achievement data, iObservation data

**G3.** Based on the 2014 FCAT 2.0 73% of the student population will show learning gains in Reading. This is an increase of of 5%. from last year.

**G3.B1** Lack of fidelity in implementing the Florida Standards (CCSS), balanced literacy, and the new language arts adoption provided by the District.

**G3.B1.S1** All staff will engage in collaborative unit planning with their teams to plan out learning goals and scales, best practices for instruction, technology use and assessments for each new unit.

### Action Step 1

Unit planning will be scheduled by administration and Team Leader at least every other week.

#### Person or Persons Responsible

Administration and Team Leader

#### Target Dates or Schedule

1:30 p.m. - 3:00 p.m.

#### Evidence of Completion

Agendas, minutes, sign in sheets and instructional focus calendars

#### Facilitator:

Learning Team Facilitator and Team Leader

#### Participants:

Instructional staff

### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Administration will participate in unit planning, monitor implementation, and review minutes. Implementation of the units in reading will be monitored through classroom observation and review of student assessment data.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Minutes, agendas, sign in sheets, iObservation data, and student achievement data

### **Plan to Monitor Effectiveness of G3.B1.S1**

iObservation data, CoreK12 data, District Diagnostic data, Student work, and Classroom assessments

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Review of student achievement data and iObservation data.

**G3.B1.S2** Extensive professional development on implementing the Florida Standards (CCSS) through the new language arts adoption.

**Action Step 1**

Attend professional development in Florida Standards and the Units of Study

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Once a month at cohort training and scheduled days throughout the month

**Evidence of Completion**

Agendas and sign in sheets

**Facilitator:**

District Facilitators

**Participants:**

Instructional staff

**Plan to Monitor Fidelity of Implementation of G3.B1.S2**

Agendas and sign in sheets will be monitored for teacher attendance after each session. Minutes will be reviewed.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Agendas, sign in sheets, minutes

### Plan to Monitor Effectiveness of G3.B1.S2

Through classroom observations, RRR data, Diagnostic data, Reader's notebooks, and classroom assessments

#### Person or Persons Responsible

Administration and Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

iObservation data, EDW Reports, Student work, other data collection tools used for classroom assessments.

### G3.B1.S3 Intensive intervention instruction (iii) will occur at all grade levels.

#### Action Step 1

Professional development in reading interventions and resources that can be used.

#### Person or Persons Responsible

Administration, Learning Team Facilitator, SAI Teacher, ESE Contact, and Classroom Teachers

#### Target Dates or Schedule

Ongoing at Learning Team Meetings and on Professional Development Days

#### Evidence of Completion

Agendas, sign in sheets, minutes

#### Facilitator:

Learning Team Facilitator, SAI Teacher, ESE Contact, and Professional Development Team

#### Participants:

Teachers

### Plan to Monitor Fidelity of Implementation of G3.B1.S3

Classroom observations and student data

**Person or Persons Responsible**

Administration and Classroom teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

iObservation data, RRR data, Diagnostic data, results from other classroom assessments

### Plan to Monitor Effectiveness of G3.B1.S3

Student achievement

**Person or Persons Responsible**

Administration and Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

RRR data, District Diagnostic data, and other information collected that supports student achievement



## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Our school integrates Single School Culture by sharing Universal Guidelines For Success, following our School-wide Positive Behavior System (SwPBS) behavioral matrix, teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during our SwPBS meetings and then share the plans during our Learning Team Meetings, Leadership Meetings, and Faculty Meetings. We instill an appreciation for multicultural diversity within our classrooms recognizing everyone's strengths and through our antibullying campaigns, structured lessons, and the implementation of our SwPBS programs. Our parents receive information promoting our Single School Culture and SwPBS through the School Advisory Council Meetings, Curriculum Nights, and two specific meetings we hold a year to keep parents abreast of our SwPBS action plan.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Based on the 2014 FCAT Writes 2.0 75% of the Grade 4 students will achieve a score of a 3.5 or higher.

**G1.B1** Lack of fidelity of implementation of the Florida Standards (CCSS), balanced literacy and the Lucy Calkins Units of Study for Writing.

**G1.B1.S1** All staff will engage in collaborative unit planning with their teams to plan out learning goals and scales, best practices for instruction, and use of assessments to guide the instruction for each unit.

### PD Opportunity 1

Unit planning will be scheduled by Administration and Team Leader at least every other week.

#### Facilitator

Learning Team Facilitator and Team Leader

#### Participants

Instructional Staff

#### Target Dates or Schedule

1:30 p.m. - 3:00 p.m.

#### Evidence of Completion

Agendas, minutes, sign in sheets, and instructional focus calendars

**G2.** Based on the 2014 FCAT 2.0 56% of the students in the lowest 25% will make show learning gains in Mathematics. This is an increase of 5% from last year.

**G2.B1** Lack of fidelity of implementation of the new Florida Standards (CCSS) by the instructional staff.

**G2.B1.S1** All staff will engage in collaborative planning with their teams to plan out learning goals and scales, best practices for instruction, technology and assessments for each mathematics unit.

**PD Opportunity 1**

Unit planning will be scheduled by administration and Team Leader at least every other week.

**Facilitator**

Learning Team Facilitator and Team Leaders

**Participants**

Instructional staff

**Target Dates or Schedule**

1:30 p.m. - 3:00 p.m. every other week

**Evidence of Completion**

Agendas, minutes, sign in sheets, and instructional focus calendars

**G2.B2** Lack of differentiated instruction during the mathematics block.

**G2.B2.S1** Teachers will participate in professional development, provided through district resources, that support differentiating math concepts to meet the needs of struggling learners.

**PD Opportunity 1**

Teachers will attend professional development offered through the district Mathematics department, and then share the strategies with their colleagues during Learning Team Meetings, Team Meetings, Professional Development Days.

**Facilitator**

Administration

**Participants**

All Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Agendas, sign in sheets, minutes, TDE's,

## PD Opportunity 2

Teachers will implement what they have learned about differentiating math instruction in their classroom.

### Facilitator

Administration

### Participants

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Observation of the Mathematics block.

**G3.** Based on the 2014 FCAT 2.0 73% of the student population will show learning gains in Reading. This is an increase of 5% from last year.

**G3.B1** Lack of fidelity in implementing the Florida Standards (CCSS), balanced literacy, and the new language arts adoption provided by the District.

**G3.B1.S1** All staff will engage in collaborative unit planning with their teams to plan out learning goals and scales, best practices for instruction, technology use and assessments for each new unit.

## PD Opportunity 1

Unit planning will be scheduled by administration and Team Leader at least every other week.

### Facilitator

Learning Team Facilitator and Team Leader

### Participants

Instructional staff

### Target Dates or Schedule

1:30 p.m. - 3:00 p.m.

### Evidence of Completion

Agendas, minutes, sign in sheets and instructional focus calendars

**G3.B1.S2** Extensive professional development on implementing the Florida Standards (CCSS) through the new language arts adoption.

**PD Opportunity 1**

Attend professional development in Florida Standards and the Units of Study

**Facilitator**

District Facilitators

**Participants**

Instructional staff

**Target Dates or Schedule**

Once a month at cohort training and scheduled days throughout the month

**Evidence of Completion**

Agendas and sign in sheets

**G3.B1.S3** Intensive intervention instruction (iii) will occur at all grade levels.

**PD Opportunity 1**

Professional development in reading interventions and resources that can be used.

**Facilitator**

Learning Team Facilitator, SAI Teacher, ESE Contact, and Professional Development Team

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing at Learning Team Meetings and on Professional Development Days

**Evidence of Completion**

Agendas, sign in sheets, minutes

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
	Total	\$0

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Based on the 2014 FCAT Writes 2.0 75% of the Grade 4 students will achieve a score of a 3.5 or higher.

**G1.B1** Lack of fidelity of implementation of the Florida Standards (CCSS), balanced literacy and the Lucy Calkins Units of Study for Writing.

**G1.B1.S1** All staff will engage in collaborative unit planning with their teams to plan out learning goals and scales, best practices for instruction, and use of assessments to guide the instruction for each unit.

#### Action Step 1

Unit planning will be scheduled by Administration and Team Leader at least every other week.

#### Resource Type

Evidence-Based Program

#### Resource

#### Funding Source

#### Amount Needed

**G2.** Based on the 2014 FCAT 2.0 56% of the students in the lowest 25% will make show learning gains in Mathematics. This is an increase of 5% from last year.

**G2.B1** Lack of fidelity of implementation of the new Florida Standards (CCSS) by the instructional staff.

**G2.B1.S1** All staff will engage in collaborative planning with their teams to plan out learning goals and scales, best practices for instruction, technology and assessments for each mathematics unit.

**Action Step 1**

Unit planning will be scheduled by administration and Team Leader at least every other week.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G2.B2** Lack of differentiated instruction during the mathematics block.

**G2.B2.S1** Teachers will participate in professional development, provided through district resources, that support differentiating math concepts to meet the needs of struggling learners.

**Action Step 2**

Teachers will attend professional development offered through the district Mathematics department, and then share the strategies with their colleagues during Learning Team Meetings, Team Meetings, Professional Development Days.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

## Action Step 2

Teachers will implement what they have learned about differentiating math instruction in their classroom.

### Resource Type

Evidence-Based Program

### Resource

### Funding Source

### Amount Needed

**G3.** Based on the 2014 FCAT 2.0 73% of the student population will show learning gains in Reading. This is an increase of of 5%. from last year.

**G3.B1** Lack of fidelity in implementing the Florida Standards (CCSS), balanced literacy, and the new language arts adoption provided by the District.

**G3.B1.S1** All staff will engage in collaborative unit planning with their teams to plan out learning goals and scales, best practices for instruction, technology use and assessments for each new unit.

## Action Step 1

Unit planning will be scheduled by administration and Team Leader at least every other week.

### Resource Type

Evidence-Based Program

### Resource

### Funding Source

### Amount Needed



**G3.B1.S2** Extensive professional development on implementing the Florida Standards (CCSS) through the new language arts adoption.

**Action Step 1**

Attend professional development in Florida Standards and the Units of Study

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G3.B1.S3** Intensive intervention instruction (iii) will occur at all grade levels.

**Action Step 1**

Professional development in reading interventions and resources that can be used.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**