Whispering Winds Charter School

2021-22 Schoolwide Improvement Plan

Table of Contents

Whispering Winds Charter School

2481 NW OLD FANNIN RD, Chiefland, FL 32626

http://www.whisperingwindscharter.com/

Demographics

Principal: Kimberly Bartley

Start Date for this Principal: 6/1/2016

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	Yes
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 Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: C (44%) 2016-17: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 was approved by the Levy County School Board on 10/12/2021.

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	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	22%

School Grades History

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

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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.

We provide a public school option for for parents of Pre-K - 5th grade students in Levy, Gilchrist and Dixie Counties. Our Mission is for all students to achieve academic success by providing an orderly, trusting, safe and caring environment supporting accommodated learning styles and responsibility-based self discipline.

Provide the school's vision statement.

Our primary vision, as a school community, is to establish positive relationships among staff, parents, students, and community partners; to provide learning experiences that inspire a lifelong love and commitment to learning; and to prepare students for college and career readiness in a rigorous learning environment utilizing hands-on and technology supported instruction.

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
Bartley, Kim	Principal	Kim Bartley serves as one of the directors of Whispering Winds Charter School. She is responsible for the daily operation of the school. This includes but is not limited to school and district and paperwork, overseeing the personnel of the school, behavior and discipline, parent communication, providing professional development to staff, and student interaction. She conducts instructional staff meetings weekly to discuss school/classroom issue and data. Professional Development is planned or brought to the school by one or both directors based on needs of the teachers or students.
Pittman, Jennifer	Principal	Jennifer Pittman serves as one of the directors of Whispering Winds Charter School. She is responsible for the daily operation of the school. This includes but is not limited to school and district and paperwork, overseeing the personnel of the school, behavior and discipline, parent communication, providing professional development to staff, and student interaction. She conducts instructional staff meetings weekly to discuss school/classroom issue and data. Professional Development is planned or brought to the school by one or both directors based on needs of the teachers or students.
Sharp, Katie	Other	As lead teacher Katie Gardner(Sharp) is responsible for all classroom duties in her fourth grade classroom as well as attending district cadres and professional developments. One of Katie's many duties is to relay information gained from cadres and professional development to the staff of Whispering Winds Charter. Katie is also responsible for reviewing curriculum with principals and to aid in the decision making process. Katie also serves on the schools threat assessment team. Katie also attends district reading coach meetings for the school and provides teachers and staff with information gained in these meetings.

Demographic Information

Principal start date
Wednesday 6/1/2016, Kimberly Bartley

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.*
2

Total number of teacher positions allocated to the school
6

Total number of students enrolled at the school
134

Identify the number of instructional staff who left the school during the 2020-21 school year.
0

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

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	20	17	18	21	21	21	0	0	0	0	0	0	0	118
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	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 FSA ELA assessment	0	0	0	1	0	4	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	1	4	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	2	3	4	5	10	0	0	0	0	0	0	0	24

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

Date this data was collected or last updated
Wednesday 9/8/2021

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	15	19	16	19	18	12	0	0	0	0	0	0	0	99
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	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	1	2	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	1	3	1	0	0	0	0	0	0	0	5

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

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	15	19	16	19	18	12	0	0	0	0	0	0	0	99
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	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	1	2	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	1	3	1	0	0	0	0	0	0	0	5

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	0	0	0	0	0	0	0	0	0	0	0	0	3
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				51%	49%	57%	35%	43%	56%
ELA Learning Gains				70%	59%	58%	42%	44%	55%
ELA Lowest 25th Percentile					55%	53%		44%	48%
Math Achievement				64%	58%	63%	38%	52%	62%
Math Learning Gains				80%	64%	62%	54%	47%	59%
Math Lowest 25th Percentile					42%	51%	64%	40%	47%
Science Achievement				44%	50%	53%	33%	46%	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	67%	52%	15%	58%	9%
Cohort Comparison						
04	2021					
	2019	57%	48%	9%	58%	-1%
Cohort Comparison		-67%				
05	2021					
	2019	35%	44%	-9%	56%	-21%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	55%	1%	62%	-6%
Cohort Comparison						
04	2021					
	2019	71%	59%	12%	64%	7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-56%				
05	2021					
	2019	55%	53%	2%	60%	-5%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	45%	49%	-4%	53%	-8%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grades 1-5: i-Ready

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/16 19%	8/16 50%	11/16 69%
	Economically Disadvantaged			
	Students With Disabilities	0/1 0%	0/1 0%	0/1 0%
	English Language Learners	0	1/1 100%	1/1 100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/16 19%	6/16 37.5%	10/16 62.5%
	Economically Disadvantaged			
	Students With Disabilities	0/1 0%	0/1 0%	0/1 0%
	English Language Learners	0/1 0%	0/1 0%	0/1 0%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	19%	50%	81%
	Economically Disadvantaged			
	Students With Disabilities	0/5	2/5	2/5
	English Language Learners	0/1	0/1	0/1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0.0625	56%	93%
	Economically Disadvantaged			
	Students With Disabilities	0/5	3/5	4/5
	English Language Learners	0/1	1/1	1/1

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35%	53%	41%
	Economically Disadvantaged			
	Students With Disabilities	1/6	4/6	4/6
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12%	29%	82%
	Economically Disadvantaged			
	Students With Disabilities	0/6	0/6	4/6
	English Language Learners	N/A	N/A	N/A

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	.05%	0.1%	20%
	Economically Disadvantaged			
	Students With Disabilities	0/5	0/5	0/5
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	.05%	25%	20%
	Economically Disadvantaged			
	Students With Disabilities	0/5	1/5	2/5
	English Language Learners	N/A	N/A	N/A

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/12 40%	7/12 60%	8/12 66%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6%	55%	75%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	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	18			55							
WHT	34			50							
FRL	33			52							
	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	46			54							
WHT	51	78		68	78		50				
FRL	61	82		64	88		40				
	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	18	55		25	25						
WHT	28	33		33	50		36				
FRL	35	42		35	52	60	35				

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	54
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	
Total Points Earned for the Federal Index	268
Total Components for the Federal Index	5
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	42
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	43
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?

Two trends become apparent in reading and math across grade levels when analyzing i-Ready data. Across all grade's students are below grade level in phonics and vocabulary in ELA. In Math students are one or more grade levels below across all grades in numbers and operations and algebraic thinking.

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

Fifth grade ELA and science Data showed the lowest performance for WWCS. Fifth grade ELA had 35% proficiency which is 9 percentage points lower than the district average and 21 percentage points lower than the state average. These two areas showed the lowest growth and were under the district or state average for proficiency according to FSA.

The three components school wide across all grades that need improvement are Phonics, Number and Operations, and Algebraic Thinking based off of 2020-2021 i-Ready data.

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 main factors contributing to this is that many students are not fully introduced to science concepts before the fifth grade and a class containing majority high need students. To counter-act this, teachers in grades K-4 will meet and plan together with administrators on a weekly basis. During these planning meetings teachers and administration will discuss and plan for which science standards will be taught in each grade on a weekly basis.

New actions taken to improve phonics, Number and Operations, and Algebraic Thinking are to incorporate new updated math curriculum across all grades and new reading curriculum in grades 2-5.

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

The area that showed the most growth was ELA learning gains. There was a 28 percentage point gain.

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

The actions our school took were to strategically place struggling students in small groups with specific teachers that best meet their needs to enhance intervention. Ex. Some students worked in intervention groups with their teacher while others worked in intervention groups with a different teacher based on what they needed. Students who needed intervention in phonics worked with the teacher who was strongest in phonics etc.

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

Students will continually be reviewed who are placed in small and tiered groups. Groups will be continually evolving based on needs. Phonics will continue to be an area of focus for all intervention groups. Students in need of severe phonics need will be place with an Orton-Gillingham trained teacher for intervention to further progress. Additionally, students who are struggling in math will now be pulled out for one-on-one or small group intervention with a math teacher. All fifth-grade students will work in small teacher-led groups based on science curriculum pre-assessments and LIA data. These groups will continually be reviewed and changed based off science curriculum assessments and science progress monitoring data. Administration will work with K-5 teachers on a weekly basis to plan and incorporate science standards into classroom lessons on a daily basis.

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 will be provided with i-Ready training during for the 2021-2022 school year. Teachers will also take the multi-sensory training provided through fdlrs to obtain 20 reading endorsement points to renew their teaching certificates. Teachers and leaders will attend professional development on BEST Standards.

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

Teachers will continue to be trained in additional phonics programs as needed to work on phonics intervention among students. Teachers will continue to attend any trainings or professional Developments that may aid in interventions.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA was identified as an area of focus due to the trend on i-Ready of phonics being a critical need among students in all grades and fifth grade ELA FSA only have 35% proficiency.
Measurable Outcome:	By the end of the 2021-2022 school year all students placed in tier 2 and 3 intervention groups will increase their phonics score on i-Ready by one grade level.
Monitoring:	Students will be progress monitored after every five lessons to identify if progress toward the desired outcome is happening.
Person responsible for monitoring outcome:	Kim Bartley (kimberly.bartley@levy.k12.fl.us)
Evidence-based Strategy:	Students identified as in need of tier 2 and 3 intervention in phonics will receive small group or one-to-one teacher-led interventions using the Orton-Gillingham phonics program.
Rationale for Evidence-based Strategy:	The rationale for selecting this strategy is that students who are in need of additional assistance through tier 2 and 3 intervention learn best in small group or one-to-one situations. Orton-Gillingham phonics program is a systematic and repetitive intervention for these students.

Action Steps to Implement

Students will be strategically placed in intervention groups based on need. Each student's data(i-Ready, FSA, and classroom assessments) in the area of ELA specifically phonics is reviewed by administration and teachers. Students are placed with teachers who best fit their intervention needs.Students who are low in phonics will be placed in intervention with teachers who are Orton-Gillingham trained. Students receiving tier 2 and 3 interventions will receive small group and one-to-one instruction 3-5 days a week .Students will receive interventions with Orton-Gillingham in the classroom and in additional "pull-out" model interventions. Students will be progress monitored every five lessons.

Person Responsible	Kim Bartley (kimberly.bartley@levy.k12.fl.us)

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.

Whispering Winds is not listed on this site.
Whispering Winds had no referrals in the 2020-2021 school year. Whispering Wind's staff works to create a positive atmosphere for all students. This includes a No tolerance policy on bullying. All behavior issues that arise are handled on a case by case basis. Students and parents are conferenced with upon any incident that occurs and plans are made to rectify any issue. Students and parents are then conferenced with to update them on the situation in question. When needed Behavior plans our put into place. These plans are monitored and reviewed for each student that is in need and changes are made when necessary.

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.

The school will build positive culture by maintaining positive parent to school relationships. To do this teacher must contact each family monthly through phone or in person meetings. Teachers are required to meet with families once per nine weeks as well to discuss student progress. Teachers and parents our encouraged to communicate any issues that may arise with each other to problem solve. The school also holds multiple functions throughout the year to involve families. Events such as reading nights, math nights, science fair, testing information night, and parent family involvement trainings are held every year. These events help to introduce parents to our curriculum and keep them informed on what is going on in the classroom. Whispering Winds reaches out to all community members to be involved in school functions. We advertise all events on our website and social media pages for parents and other community members to see. Invites are also delivered to businesses throughout the community when an event is held. Whispering Winds has a SAC made of different parents and community members that aide in the decision making for our school. Whispering Winds will also incorporate professional development and training provided by our district and the directors of the school.

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

The stakeholders in promoting a positive culture and environment at Whispering Winds consist of the:
Directors- Kim Bartley and Jennifer Pittman- As the directors of the school Kim and Jennifer are responsible for promoting a positive atmosphere to all staff, students, and families. They are also responsible for finding and providing professional development opportunities for staff that relate to relationships in the work environment and with school families.
All instructional and non-instructional staff- Staff are responsible for fostering and maintaining good/positive relationships with students, co-workers, and school families. They are responsible for attending and participating in any Professional development that is brought to them by the directors or district and incorporating those concepts into the classroom and school environment to better enhance the positive culture.
Whispering Winds Board Members- Board Members are responsible for the school and staff as a whole. Making sure that Directors Kim and Jennifer have access to anything that they may need for the staff and students to be successful and maintain a positive environment. The board is also responsible for handling any grievances that may arise among staff or school families and helping them to return to a positive atmosphere.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	**$0.00**