

The School District of Palm Beach County

Whispering Pines Elementary School



2021-22 Schoolwide Improvement Plan

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Whispering Pines Elementary School

9090 SPANISH ISLES BLVD, Boca Raton, FL 33496

<https://wpes.palmbeachschools.org>

Demographics

Principal: Barbara Riemer

Start Date for this Principal: 3/13/2013

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

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	34%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Rierner, Barbara	Principal	Oversee curriculum, instruction, social and emotional learning of all K-5 students. Manage facilities, budget, and human resources. Communicate and build relationships with faculty, staff, students, parents, and community.
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 the ELL team.
Weicht-Reed, Ashley	Teacher, K-12	Supplemental Academic Instructor assigned to provide interventions to student who exhibit reading deficiencies. Professional Development Chairperson and School Based Team Chairperson.
Romano, Klaudia	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 the First Grade team.
Vecchio, Kathryn	Teacher, K-12	Grade 2 Team Leader and Teacher. Facilitates collaboration among her team members and is a liaison between administration and the Second Grade team.
Digangi, Heather	Teacher, K-12	Grade 3 Team Leader and Teacher of Gifted. Facilitates collaboration among her team members and is a liaison between administration and the Third Grade Team.
Schley, Samantha	Teacher, K-12	Grade 4 Team Leader and Teacher of Gifted students. Facilitates collaboration among her team members and is a liaison between administration and the Fourth Grade Team.
Jackson, Katherine	Teacher, K-12	Grade 5 Team Leader and Teacher of Gifted students. Facilitates collaboration among her team members and is a liaison between administration and the Fifth Grade 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 the Fine Arts Team.
Trynz, Tracey	Teacher, ESE	ESE Contact. Facilitates collaboration among the ESE team and is a liaison between administration and the ESE Team.
Camel, Pamela	Assistant Principal	Serve as an instructional leader, observe and evaluate staff, oversee discipline and social emotional learning, support new teachers, manage facilities, foster relationships that build capacity in stakeholders.

Name	Position Title	Job Duties and Responsibilities
Salvesen, Lyndsey	Teacher, K-12	Kindergarten Teacher
Kingsley, Shawna	Teacher, ESE	Crisis Intervention Teacher and ESE Team Lead
Stout, Selinda	Teacher, K-12	Media Specialist
Wilkerson, Amanda	School Counselor	Social and emotional wellness of students.
Young, Capri	Other	Social and emotional wellness of the students; crisis response

Demographic Information

Principal start date

Wednesday 3/13/2013, 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.*

2

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.*

14

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

980

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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	131	179	144	163	169	185	0	0	0	0	0	0	0	971
Attendance below 90 percent	0	8	9	15	5	18	0	0	0	0	0	0	0	55
One or more suspensions	0	0	0	1	0	3	0	0	0	0	0	0	0	4
Course failure in ELA	0	20	31	39	39	23	0	0	0	0	0	0	0	152
Course failure in Math	0	9	16	17	24	16	0	0	0	0	0	0	0	82
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	15	22	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	2	1	11	54	34	0	0	0	0	0	0	0	102
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	0	0	0	0	
FY21 Math Winter Diag Level 1 & 2	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	10	14	23	24	22	0	0	0	0	0	0	0	93

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	1	0	0	0	0	0	0	0	0	0	1
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

Friday 9/17/2021

2020-21 - 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	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	

2020-21 - 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	151	146	146	168	180	162	0	0	0	0	0	0	0	953
Attendance below 90 percent	14	16	18	9	20	16	0	0	0	0	0	0	0	93
One or more suspensions	0	0	1	0	2	0	0	0	0	0	0	0	0	3
Course failure in ELA	21	36	43	42	24	21	0	0	0	0	0	0	0	187
Course failure in Math	9	18	20	21	17	18	0	0	0	0	0	0	0	103
Level 1 on 2019 statewide ELA assessment	0	0	0	17	27	13	0	0	0	0	0	0	0	57
Level 1 on 2019 statewide Math assessment	0	0	0	30	34	31	0	0	0	0	0	0	0	95
FY20 ELA Diag Levels 1 & 2	0	0	0	54	62	60	0	0	0	0	0	0	0	176
FY20 Math Diag Levels 1 & 2	0	0	0	41	58	64	0	0	0	0	0	0	0	163

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	11	12	25	34	39	28	0	0	0	0	0	0	0	149	

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	2	4	11	7	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				78%	58%	57%	73%	57%	56%
ELA Learning Gains				74%	63%	58%	63%	61%	55%
ELA Lowest 25th Percentile				55%	56%	53%	60%	56%	48%
Math Achievement				81%	68%	63%	76%	65%	62%
Math Learning Gains				80%	68%	62%	63%	63%	59%
Math Lowest 25th Percentile				62%	59%	51%	35%	53%	47%
Science Achievement				72%	51%	53%	73%	56%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	72%	54%	18%	58%	14%
Cohort Comparison						
04	2021					
	2019	81%	62%	19%	58%	23%
Cohort Comparison		-72%				
05	2021					
	2019	79%	59%	20%	56%	23%
Cohort Comparison		-81%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	79%	65%	14%	62%	17%
Cohort Comparison						
04	2021					
	2019	80%	67%	13%	64%	16%
Cohort Comparison		-79%				
05	2021					
	2019	80%	65%	15%	60%	20%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	72%	51%	21%	53%	19%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

If we focus on standards-based instruction to increase learning gains in school-wide ELA, Math and Science then we will increase student achievement and ensure alignment to the District's Strategic Plan;

Progress monitoring for ELA, Mathematics, and Science will include use of the following.

- FSQs & USAs as applicable to the content area for Reading, Mathematics, and Science
- Benchmark Unit Assessments K-2
- iReady Reading Data
- SuccessMaker Math Data
- Palm Beach Performance Assessments for Writing
- Top Score Assessments for Writing
- Fountas & Pinnell RRR Assessments K-2
- Concepts of Print Kindergarten
- District Diagnostics Assessments Reading, Math and Science

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44.4	48.5	65.9
	Economically Disadvantaged	27.8	28.9	47.2
	Students With Disabilities	30.0	23.8	22.7
	English Language Learners	42.3	34.5	53.6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	90.9	91.5
	Economically Disadvantaged	0	82.9	82.6
	Students With Disabilities	0	82.4	75.0
	English Language Learners	0	82.8	78.8
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	72.8	70.3	68.5
	Economically Disadvantaged	73.1	68.2	63.8
	Students With Disabilities	84.6	75.0	60.9
	English Language Learners	50.0	50.0	41.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	91.6	89.1
	Economically Disadvantaged	0	86.4	82.1
	Students With Disabilities	0	86.4	75.0
	English Language Learners	0	87.5	88.0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	78.0	81.4
	Economically Disadvantaged	0	73.2	76.7
	Students With Disabilities	0	59.1	57.7
	English Language Learners	0	73.7	70
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	97.3	84.9	74.1
	Economically Disadvantaged	90.9	74.1	59.0
	Students With Disabilities	100	75	46.4
	English Language Learners	0	65	50
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	69.8	61.9
	Economically Disadvantaged	0	58.7	51.4
	Students With Disabilities	0	35.5	34.3
	English Language Learners	0	38.9	30.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	62.7	69.8	63.5
	Economically Disadvantaged	48.4	59.1	48.6
	Students With Disabilities	43.3	51.6	36.1
	English Language Learners	37.5	50	50

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	65.8	76.7
	Economically Disadvantaged	0	60	66.1
	Students With Disabilities	0	37.9	44.8
	English Language Learners	0	29.4	47.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	78.7	73.0	64.3
	Economically Disadvantaged	64.3	63.8	53.2
	Students With Disabilities	64	50	43.3
	English Language Learners	37.5	50	38.9
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	83.6	82.7	85.2
	Economically Disadvantaged	75.9	77.6	80.6
	Students With Disabilities	63.0	59.3	74.1
	English Language Learners	68.8	56.3	58.8

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	31	48	41	31	35	7	25				
ELL	51	55	50	53	40		32				
ASN	72	80		76	50		55				
BLK	48			36							
HSP	63	63	54	55	32	23	38				
MUL	63			38							
WHT	76	65	29	72	58	31	66				
FRL	54	58	47	48	35	18	42				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	425
Total Components for the Federal Index	8
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	67
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

FSA19 results vs. FSA21 results shows:

FSA ELA

- Decreased 9 points in Grades 3-5 proficiency
- Decreased 8 points in Learning Gains
- Decreased 8 points in L25 Learning Gains
- Decreased 3 points in Grade 3 proficiency
- Decreased 13 points in Grade 4 proficiency
- Decreased 2 points in Grade 5 proficiency

FSA Math:

- Decreased 18 points in Grades 3-5 proficiency
- Decreased 33 points in Learning Gains
- Decreased 38 points in L25 Learning Gains
- Decreased 20 points in Grade 3 proficiency
- Decreased 26 points in Grade 4 proficiency
- Decreased 11 points in Grade 5 proficiency

FSA Science:

- Decreased 15 points in Grade 5 proficiency

iReady 2020-2021

- Increased 18 points students Early/On Grade Level or Mid/Above Grade Level (74%)
- Decreased 15 points students One Grade Level Below (18%)
- Decreased 3 points students Three or more Grade Level Below (8%)
- Increased 6 points students Early to Above Grade Level in Phonemic Awareness (96% proficient)
- Increased 14 points students Early to Above Grade Level in Phonics (83% proficient)
- Increased 11 points students Early to Above Grade Level in High Frequency Words (94% proficient)
- Increased 21 points students Early to Above Grade Level in Vocabulary (74% proficient)
- Increased 16 points students Early to Above Grade Level in Comprehension Literature (74% proficient)
- Increased 20 points students Early to Above Grade Level in Comprehension Informational Text (72% proficient)

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on this data trend our greatest need for improvement would include, Grade 4 ELA proficiency, Grades 3-5 Math proficiency, Math Learning Gains, Math L25 Learning Gains, and Grade 5 Science proficiency. If we do not address these concerns then we are increasing learning gaps, and jeopardizing students' educational journey. When we focus on literacy, math and science with remediation of standards and foundational skills, along with scaffolding instruction that meets the full intent and rigor of standards, then we are supporting our learners and helping to secure their futures.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

One primary factor that contributed to this need for improvement was the global pandemic. During the FY20 and FY21 school year, many of our learners were virtual learners. The pandemic created a shortage of teachers, as many took leave or resigned altogether. In addition there was a lack of substitute teachers to assist with instructional absences, which led to ESE and ELL support staff being used in the classroom to monitor students. This caused interruptions in instruction and support services. Simultaneous learning was implemented to provide instruction to students in the classroom and at home, this instructional implementation could have contributed to loss of learning both in the classroom and outside of it, due to the teacher splitting their time between two different modalities. This school year all students and teachers have returned full time to the building, eliminating virtual learning and simultaneous instruction. School attendance is closely linked to student performance. Students that attend school consistently are more likely to succeed which affects their social and emotional growth towards their future. We will be targeting students with excessive absenteeism through SBT.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

There were no improvements evident between the 2019 state assessment and the 2021 state assessment. iReady data did show that there were improvements in all components of reading during the 2020-2021 school year. SuccessMaker showed that 99% of the students in the 2020-2021 school year showed a gain in their math data.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Each student was provided with a device to use throughout the school year and also internet if needed so that the student could utilize the supplemental resources to support reading and mathematics.

What strategies will need to be implemented in order to accelerate learning?

1. Science- There is a need to re-focus in science with an emphasis on implementation of content and deeper understanding. We need to provide additional support to help with achievement in this content area including but not limited to tutorials, focused teacher planning/collaboration and professional development. We need to implement PLC's at Grade 3-5 including ESE, ELL to provide time for instructional planning and analysis of formative assessments addressing instruction and behavior. Utilize the school garden to provide students with hands on experiences in Science standards. Utilize curriculum resources i.e. Stemscopes, to support science instruction through content reading.
2. ELA and Math Continuum- During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lessons using vetted resources and materials from the District, share best practices, incorporate research based strategies, balanced literacy, small group instruction, and differentiated learning. Teachers are

encouraged to participate in district professional development opportunities. We will implement Florida B.E.S.T. standards in Kindergarten-2nd grade. We will use curriculum resources, i.e., Benchmark Ready system, SRA, VB Mapps, CKLA, and EL to support the instruction of literacy during core instruction. Implement curriculum interventions i.e., Voyager, LLI, Wilson, and S.P.I.R.E. to support the instruction of literacy beyond core instruction. Differentiated small group instruction will be utilized in all ELA, Math and Science classrooms. Students will engage in adaptive technology to offer personalized learning solutions that provide support/reteach/enrichment at their level. (Iready and Successmaker).

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers in K-2 will participate in Benchmark and the new B.E.S.T. standards professional development during PLC and Professional Development Days, taking advantage of the resources and PD offered by the SDPBC. Teachers in K-5 will participate in the Math Cadre PD and will further participate in PD offered during PLCs and on PD Days. Teachers and leaders alike are able to participate in all district training offered as self study courses on E-learning. Teachers will further engage in collaborative planning and data analysis to strengthen standard-based instructional practices to accelerate student learning in ELA, Math and Science. PLC's continue to be an active part of our school schedule; they receive embedded PD. Teachers will engage in deep, focused professional development, collaborative planning , and data analysis to strengthen standards based instructional practices to accelerate student learning in ELA, Mathematics, and Science.

Additionally, district support staff will provide further professional development regarding best standards, data analysis and instructional look fors.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Whispering Pines Elementary will continue to implement standards based instruction and differentiate instruction by providing small group support. Resources and strategies aligned to grade level standards and scaffolds put in place to support students who are not performing at grade level. Teachers, including resource teachers collaborate weekly to ensure academic success of our students.

1. Implementation of Florida B.E.S.T. standards ensures our students are exposed to relevant curriculum and creates a well-prepared foundation as they move along the educational path.
2. The curriculum resources such as Benchmark Ready System, SRA, CKLA and EL have impacted student growth in the past.
3. The curriculum interventions LLI, Wilson, Just Words, and S.P.I.R.E. have greatly influenced academic performance in ELA for our at-risk learners.
4. Incorporate small group instruction utilizing USAs, FSQs, I-Ready and Successmaker data to meet the students' need for standards-based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA.
5. When used with fidelity, iReady and SuccessMaker have aided in significantly increasing student achievement.
6. PLC's and PD's allow teachers and leaders an opportunity to collaborate, analyze data, and make decisions to improve student progress.
7. The development of Whispering Pines leadership team was developed to increase capacity in each content area of ELA, Math, Science, and Social Studies.
8. The continues use of our school-wide positive behavior matrix will be demonstrated and taught through specific practices led by our SWPB committee/SEL Team.

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.

1. ELA learning gains demonstrated a decline from 2019 to 2021. The ELA school-wide learning gains decreased eight percentage points, and the learning gains of the ELA low 25% decreased by eight points.

Area of**Focus****Description and****Rationale:**

2. This area of focus with the District Strategic Plan to increase reading on grade level to 75% in 3rd Grade to ensure reading proficiency.

3. After a significant increase from 33.9% in SY17, to 40.3% in SY 18, our SWD students have shown a decrease in achievement. In SY19, SWD students demonstrated a slight decrease in achievement. However, by the close of SY21 a larger decrease occurred. Leaving achievement at 32.9% for our SWD.

4. In SY18, ELL students at Whispering Pines recovered a 15 point gain demonstrating 25.6% proficiency. However, the following year, ELL students decreased to 8.3% proficiency. Yet despite the COVID-19 pandemic, ELL students demonstrated an increase in proficiency to 34%.

Measurable Outcome:

Improve Grade 3 Reading proficiency by 7% (FY21 68% to FY22 75%)
Improve overall (Grades 3-5) Reading proficiency by 9% (FY21 69% to FY22 78%)
Improve ELA learning gains by 8% (FY21 66% to FY22 74%)
Improve Learning Gains L25 students by 8% (FY21 47% to FY22 55%)

Monitoring:

In order to ensure timely progress monitoring, the administration at Whispering Pines will ensure that standards are unpacked, timely goal setting and data chats will be implemented . Instructional staff will input and monitor assessment data on grade level google documents in order to ensure a global perspective of each individual student. Interventionist will be provided student data profiles to ensure targeted instructional intervention. Additionally, administration will review lesson plans, conduct instructional walk throughs and analyze formative/summative assessments. Participation in Professional Learning Communities will be monitored .

Person responsible for monitoring outcome:

Barbara Riemer (barbara.riemer@palmbeachschools.org)

Evidence-based Strategy:

1. Implement Florida B.E.S.T. standards in Kindergarten - Grade 2.
2. Implement the use of curriculum resources, i.e. Benchmark Ready System, SRA, VB MAPPs, CKLA, and EL to support the instruction of literacy during core instruction.
3. Implement the use of curriculum interventions, i.e. Voyager, LLI, Wilson, Just Words, S.P.I.R.E to support the instruction of literacy beyond the core instruction.
4. Differentiated small group instruction in all ELA, Math and Science classrooms.
5. Students will engage in adaptive technology to offer personalized learning solutions that provide support/reteach/enrichment at their level. (iReady and SuccessMaker)
6. While maintaining rigorous standards based instruction, WPES will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09.

7. Implement tutorials where need to fill in gaps for students in grades 3-5.
8. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
1. Implementation of Florida B.E.S.T. standards ensures our students are exposed to relevant curriculum and creates a well prepared foundation as they move along the educational path.
2. The curriculum resources such as Benchmark Ready System, SRA, CKLA and EL have impacted student growth in the past.
3. The curriculum interventions LLI, Wilson, Just Words, and S.P.I.R.E. have greatly influenced academic performance in ELA for our at risk learners.
4. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA.
5. When used with fidelity, iReady and SuccessMaker have aided in significantly increasing student achievement.
6. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student progress.

**Rationale
for
Evidence-
based
Strategy:**

Action Steps to Implement

1. Teachers will deliver core instruction of Florida B.E.S.T standards. (K-2)
2. Teachers will incorporate small group instruction:
 - a. Students will be assessed using USA's and FSQ's in Language Arts and Math. Teacher will utilize Differentiated Instruction strategies during small group instruction in both Language Arts and Math.
 - b. Teachers will analyze student data to determine strengths and weaknesses in Language Arts and Math.
3. The PLCs/PD sessions will focus on data analysis and effective instruction.
4. Teachers will develop a rotational schedule to ensure all students have access to technology.
5. SBT Leader will assist with curriculum interventions to ensure delivery of curriculum interventions.

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.
Monitoring:	Monitoring will be supported by key members of the leadership team: Assistant Principal/Single School Culture Coordinator School Counselor Behavior Health Specialist SWPBS Committee Leader School Based Team Leader ESOL Coordinator Discipline data through SWPBS and end of the year school effectiveness data will be reviewed to determine need along with stakeholder feedback.
Person responsible for monitoring outcome:	Barbara Riemer (barbara.riemer@palmbeachschools.org)
Evidence-based Strategy:	Continue implementation of School Universals and Behavior Matrix with all stakeholders with fidelity to ensure implementation of Single School Culture. Teachers will complete a referral process and recommend students to School Based Team when the students exhibits an academic, social, or emotional need. Instructional staff will follow the decision tree for identifying students with reading deficiencies. Further, supporting new teachers through the ESP program. 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:	By 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. Utilize the garden 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 identified as 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 Barbara Riemer (barbara.riemer@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. Math low 25% were among our lowest performing categories when comparing the FSA scores from SY19 with the scores from SY 21. The Math school-wide learning gains decreased ten percentage points and the learning gains of the subgroup that includes the low 25% decreased by ten points.
Measurable Outcome:	<ol style="list-style-type: none"> 1. Improve overall Math proficiency (Grades 3-5) by 10% (FY21 63% to FY22 73%) 2. Increase learning gains by 10% (FY21 47% to FY22 57%) 3. Increase learning gains for the lowest 25% by 10% (FY21 14% to FY22 34%)
Monitoring:	In order to ensure timely progress monitoring, the administration at Whispering Pines will ensure that standards are unpacked, timely goal setting and data chats will be implemented. Instructional staff will input and monitor assessment data on grade level google documents in order to ensure a global perspective of each individual student. Interventionist will be provided student data profiles to ensure targeted instructional intervention. Additionally, administration will review lesson plans, conduct instructional walk throughs and analyze formative/summative assessments.(FSQs, USAs, District Diagnostics, SuccessMaker) Participation in Professional Learning Communities will be monitored.
Person responsible for monitoring outcome:	Barbara Riemer (barbara.riemer@palmbeachschools.org)
Evidence-based Strategy:	<ol style="list-style-type: none"> 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. 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. 4. Implement tutorials where needed to fill in gaps for students in Grades 3-5.
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. While maintaining rigorous standards based instruction, WPEs will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09.
3. Provide professional development of unpacking of state standards and utilize this information to plan effective and rigorous instruction.
4. Students will engage in adaptive technology to offer personalized learning solutions that provide support/reteach/enrichment at their level (Successmaker)
5. Implement data chats with all instructional staff with a focus on our lowest 25%, SWD, and ELL students.
6. Provide professional development in Mathematics regarding rigorous standards-based instruction.
7. Utilize small group differentiated instruction to provide a personalized educational opportunities for all students.

8. Utilize the school garden to provide students with hands on experiences in mathematics.

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

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	<p>If we deliver effective and relevant instruction, then we will increase grade level proficiency in Grade 5 Science, based on the Next Generation Sunshine State Standards Science Florida State Assessment.</p> <p>The results of our Science, ELA and Math low 25% were our lowest performing categories when comparing the FSA scores from SY19 with the scores from SY 21. The Science fifth grade achievement decreased thirteen percentage points. The ELA school-wide learning gains decreased eight percentage points, and the learning gains of the ELA low 25% decreased by eight points. The Math school-wide learning gains decreased ten percentage points and the learning gains of the Math low 25% decreased by ten points.</p>
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Measurable Outcome:

1. Increase Science proficiency by 13% (FY21 57% to FY22 70%)

Monitoring:

Review of Lesson Plans, Classroom walks, student attendance, Data Analysis, formative/summative assessments. Participation and attendance in Professional Learning Communities. Frequent data chats.

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. Fine Arts will include STEM instruction for K-5 students on the rotational wheel.
3. Utilize the school garden to provide students with hands on experiences in Science standards.
4. Implement the use of curriculum resources i.e., Stemscores, to support of science instruction through content reading.
5. While maintaining rigorous standards based instruction, WPES will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09
6. Implement tutorials where needed to fill in gaps for students in Grades 3-5.

Rationale for Evidence-based Strategy:

1. PLC's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.
2. STEM lab implementation provides high-yield return on investment when aligned to content area pacing.
3. Utilizing the garden and other non-traditional outlets to teach science helps to foster "real world" connections.
4. Students that use Stemscores and other curriculum resources are afforded an opportunity to see the correlation of science across all content areas.
5. Students who participate in the FSA tutorials demonstrated an increase in student performance.

Action Steps to Implement

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. Fine Arts will include STEM instruction for K-5 students on the rotational wheel.
3. Utilize the school garden to provide students with hands on experiences in Science standards.
4. Implement the use of curriculum resources i.e., Stemscores, to support of science instruction through content reading.
5. While maintaining rigorous standards based instruction, WPES will infuse the content required by

Florida Statute 1003.42(2) and S.B. Policy 2.09

6. Implement tutorials where needed to fill in gaps for students in Grades 3-5.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at SafeSchoolsforAlex.org we see our school ranks 137 out of 1,395, very low when compared to all elementary schools statewide. We reported 0.1 incidents per 100 students. This rating was for a total enrollment of 959, with 1 incident for 2019-2020 school year. When looking at the ranking details the incident rated low was sexual harassment. There were no property incidents nor were there drugs/public order incidents.

To support our students and make an impact on incidents we plan to continue to implement a Single School Culture, SEL and continue to implement and monitor SwPBS.

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.

Whispering Pines Elementary School adopts and promotes a Single School Culture for Academics and Behavior by implementing our Universal Guidelines for Success, Single School Culture Student Expectations Scripts, Grade Level Assemblies, SwPBS, Family Curriculum and Education Nights, Family Workshops, and SAC meetings. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos. The effectiveness of these efforts on student achievement and student discipline are monitored using data from Performance Matters and the Educational Data Warehouse.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required

by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to teach in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, is widely recognized as a precipitating event that led to the Holocaust.

(h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(p) Study of Hispanics contributions standards prioritizes listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of women to society.

(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics are addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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 and a 2021 PBIS School Resilience Award. .

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.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$1,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	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		\$1,000.00
			<i>Notes: Tutorial</i>			
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1140	239-Other	1781 - Whispering Pines Elementary School	UniSIG		\$250.00
			<i>Notes: Social and emotional wellness resources i.e., curriculum</i>			
3	III.A.	Areas of Focus: Instructional Practice: Math				\$1,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1140	239-Other	1781 - Whispering Pines Elementary School	UniSIG		\$300.00

			<i>Notes: Curriculum and intervention resources.</i>			
	1140	239-Other	1781 - Whispering Pines Elementary School	UniSIG		\$1,000.00
			<i>Notes: Tutorial</i>			
4	III.A.	Areas of Focus: Instructional Practice: Science				\$1,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1140	239-Other	1781 - Whispering Pines Elementary School	UniSIG		\$300.00
			<i>Notes: Curriculum and intervention resources.</i>			
	1140	290-Other Employee Benefits	1781 - Whispering Pines Elementary School	UniSIG		\$1,000.00
			<i>Notes: Tutorial</i>			
Total:						\$4,150.00