Broward County Public Schools

Whispering Pines Exceptional Education Center

2021-22 Schoolwide Improvement Plan

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Whispering Pines Exceptional Education Center

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

[no web address on file]

Demographics

Principal: Michael Gleason

Start Date for this Principal: 1/3/2007

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
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 Broward County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-12	No	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year	2015-16	2014-15
Grade	F	I*

School Board Approval

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SIP Authority

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Gleason, Michael	Principal	Oversees action steps outlined in SIP and distribute responsibilities
Henderson, Catherine	Assistant Principal	Principal designee for SAC and SIP.
Kriger, Karen	Other	Therapist team leader, monitors SEL components
Bennett, Melissa	Reading Coach	Monitors academic componenets
Campbell, Kevin	Behavior Specialist	Monitors behavior components
Hogan, Valorie	Other	Monitors ESE components
Bernard, Celeste	School Counselor	Monitors schedules and Naviance compliance

Demographic Information

Principal start date
Wednesday 1/3/2007, Michael Gleason

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.*

0

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.*

9

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

171

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

1

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

3

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	0	3	7	10	18	21	29	38	39	32	32	27	35	291
Attendance below 90 percent	0	1	2	2	5	4	9	14	17	8	9	13	19	103
One or more suspensions	0	0	0	0	1	0	0	0	1	1	3	2	0	8
Course failure in ELA	0	0	0	0	0	0	7	5	9	6	7	5	1	40
Course failure in Math	0	0	0	0	0	0	1	7	3	8	7	5	4	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	6	9	10	8	9	8	4	9	64
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	7	8	9	14	9	8	4	9	69
Number of students with a substantial reading deficiency	0	0	0	0	0	0	25	30	33	2	0	0	0	90
	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	5	4	8	3	4	5	10	39

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	1	0	1	1	4	5	7	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	2	3	2	0	2	5	14

Date this data was collected or last updated

Monday 8/30/2021

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	0	9	7	10	13	16	18	39	36	22	39	29	31	269
Attendance below 90 percent	0	1	1	2	2	4	3	14	13	8	16	11	21	96
One or more suspensions	0	1	2	0	1	1	2	2	3	2	1	2	0	17
Course failure in ELA	0	0	0	0	0	0	0	5	8	0	1	5	3	22
Course failure in Math	0	0	0	0	0	0	0	6	7	0	3	2	3	21
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	4	8	11	9	9	5	9	6	62
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	6	10	12	16	9	10	11	9	84
	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	1	4	6	8	7	18	11	10	7	5	10	87

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	3	7	6	3	4	6	0	0	0	2	33
Students retained two or more times	0	0	1	0	0	0	1	3	3	4	4	4	8	28

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	0	9	7	10	13	16	18	39	36	22	39	29	31	269
Attendance below 90 percent	0	1	1	2	2	4	3	14	13	8	16	11	21	96
One or more suspensions	0	1	2	0	1	1	2	2	3	2	1	2	0	17
Course failure in ELA	0	0	0	0	0	0	0	5	8	0	1	5	3	22
Course failure in Math	0	0	0	0	0	0	0	6	7	0	3	2	3	21
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	4	8	11	9	9	5	9	6	62
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	6	10	12	16	9	10	11	9	84
	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	1	4	6	8	7	18	11	10	7	5	10	87

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	3	7	6	3	4	6	0	0	0	2	33
Students retained two or more times	0	0	1	0	0	0	1	3	3	4	4	4	8	28

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					58%	61%		57%	60%
ELA Learning Gains					58%	59%		57%	57%
ELA Lowest 25th Percentile					52%	54%		49%	52%
Math Achievement					58%	62%		58%	61%
Math Learning Gains					58%	59%		56%	58%
Math Lowest 25th Percentile					51%	52%		49%	52%
Science Achievement					51%	56%		52%	57%
Social Studies Achievement					74%	78%		75%	77%

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	0%	60%	-60%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	62%	-62%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	9%	59%	-50%	56%	-47%
Cohort Comparison		0%				
06	2021					
	2019	25%	57%	-32%	54%	-29%
Cohort Comparison		-9%				
07	2021					
	2019	19%	55%	-36%	52%	-33%
Cohort Comparison		-25%				
08	2021					
	2019	15%	59%	-44%	56%	-41%
Cohort Comparison		-19%				
09	2021					
	2019	33%	57%	-24%	55%	-22%
Cohort Comparison		-15%				
10	2021					
	2019	22%	53%	-31%	53%	-31%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	65%	-65%	62%	-62%
Cohort Comparison						
04	2021					
	2019	8%	67%	-59%	64%	-56%
Cohort Comparison		0%				
05	2021					
	2019	9%	64%	-55%	60%	-51%
Cohort Comparison		-8%				
06	2021					
	2019	11%	58%	-47%	55%	-44%
Cohort Comparison		-9%				
07	2021					
	2019	13%	53%	-40%	54%	-41%
Cohort Comparison		-11%				
08	2021					
	2019	5%	45%	-40%	46%	-41%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	8%	49%	-41%	53%	-45%
Cohort Comparison						
08	2021					
	2019	5%	43%	-38%	48%	-43%
Cohort Comparison		-8%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	33%	67%	-34%	67%	-34%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	30%	71%	-41%	71%	-41%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	54%	67%	-13%	70%	-16%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	14%	61%	-47%	61%	-47%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	56%	-56%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

1-3: ELA/MATH iReady
4 - 8: FSA ELA/MATH
7: - CIVICS EOC
9: FSA ELA/MATH
10: FSA ELA/ALG EOC/BIO EOC
11:FSA ELA/GEO EOC/US HISTORY EOC

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/0%	1/0%	0
	Economically Disadvantaged	1/0%	1/0%	0
	Students With Disabilities	1/0%	1/0%	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	1/0%	0
	Economically Disadvantaged	0	1/0%	0
	Students With Disabilities	0	1/0%	0
	English Language Learners	0	0	0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/0%	4/0%	5/0%
	Economically Disadvantaged	3/0%	2/0%	2/0%
	Students With Disabilities	2/0%	4/0%	5/0%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/0%	4/0%	4/0%
	Economically Disadvantaged	4/0%	4/0%	4/0%
	Students With Disabilities	2/0%	2/0%	2/0%
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5/23%	4/0%	3/0%
	Economically Disadvantaged	4/0%	3/0%	2/0%
	Students With Disabilities	3/0%	2/0%	2/0%
	English Language Learners	1/0%	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5/0%	4/0%	3/0%
	Economically Disadvantaged	4/0%	3/0%	2/0%
	Students With Disabilities	3/0%	2/0%	2/0%
	English Language Learners	1/0%	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			13/15%
	Economically Disadvantaged			0
	Students With Disabilities			11/0%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			12/0%
	Economically Disadvantaged			
	Students With Disabilities			11/0%
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			10/10%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			12/8%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			14/14/%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			22/23%
	Economically Disadvantaged			
	Students With Disabilities			22/23%
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			21/5%
	Economically Disadvantaged			
	Students With Disabilities			21/5%
	English Language Learners			

Grade 7				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students			16/13%
	Economically Disadvantaged			
	Students With Disabilities			16/13%
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students			16/6%
	Economically Disadvantaged			
	Students With Disabilities			16/6%
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Civics	All Students			16/13%
	Economically Disadvantaged			
	Students With Disabilities			16/13%
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			19/42%
	Economically Disadvantaged			
	Students With Disabilities			19/42%
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			19/16%
	Economically Disadvantaged			
	Students With Disabilities			19/16%
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			18/6%
	Economically Disadvantaged			
	Students With Disabilities			18/6%
	English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			22/27%
	Economically Disadvantaged			
	Students With Disabilities			22/27%
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			4/0%
	Economically Disadvantaged			
	Students With Disabilities			4/0%
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			20/15%
	Economically Disadvantaged			
	Students With Disabilities			20/15%
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			17/12%
	Economically Disadvantaged			
	Students With Disabilities			17/12%
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students		1/*	10/20%
	Economically Disadvantaged			
	Students With Disabilities		1/*	10/20%
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			8/25%
	Economically Disadvantaged			
	Students With Disabilities			8/25%
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			14/21%
	Economically Disadvantaged			
	Students With Disabilities			14/21%
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			14/29%
	Economically Disadvantaged			
	Students With Disabilities			14/29%
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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	21	42		10	25		20	23		44	
BLK	11	33		7	15		15				
HSP	33	64									
WHT	19	38		14	36		30				
FRL	15	39		4	17		5	10		56	

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	14	43		10	32		13	48		22	
BLK	13	48		5	33			14		10	
HSP	6			6						27	
WHT	21	50		22							
FRL	13	42		9	34		4	26		11	
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

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	25
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	223
Total Components for the Federal Index	9
Percent Tested	81%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	16
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	32
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	27
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	21
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Being a specialized school addressing the unique needs of ESE students grade K-12, including three satellite campuses, and a transient population, the data sets that are compiled do not often reflect actual school-wide performance. Contributing factors include student absenteeism, emotional and behavioral barriers to learning and the COVID-19 pandemic. In addition many students have a history of limited school success and 38% of students exhibit two or more early warning indicators.

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

Currently 22% of students scored a level 1 on the FSA ELA and 24% of students scored a level 1 on the FSA Math. 31% of students have a substantial reading deficiency. Contributing factors include student absenteeism, emotional and behavioral barriers to learning and the COVID-19 pandemic.

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

The contributing factor as compared to the state average would be that a vast majority of the student population are ESE. Precipitating factors leading to center school placement lead to gaps in foundational skills in ELA and mathematics.

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

The data component that showed the most improvement is Biology EOC.

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

Actions taken were integration of Canvas Digital Learning System, a specialized focus on learning strategies, cross-curricular academic vocabulary, and test taking tips.

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

To improve the academic performance of students identified by the early warning system and the ESSA sub groups, Whispering Pines School staff will use intervention strategies that address academic, behavioral/emotional, and therapeutic concerns.

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, therapists and support staff will participate in year-long authentic Professional Learning Community (PLC) groups. PLC groups will work to develop and implement improved instructional strategies and positive approaches to encourage on-task behaviors within the classroom that will also lead to improved academic performance. PLC groups will also focus on specific reading and math intervention programs to address the needs of students who require assistance in reading. New teachers will be assigned a mentor to support their learning throughout the year and all new teachers will meet monthly as a group to increase collaboration and advanced learning.

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

Social Emotional Learning (SEL) instills greater motivation to learn, a deeper commitment to school, increased time devoted to schoolwork, better classroom behavior, and improved attendance and graduation rates. Students will demonstrate skills related to achieving personal and academic goals, and an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. Implementation of district resources such as Leaps curriculum, utilization of Suite360, and weekly therapeutic sessions with assigned therapists.

Attendance is also a concern at Whispering Pines and attendance will be closely monitored. Students with lower attendance will meet with therapeutic staff/School Social Worker (SSW) and incentive programming will be incorporated as a means to increase student attendance and decrease the negative impact on academic performance.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It is difficult for the teacher and class to build their skills and progress if a large number of student are frequently absent.
Measurable Outcome:	Students will demonstrate a reduction of 5% in the school's chronic absenteeism.
Monitoring:	Daily attendance, Child Study, School Social Worker
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Social work home visits, availability of a full-time school nurse and family counselors, attendance incentives.
Rationale for Evidence-based Strategy:	Wrap-around services to fully accommodate our high needs population.

Action Steps to Implement

1. Identify students who have been absent more than 10 days
2. Weekly attendance concerns brought to RtI team
3. Student will be rewarded for improved attendance.
4. Therapeutic counselor contact home upon discussion in RtI meetings.
5. Referral to SSW for home visit

Person Responsible	Celeste Bernard (celeste.bernard@browardschools.com)

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

Area of Focus Description and Rationale:	Social Emotional Learning instills greater motivation to learn, a deeper commitment to school, increased time devoted to schoolwork, better classroom behavior, and improved attendance and graduation rates.

Measurable Outcome:	Students will demonstrate skills related to achieving personal and academic goals, and an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways by the end of the 2022 school year as evidenced by the reduction of behavior calls.
Monitoring:	Implementation of district resources such as Leaps curriculum, utilization of Suite360, and weekly therapeutic sessions with assigned therapists.
Person responsible for monitoring outcome:	Karen Kriger (karen.kriger@browardschools.com)
Evidence-based Strategy:	Research shows that explicit SEL interventions are, indeed, effective in helping students develop social-emotional competencies—and can even boost academic achievement.
Rationale for Evidence-based Strategy:	Leaps curriculum and Suite360 provides comprehensive lesson plans and interactive multi-modal assessment tools.

Action Steps to Implement

1. Teacher trainings on Leaps and Suite360
2. Implementation of Leaps lesson plans
3. Student engagement in Suite360 character development
4. Progress monitoring through a review of behavioral data conducted quarterly
5. Celebrating student success in the area of SEL

Person Responsible	Karen Kriger (karen.kriger@browardschools.com)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Historical assessment data indicates that our students tend to struggle with demonstrating mastery of concepts via standardized assessments.
Measurable Outcome:	This year our focus will be in the area of mathematics and our goal is a 5% increase in the percentage of students earning a level 3 or higher on the FSA Math/EOC assessments.
Monitoring:	Ongoing progress monitoring and instructional adjustments will be data-driven from sources such as iReady and Mastery Connect.
Person responsible for monitoring outcome:	Melissa Bennett (melissa.bennett@browardschools.com)
Evidence-based Strategy:	Screening tools such as iReady measure student growth and identifies students who need additional support. The teacher then can then provide data-driven instruction and remediation.
Rationale for Evidence-based Strategy:	Mastery Connect assists teachers in identifying mastery of key standards.

Action Steps to Implement

1. Teacher trainings on iReady, Mastery Connect
2. Implementation of assessments
3. Student engagement
4. Ongoing progress monitoring through iReady/Mastery Connect
5. Celebrating student success in the area of academic gains

Person Responsible	Kevin Campbell (kevin.campbell@browardschools.com)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Historical assessment data indicates that our students tend to struggle with demonstrating mastery of concepts via standardized assessments.
Measurable Outcome:	This year our focus will be in the area of mathematics and our goal is a 5% increase in the percentage of students earning a level 3 or higher on the FSA ELA assessments.
Monitoring:	Screening tools such as iReady, BAS assessments and Read 180 measure student growth and identifies students who need additional support. The teacher then can then provide data-driven instruction and remediation.
Person responsible for monitoring outcome:	Melissa Bennett (melissa.bennett@browardschools.com)
Evidence-based Strategy:	Ongoing progress monitoring, instructional adjustments, and push-ins and pull-outs will be data-driven from sources such as iReady, BAS assessments Read 180, and Mastery Connect.
Rationale for Evidence-based Strategy:	Mastery Connect assists teachers in identifying mastery of key standards.

Action Steps to Implement

1. Teacher trainings on iReady, Mastery Connect
2. Implementation of assessments
3. Student engagement
4. Ongoing progress monitoring through iReady/Mastery Connect/Read 180
5. Celebrating student success in the area of academic gains

Person Responsible	Melissa Bennett (melissa.bennett@browardschools.com)

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.

Our school was not listed in SafeSchoolsforAlex.org. Whispering Pines School is a center for students with Emotional/Behavioral disabilities that provides academic and behavioral support. The two major componets that make up the behavioral program are the TEAM monitoring system and the TEAM motivational and support strategies. The TEAM program incoporates strategies that are positive and success oriented and consistent, skills and expectations that are taught and practices, generalization across environments, and control of behaviors with interventions pland reflecting individual needs.

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.

Our goal as a school is for families to feel welcomed, valued, and respected by Whispering Pines School staff; two-way communication and relationship building with families are facilitated by Administration, School Social Workers, Family Counselors, Community Liaison, and Classroom Teachers to meet changing family and community circumstances.

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

Opportunities are provided for family support and development through the family partnership process and through intentional parent/family peer groups within Whispering Pines School and community.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Student Attendance				$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math				$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6000	100-Salaries	1752 - Whispering Pines Exceptional Education Center	General Fund		$1,500.00
4	III.A.	Areas of Focus: Instructional Practice: ELA				$0.00
					Total:	$1,500.00