Whispering Pines Elementary School

2022-23 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: 7/27/2013

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	40%
2021-22 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	2021-22: B (61%) 2018-19: A (72%) 2017-18: A (63%)
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	ATSI
* 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.](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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	40%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Riemer, Barbara	Principal	Oversee curriculum, instruction, and social, emotional, learning of all K-5 students. Manage facilities, budget, and human resources. Communicate and build relationships with faculty, staff, students, parents, and community.
Valcourt, Valerie	Assistant Principal	Assists the Principal to oversee curriculum, instruction, and social, emotional, learning of all K-5 students. Manage facilities, budget, and human resources as assigned. Communicate and build relationships with faculty, staff, students, parents, and community.
Weicht-Reed, Ashley	Teacher, K-12	Supplemental Academic Instructor assigned to provide interventions to students who exhibit reading deficiencies. Professional Development Chairperson and School Based Team Chairperson.
Kingsley, Shawna	Teacher, ESE	ESE Team Leader and ESE Contact. Facilitates collaboration among her team members and is a liaison between administration and her ESE team.
Gotschall, Sharon	Teacher, K-12	ESOL Team Leader, ELL Coordinator, and Teacher. Facilitates collaboration among her team members and is a liaison between administration and her ESOL team.
Salvesen, Lyndsey	Teacher, K-12	Kindergarten Team Leader. Facilitates collaboration among her team members and is a liaison between administration and her Kindergarten team.
Romano, Klaudia	Teacher, K-12	First Grade Team Leader and Teacher of Gifted students. Facilitates collaboration among her team members and is a liaison between administration and her First Grade team.
Vecchio, Kathryn	Teacher, K-12	Second Grade Team Leader. Facilitates collaboration among her team members and is a liaison between administration and her Second Grade team.
Digangi, Heather	Teacher, K-12	Third Grade Team Leader and Teacher of Gifted. Facilitates collaboration among her team members and is a liaison between administration and her Third Grade team.
Schley, Samantha	Teacher, K-12	Fourth Grade Team Leader and Teacher of Gifted. Facilitates collaboration among her team members and is a liaison between administration and her Fourth Grade team.
Guerrero, Sheyla	Teacher, K-12	Fifth Grade Team Leader. Facilitates collaboration among his team members and is a liaison between administration and his Fifth Grade team.

Name	Position Title	Job Duties and Responsibilities
Kitchen, Kevin	Teacher, K-12	Fine Arts Team Leader. Facilitates collaboration among his team members and is a liaison between administration and his Fine Arts team.
Wilkerson, Amanda	School Counselor	Support the school with social and emotional needs with students. Continue to build and support a comprehensive school counseling program meeting the needs of all learners.
Young, Capri	Behavior Specialist	Support students in their social and emotional wellness. Serve on the Crisis Response Team and Threat Assessment Team.

Demographic Information

Principal start date
Saturday 7/27/2013, Barbara Riemer

Number of teachers with a 2022 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.*
4

Number of teachers with a 2022 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.*
15

Total number of teacher positions allocated to the school
72

Total number of students enrolled at the school
1,016

Identify the number of instructional staff who left the school during the 2021-22 school year.
17

Identify the number of instructional staff who joined the school during the 2022-23 school year.
18

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	172	162	178	171	174	168	0	0	0	0	0	0	0	1025
Attendance below 90 percent	0	33	34	23	20	27	0	0	0	0	0	0	0	137
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	7	21	16	18	11	0	0	0	0	0	0	0	73
Course failure in Math	0	2	20	1	7	12	0	0	0	0	0	0	0	42
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	9	7	25	0	0	0	0	0	0	0	41
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	24	0	0	0	0	0	0	0	25
Number of students with a substantial reading deficiency	0	7	21	40	53	67	0	0	0	0	0	0	0	188

Using the table above, complete the table below with the number of students by current grade level who have 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	3	19	8	16	28	0	0	0	0	0	0	0	74

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	1	11	3	3	0	0	0	0	0	0	0	20
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

Thursday 9/8/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	72%	59%	56%				78%	58%	57%
ELA Learning Gains	64%						74%	63%	58%
ELA Lowest 25th Percentile	43%						55%	56%	53%
Math Achievement	69%	53%	50%				81%	68%	63%
Math Learning Gains	65%						80%	68%	62%
Math Lowest 25th Percentile	55%						62%	59%	51%
Science Achievement	58%	59%	59%				72%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	72%	54%	18%	58%	14%
Cohort Comparison		0%				
04	2022					
	2019	81%	62%	19%	58%	23%
Cohort Comparison		-72%				
05	2022					
	2019	79%	59%	20%	56%	23%
Cohort Comparison		-81%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	79%	65%	14%	62%	17%
Cohort Comparison		0%				
04	2022					
	2019	80%	67%	13%	64%	16%
Cohort Comparison		-79%				
05	2022					
	2019	80%	65%	15%	60%	20%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	72%	51%	21%	53%	19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	34	43	40	37	44	29	23				
ELL	60	62	43	52	60	63	52				
ASN	85	73		79	71		69				
BLK	53	71	64	57	67		36				
HSP	72	64	44	64	61	56	59				
MUL	56	45		73	82						
WHT	73	64	35	73	66	53	59				
FRL	61	59	41	60	63	58	40				
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				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	61
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	59
Total Points Earned for the Federal Index	485
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

FY19 FSA vs. FY22 FSA:
FSA ELA decreased 9 points. ELA was 78% in FY19 and 71% in FY22
FSA Math decreased 12 points. Math was 81% in FY19 and 69% in FY22
NGSSS Science decreased 15 points.
Based on this data trend our Students with Disabilities (SWD) performed the lowest out of all the other subgroups. SWD only made up 15% of the student population, however only 27% of SWD females and 31% of SWD males performed at a level 3 or higher in ELA. In addition, only 14% of SWD females and 33% of SWD males performed at a level 3 or higher in Math. The data also indicates a decline in the SWD data when comparing FY19 to FY22. In FY22 SWD dropped 8% in ELA Achievement. SWD went from 42% in FY19 to 34%in FY22. In FY22 SWD dropped 10% in ELA Learning Gains. SWD went from 53% in FY19 to 43% in FY22. In FY22 SWD dropped 16% in Math Achievement. SWD went from 53% in

FY19 to 37% in FY22. In FY22 SWD dropped 24% in Math Learning Gains. SWD went from 68% in FY19 to 44%i n FY22. In FY22 SWD dropped 24% in Math Lowest 25% Gains. SWD went from 55% in FY19 to 29% in FY22. In FY22 SWD dropped 26% in Science. SWD went from 50% in FY19 to 23% in FY22.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and 2022 State Assessments, Science demonstrates the greatest need for improvement.

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

Factors that contributed to this need for improvement consisted of students lack of understanding of the science content in real world scenarios. Students showed a deficiency in applying and synthesizing information. Another factor that has contributed to the need for improvement is the lack of understanding of science vocabulary.

The new actions that will need to be taken to address this need for improvement consist of the following:
-Increase understanding of vocabulary by allowing students the opportunity to make meaning of the terminology by creating a visual that represents the term and a scenario that is applicable to the term.
- Students will have more opportunities to apply the knowledge through hands on labs opportunities.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

According to the data 2022 State Assessments, the most improvement indicated was the performance of Math compared to FY21. Although there was a decline from FY19 to FY22, Math data indicated an increase when compared to FY21. Overall Math Achievement increased 6 points. It increased from 63% in FY21 to 69% in FY22. Math Learning Gains increased 12 points. It increased from 47% in FY21 to 65% in FY22. Math Lowest 25% increased 31 points. It increased from 24% in FY21 to 55% in FY22.

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

The contributing factors to this improvement consisted of prescribed lessons to meet the needs of the students. In addition, we conducted regular PLC meetings addressing areas on how to support students in math. We also had after school and in school tutorials for students identified in the Lowest 25% in Math.

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

The strategies that will need to be implemented in order to accelerate learning consist of the following:
1. Science- There is a need to re-focus in science with an emphasis on implementation of content and deeper understanding. Additional support to be provided such as but not limited to tutorials, focused teacher planning/collaboration and professional development. Continued implementation of 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 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 Kindergartden-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).

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.

Continued implementation of standards based instruction and differentiated 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.

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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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 2022. 2. SWD and ELL students have consistently shown a decrease in achievement and gains from year to year in ELA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	To improve ELA learning gains by 9% (FY22 71% to FY23 78%) To improve student achievement to 78% in ELA for 3rd Grade students. To improve Learning Gains L25, SWD and ELL students by 10%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Area of Focus will be monitored for the desired outcomes by analyzing walkthrough data, data chats with teachers, classroom exit tickets, Unit Assessment data, Benchmark Assessment data, iReady Diagnostics Data, and FAST assessment data.
Person responsible for monitoring outcome:	Barbara Riemer (barbara.riemer@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1.Collaborative planning for ELA will be focused on unpacking the B.E.S.T. standard, examining test item specifications. In order to provide students the opportunity to engage in rigorous, standards based tasks, teachers will be supported through a structure for collaborative planning. 2.Differentiated small group instruction will be utilized in all ELA, Math, and Science classrooms. Through differentiation we are ensuring we support all learners at their ability. We are ensuring a variety of tasks which are aligned to text and talk within the Benchmark curriculum. 3.Teacher providing clear and effective learning feedback (i.e., teacher/ student data chat including setting up goals and objectives) 4. Using complex text and questions to support student engagement and collaboration 5. Professional development to help increase teacher capacity to implement those specific intervention and enrichment. 6. Tutorials for students performing below grade level 7. Students will engage in adaptive technology to offer personalized learning solutions that provide support/reteach/enrichment at their level (i-Ready). 8. Provide hands-on science lessons during STEM Lab.

9. Implement the use of curriculum resources, i.e., Fundations, SRA, VB MAPPS, Benchmark to support the instruction of literacy during core instruction.

10. Implement the use of curriculum interventions i.e., LLI, double dose of Fundations, Wilson, Just Words, S.P.I.R.E. to support the instruction of literacy beyond the core instruction.

11. While maintaining rigorous standard based instruction, WPES will infuse the content required by Florida Statute 1003.42(2) and S.B. policy 2.09 (8)(b)(ii), including but not limited to:

(a) History of Holocaust

(b) History of Africans and African Americans

(c) Hispanic Contributions

(d) Women's Contributions

(e) Sacrifices of Veterans, and the value of Medal of Honor recipients

12. Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

* Declaration of Independence
* Constitution of the United States and the Bill of Rights
* Federalist papers: Republican form of government
* Flag Education
* Civil government: functions and interrelationships
* History of the United States
*Principles of Agriculture
* Effects of alcohol and narcotics
* Kindness to animals
* Florida history
* Conservation of natural resources
* Health education
*Free enterprise
* Character - development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Our ELL and SWD population consistently have demonstrated a decrease in learning gains each year. We need a stronger focus with core interventions to support the individual needs of the students. SWD decreased in LG by 8 points and L25 decreased by 26 points. In addition, ELL subgroup demonstrated a 10 point decrease within the L25 category. A tutorial program will be established to support the implementation of resources and supports aligned with the Benchmark curriculum. Professional learning communities will support teachers engaging in analyzing of standard based teaching and learning providing a high degree of accountability; provides teachers to personalize the learning provide direct instruction to students at varying levels. I-Ready will offer an opportunity for students to receive enrichment and remediation on a variety of skills. The ability to personalize instruction to meet individual needs will result in increased scores.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Continue implementation of PLCs at every grade including ESE, ELL, to provide time for instructional planning and analysis of formative and informative assessments addressing instruction and behavior.

2. Provide professional development around the Core Actions - text, talk, text

3. Provide professional development of unpacking of state standards and utilize this information to plan effective and rigorous instruction.

4. Create committees for each core content area - ELA, Mathematics, Science, to include one person from each grade level and department, to build a shared commitment and understanding of grade level expectations across grade level K-5.

5. Implement data chats with all instructional staff with a focus on our lowest 25%, SWD, and ELL students

6. Implement academic coaches providing direct intervention to L25 group of students during SACC utilizing a variety of supports through Performance Coach, Measuring Up, S.P.I.R.E., LLI, Wilson, Just Words, etc.

7. After school tutorial programs will be offered to all students utilizing research based programs such as Performance Coach and/or Measuring Up to support the achievement growth for students in ELA grades 3-5

8. Conduct instructional rounds and lesson studies during core instruction; learning walks with administration (Dr. Valcourt - AP and Mrs. Riemer -Principal)

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

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

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

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

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	If we deliver effective and relevant Science instruction then we will increase grade level proficiency by Grade 5. Our data revealed that science had the greatest decline. Science decreased from 17% in FY19 to 57% in FY22.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Improve science achievement by 3% as indicated on the State Science test.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored by reviewing classroom exit tickets, and analyzing FSQ and USA data, review of lesson plans, classroom walks, participation and attendance in Professional Learning Communities. data chats with teachers.
Person responsible for monitoring outcome:	Barbara Riemer (barbara.riemer@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Implement PLCs at grades 3-5 including ESE, ELL to provide time for instructional planning and analysis of formative and informative assessments addressing instruction and behavior. 2. Utilize the school garden to provide students with hands on experiences while interacting with Science Standards. 3. Hands-on science labs during STEM lab. 4.Tutorials ensure students receive remediation and enrichment during the day and after school. 5. Small group differentiated Instruction 6. While maintaining rigorous standard based instruction, WPES will infuse the content required by Florida Statute 1003.42(2) and S.B. policy 2.09 (8)(b)(ii), including but not limited to: (a) History of Holocaust (b) History of Africans and African Americans (c) Hispanic Contributions (d) Women's Contributions (e) Sacrifices of Veterans, and the value of Medal of Honor recipients 5. Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include: * Declaration of Independence * Constitution of the United States and the Bill of Rights * Federalist papers: Republican form of government * Flag Education * Civil government: functions and interrelationships * History of the United States

*Principles of Agriculture
* Effects of alcohol and narcotics
* Kindness to animals
* Florida history
* Conservation of natural resources
* Health education
*Free enterprise
* Character - development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Continuing to provide rigorous and standard based PLCs to support the changes and the implementation of the standards for science 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Continue implementation of PLCs at every grade including ESE, ELL, to provide time for instructional planning and analysis of formative and informative assessments addressing instruction and behavior.
2. Provide professional development around the Core Actions - text, talk, text
3. Provide professional development of unpacking of state standards and utilize this information to plan effective and rigorous instruction.
4. Create committees for each core content area - ELA, Mathematics, Science, to include one person from each grade level and department, to build a shared commitment and understanding of grade level expectations across grade level K-5.
5. Implement data chats with all instructional staff with a focus on our lowest 25%, SWD, and ELL students
6. Provide professional development in Science regarding rigorous standards-based instruction.
7. Utilize small group differentiated instruction to provide a personalized educational opportunities for all students.
8. Have teachers participate in instructional rounds and lessons studies
9. After school tutorial programs will be offered to all students utilizing research based programs to support the achievement growth for students in Science grades 3-5

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

#3. Positive Culture and Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring will be supported by key members of the leadership team: Assistant Principal 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:	Valerie Valcourt (valerie.valcourt@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being	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".

implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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   [no one identified]

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and 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.

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.

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 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.

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.

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

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.

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.

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.

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 taught 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, 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 prioritize 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 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.

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.