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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: 8/18/2020

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	40%
2019-20 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%)
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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Whispering Pines Elementary School

9090 SPANISH ISLES BLVD, Boca Raton, FL 33496

<https://wpes.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	36%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Riemer, 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.
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.
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.
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.

Name	Title	Job Duties and Responsibilities
Johnson, Cecilia	Teacher, K-12	Grade KG Team Leader and Teacher of the Gifted. Facilitates collaboration among her team members and is a liaison between administration and her Grade KG team.
Wilkerson, Amanda	School Counselor	Support the school with social and emotional needs with students. Continue to build and support a comprehensive school counseling program meeting the needs of all learners.
Vecchio, Kathryn	Teacher, K-12	Grade 2 Team Leader. Facilitates collaboration among her team members and is a liaison between administration and her Grade 2 team.

Demographic Information

Principal start date

Tuesday 8/18/2020, Barbara Riemer

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Total number of teacher positions allocated to the school

72

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	40%
2019-20 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%)
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 .	

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	151	146	146	168	180	162	0	0	0	0	0	0	0	953
Attendance below 90 percent	20	19	15	9	11	12	0	0	0	0	0	0	0	86
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	19	11	15	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide Math assessment	0	0	0	15	19	15	0	0	0	0	0	0	0	49
FY20 ELA Diag Levels 1 & 2	0	0	0	54	29	39	0	0	0	0	0	0	0	122
FY20 Math Diag Levels 1 & 2	0	0	0	40	38	39	0	0	0	0	0	0	0	117

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	10	15	23	40	7	14	0	0	0	0	0	0	0	109

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	1	1	6	12	7	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 8/19/2020

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	
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	

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
Number of students enrolled	149	151	173	183	165	165	0	0	0	0	0	0	0	986
Attendance below 90 percent	28	13	8	11	5	17	0	0	0	0	0	0	0	82
One or more suspensions	1	0	2	0	3	4	0	0	0	0	0	0	0	10
Course failure in ELA or Math	15	34	39	66	11	14	0	0	0	0	0	0	0	179
Level 1 on statewide assessment	0	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	10	15	23	40	7	14	0	0	0	0	0	0	0	109

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year		1	2	6	14	7	4	0	0	0	0	0	0	34
Students retained two or more times		0	0	0	0	0	1	0	0	0	0	0	0	1

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%				
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				
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

ESSA Federal Index	
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%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	85
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
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%	0

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. FY19 Diagnostic compared to FY20 Diagnostic for ELA and Math showed an increase in achievement for all grade levels. Grades K-2 in RRR showed the greatest decline from FY19 to FY20.

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. Comparing FY19 and FY20 diagnostic data did not support a decline. The greatest decline was represented through the K-2 RRR data as a result of the last opportunity to assess students was in December/January as a result of the pandemic.

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. The FY19 and FY20 Diagnostic data for ELA and Math showed the achievement gains in all grade levels. Grade 4 ELA data showed the greatest growth. The 4th grade teachers implemented EL curriculum for the first year resulting in a presentation of rigorous tasks and text.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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. Potentials factors contributing for concern in FY21 is a result of the inability to implement tutorial programs for Grades 3-5 in ELA and Math 4-5. The tutorial program components were supported through instructional opportunities with students in grades 2-5 for summer intervention programming focusing on ELA.

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

1. Increase learning gains for L25 in ELA allowing for ours students to develop the skills necessary towards future success. Is it the foundation towards a higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self-image. Students who are struggling to develop basic reading and writing skills have a tremendous disadvantage. Strategic literacy opportunities provide a significant number of opportunities in promoting a better future for all students.
2. Increase Learning gains in Math focusing on L25 achievement and gains. By increasing learning gains and achievement for math promotes students to develop analytical thinking skills which is needed for lifelong learning. The promotion of higher order thinking in math and considering increased placement for students who are considered for AMP will allow for students to push their thinking. The support of problem solving and looking for multiple ways to solve problems will support our students in ensuring well-rounded productive citizens are supported with vital skills necessary for day to day life.
3. Ensuring learning gains and progress for SWD and ELL subgroups is analyzed and considered through a variety of opportunities in data analysis of i-ready data, RRR, FSQ, USAs, and successmaker placement test. The review of these data components will allow support staff to provide targeted intervention and support allowing for strategic monitoring of progress and incremental gains is made throughout the course of the school year.
4. Our focus is to continue to maintain a high level excellence through student engagement by ensuring we are creating life-learners through a development of student self-advocacy, social and emotional learning, and supports through a comprehensive school counseling program. As part of the focus the journey is to support students in taking ownership of learning by gaining responsibility for identifying self-learner goals and tracking progress. Ongoing PD for staff will be provided through faculty meetings, SWPBS Committee meetings, as well as, the development of PLC meetings to support in showcasing ideas and strategies to continue achievement towards student engagement. In

conjunction with building student engagement, positive relationships will be a focal point in development with the student body which is a proven component to have in order to motivate and ensure attendance and participation is had at school.

Standard based instruction will continue to be the primary focus during instruction planning sessions, PLC and data with teachers and students. Resources and strategies will be aligned to supported and scaffold instruction in order to engage learners in closing their gaps for learning. The master board has been carefully considered and planned to support a robust ELA block of time with specific skills being taught through Foundations in grades K-2, double dose of interventions for Foundations, identifying students who require additional work in phonemic awareness, and planning rigorous text, talk, and tasks for all grade levels. Various support staff and teachers will continue to receive professional development opportunities in supporting the growth of identifying and learning new interventions programs targeting specific needs of students. Some of programs to be trained and implemented are SPIRE, LLI, Double dose of Foundations, and various other programs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

If we deliver effective and relevant instruction, then we will increase on grade level proficiency by Grade 3. By increasing grade level proficiency for our students in 3rd grade, we are supporting opportunities for continued successes in higher levels of achievement in all subject areas. This area of focus supports the school district's focus in supporting the urgency to ensure students are able to develop solid literacy skills as they advance forward.

Area of Focus Description and Rationale:

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.
- While the academic achievement in the Fall Diagnostics from FY19 compared to FY20 showed gains in ELA, this data demonstrates we are on the correct path to meet our goals. Due to the lack of data for FY20 because of the state mandated school closure (COVID-19) with the cancellation of state assessments we will continue with our FY20 goals for FY21, however our i-Ready data shows our students are making incremental steps towards additional growth. We also are planning to utilize the Fall Learning Loss Assessment Diagnostic to support in identifying any additional gaps or weaknesses our students may be requiring additional remediation in preparation for this school year.

Measurable Outcome:

- To improve ELA learning gains by 5% (FY19 74% to FY20 79%)
 - To improve student achievement to 75% in ELA for 3rd Grade students.
 - To improve student achievement to 83% for ELA in grades 3-5 students.
 - To improve Learning Gains L25, SWD and ELL students by 10%
- While the academic achievement in the Fall Diagnostics from FY19 compared to FY20 showed gains in ELA, this data demonstrates we are on the correct path to meet our goals. Due to the lack of data for FY20 because of the state mandated school closure (COVID-19) with the cancellation of state assessments we will continue with our FY20 goals for FY21, however our i-Ready data shows our students are making incremental steps towards additional growth. We also are planning to utilize the Fall Learning Loss Assessment Diagnostic to support in identifying any additional gaps or weaknesses our students may be requiring additional remediation in preparation for this school year.

Person responsible for monitoring outcome:

Barbara Riemer (barbara.riemer@palmbeachschools.org)

Evidence-based Strategy:

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. Differentiated small group instruction will be utilized in all ELA, Math, and Science classrooms. Through differentiation we are ensuring we support all learners at their ability. We are ensuring a variety of tasks which are aligned to text and talk within the development of CKLA and EL curriculum.
5. Students will engage in adaptive technology to offer personalized learning solutions that provide support/reteach/enrichment at their level (i-Ready and SuccessMaker).
6. 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.

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.

Rationale for Evidence-based Strategy:

A tutorial program will be established to support the implementation of resources and supports aligned with the benchmark curriculum. Professional learning communities will support teachers engaging in analyzing of standard based teaching and learning providing a high degree of accountability; provides teachers to personalize the learning provide direct instruction to students at varying levels. I-Ready and Successmaker will offer an opportunity for students to receive enrichment and remediation on a variety of skills. The ability to personalize instruction to meet individual needs will result in increased scores.

Action Steps to Implement

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. After school 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; learning walks with administration (Ms. Blue - AP and Mrs. Riemer -principal)

9. Monitoring will occur through observations, fidelity walks, and analysis of lesson plans (Ms. Blue - AP, Ms. Riemer - Principal)

10. Teachers will consistently analyze data to determine action steps for future instruction. Teachers will collaborate with each other (ESE, ELL, etc) to ensure direct collaboration is planned and created for in supporting remediation and differentiated instruction.

11. Students will engage in adaptive technology (i-Ready and SuccessMaker)

Person

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

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: 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. 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.

Measurable Outcome: 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: Sheena Blue (sheena.blue@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. Our school mentors who are identified as a clinical educator will be partaking on several different opportunities through the theories of "Get Better Faster". These opportunities for growth will provide our beginning teachers with relevant feedback to support their growth and increase teacher retention.

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 Steps to Implement

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.

10. Implement the methods and research based practices supported by the book "Get Better Faster" when providing teachers with feedback as it relates to their instructional practices.

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

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: 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. 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.

Measurable Outcome:

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 Steps to Implement

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

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In alignment with the District's Strategic Plan and with the goal to increase academic instruction of all students. Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42. 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. Whispering Pines Elementary School integrates and continuously develops a Single School Culture by sharing our universal guidelines for success, teaching expected behaviors, communicating with parents, and monitoring PBS. Best practices for inclusive education are addressed through our anti-bullying campaign, mentoring and implementation of PBS programs. These actions influence student achievement and create an environment conducive to learning.

WPES Elementary School implements a School-Wide Positive Behavior Program by recognizing students

exhibiting positive behaviors on campus. A student will be recognized every week for demonstrating

an act of kindness or support for their fellow classmate(s).

WPES Elementary School integrates Single School Culture by sharing our Universal Guidelines for

Success, Single School Culture Scripts, Grade Level Assemblies, Family Nights, Curriculum Nights, and

SAC meetings. The effectiveness of these efforts are monitored using SwPBS data from online data

warehouses (EDW and Performance Matters). In addition, we utilize a behavior matrix, and

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Faculty/Staff: Ensuring every member of the faculty and staff feel that they are supported by leadership in a professional community that values relationships, growth, and innovation. Teachers and administrators who feel they are supported and stimulated to make the next steps in pushing our students to their highest level of achievement. WPES is driven to provide a robust social and emotional learning program which not only supports our students but the emotional well-being of our staff and faculty. Staff and faculty feel their needs are being met, they are being listened to and a sense of security.

Students: Each child is unique. Building ownership of their learning is a key to their success. Encouraging the student to advocate for themselves and support their development in social and emotional learning is critical. Establishing and creating a safe environment where students can express themselves allows students to build upon their strengths and help them to understand where they need additional guidance. Embracing each child and creating an environment of warmth and trust is paramount.

Engagement of Families: WPES has a high level of parent engagement. Frequent parent conferences are held to support in building the home to school communication. Research shows that high level parental involvement leads to increased student achievement, greater impact in student attendance, performance, social skills, and post-secondary training.

WPES School-Wide Positive Behavior Committee has one teacher from each grade level. In addition, each year a parent is asked to join the team to support the input of the community and parent need. WPES was recognized a Gold Model School for 2019.

Across the school day, we implement a variety of social and emotional learning opportunities. One way of engaging our students to build positive relationships is through Morning Meeting. Our school counselor participates and engages with a variety of students, parents and teachers to help ensure a consistent and active pulse is kept on the needs of the faculty and staff. Mentoring programs, Suite 360, counseling, behavioral health professional, use of cooperative agreements with local agencies are put into place to support students.

Each month students have the opportunity to develop new skill sets related to character development. Students are recognized for their development through student of the month by their teacher. This program is called Character Counts which is supported by administration and the School Counselor.

Teachers participate in data chats with administration to support the development of student learning, planning of curriculum, and set high expectations for learning.

Families are supported through an active PTA association, SAC, Volunteering at events/training, and a large number of school-wide community events sponsored by PTA and/or school staff and administration.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$1,000.00
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
1140	239-Other	1781 - Whispering Pines Elementary School	UniSIG		\$300.00	
<i>Notes: Curriculum/Intervention Resources</i>						
1140	239-Other	1781 - Whispering Pines Elementary School	UniSIG		\$700.00	
<i>Notes: Tutorial</i>						
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$250.00
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
1140	239-Other	1781 - Whispering Pines Elementary School	UniSIG		\$250.00	
<i>Notes: Social and emotional resources like curriculum, incentives, etc.</i>						
3	III.A.	Areas of Focus: Instructional Practice: Math				\$783.24
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
1140	239-Other	1781 - Whispering Pines Elementary School	UniSIG		\$275.00	
<i>Notes: Curriculum and Intervention Resources</i>						
1141	239-Other	1781 - Whispering Pines Elementary School	UniSIG		\$508.24	
<i>Notes: Tutorial</i>						
Total:					\$2,033.24	