



## Whispering Pines Elementary School

9090 SPANISH ISLES BLVD, Boca Raton, FL 33496

[www.edline.net/pages/whispering\\_pines\\_es](http://www.edline.net/pages/whispering_pines_es)

### School Demographics

**School Type**

Elementary

**Title I**

No

**Free/Reduced Price Lunch**

43%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

39%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

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

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>20</b>
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
<b>Appendix 1: Implementation Timeline</b>	<b>35</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>37</b>
Professional Development Opportunities	38
Technical Assistance Items	42
<b>Appendix 3: Budget to Support Goals</b>	<b>43</b>

## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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 balance of academics, creativity and responsibility to promote a sense of belonging in our community.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At WPES we operate under a Single School Culture where the philosophy is the academics and behavior are directly related and connected to one another.

Our philosophy is shared with our stakeholders in the beginning of the school year through the School Advisory Committee and with our faculty and students through our Positive Behavior Support Systems (SwPBS).

Our school operates under a School wide Positive Behavior Support model. Our SwPBS committee is comprised of school staff that represents the various needs on our campus. At the beginning of the year, the team evaluates the climate of our overall school, reviews the systems and initiatives from the previous year and then determines a plan of action. This plan is created to implement strategies throughout the year that will increase positive behavior, positive student relationships, foster multicultural awareness and overall climate of the school. Some of these activities include:

- Creating a school wide behavior matrix (Teachers along with students will jointly create and review classroom behavioral expectations that are in line with the school wide behavior matrix).
- Implementing positive incentives for students and staff.
- Providing professional development for teachers in devising methods and structures for expanding positive interpersonal interaction in the classroom settings.
- Providing opportunities for the staff to share effective strategies within Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students.
- Monthly data analysis on school wide behavioral data.
- Developing and implementing resources and procedures to assist teachers with behavior and problem solving to assist students with becoming successful behaviorally and academically.

Our School Advisory Council and our SwPBS Committee will serve as the committees to continually assess the state of our cultural awareness and student teacher relationships.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans



In addition the community of WPES with the help of our stakeholders will highlight the cultural diversity that makes up the world around us and embed cultural activities within and beyond the instructional day.

**Describe how the school creates an environment where students feel safe and respected before, during and after school**

At the beginning of the school year teachers will utilize lessons to teach the specific practices and application of the WPES SwPBS Universal Guidelines: Be Respectful, Responsible, and Ready along with the school-wide matrix that lists the expected behaviors throughout campus. Teachers will refer the Universals Guidelines and matrix often reviewing the information with students throughout the school year. The Universals Guidelines will be shared with parents and encouraged before, during, and after school, recognizing students when they demonstrate these positive behaviors.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The WPES Universal Guidelines and Matrix are taught at the beginning of the year and reviewed as needed throughout the year. The teachers have created lesson plans for each area of the matrix and shared them on the school's SharePoint site for all to use. Twice a year there is a student assembly to promote the Guidelines and Matrix with the students. The Universal Guidelines and Matrix are also shared with parents and community members twice a year through Curriculum Night and School Advisory Meetings. In addition the community of WPES promotes the Universal Guidelines and Matrix through the U Ticket, a golden ticket that students can earn when they are caught following the Guidelines and expectations in the Matrix. Every week five tickets from the K-2 "Pot of Gold" and five tickets from the 3-5 "Pot of Gold" are chosen and those students get to wear a WPES Lanyard with a Golden Ticket showing off their recognition, on Fridays they turn in their Lanyard for an ice cream in the cafeteria. Teachers and Personnel throughout the campus have committed to awarding two U Tickets a week to recognize positive student behavior.

Teachers and staff have collaborated to determine a list of minors and majors in order to define what behaviors can be handled in the classroom and what behaviors should be referred for additional assistance, as well as, how those behaviors can be handled within the classroom in the most positive and least distracting way. The SwPBS Committee is working to develop and implement the classroom management tracking form along with a process chart to support tracking minor and major behaviors. These resources will assist teachers with gathering data on student behavior that interferes with academics, that then can be referred to the Problem Solving Team. The Problem Solving Team will review the information and work with the teacher to develop an instructional behavior management system to support the student(s).

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The WPES School Based Team meets every Tuesday to discuss students with both academic and social/behavior needs. The team is made up of the SBT leader, who is also the ESE Contact, the school principal, a speech/language pathologist, the school psychologist, and the classroom teacher. Classroom teachers are often the ones that bring forward concerns they have, however it is not limited to the classroom teacher to bring forward concerns about students and their needs. The team looks at the concerns and any data available, then makes suggestions and assistance in implementation of any needed interventions.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The assistant principal checks regularly with the attendance clerk to flag students who have excessive absences. The assistant principal will reach out to the parents for assistance. Outside agencies are recommended when asked.

The SBT will create a behavior plan for any child who is struggling with adherence to school expectations, including students who have been suspended in or out of school.

All level 1 and 2 students are placed in immediate intensive intervention and are progress monitored through the school base team process.

**Provide the following data related to the school's early warning system**

***The number of students by grade level that exhibit each early warning indicator:***

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9	12	11	7	7	10	56
One or more suspensions	0	0	1	0	0	1	2
Course failure in ELA or Math	33	40	16	6	6	6	107
Level 1 on statewide assessment	0	0	0	25	10	14	49

***The number of students identified by the system as exhibiting two or more early warning indicators:***

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	5	4	6	4	7	29

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

The School Based Team (SBT) meets weekly to review identified students who are exhibiting early warning indicators. The team creates an individualized plan that may include an individual behavior plan and counseling. Often an academic intervention plan is created. Interventions are implemented through iii, SAI, and the Tiers using researched-based programs such as LLI, Foundations, OLA and fluency instruction, etc. A case manager is assigned to each child identified to oversee the individualized plan and reports back weekly to the team.

Notification procedures are in place for parents of students who are exhibiting any of the early warning indicators. Often times the school counselor will refer families to outside agencies and community outreach organizations to provide support.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

WPES will target parental involvement through the following, but not be limited to participation in Curriculum Night, Parent Mathematics, Literacy, and Science Nights. Parent involvement will also be evident in the attendance of IEP and EP meetings, and parent-teacher conferences. We will continue to support our active PTA and encourage parents to participate in the activities that PTA sponsors throughout the year.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

WPES will partner with the PTA to actively recruit and build business partnerships and community support. We will build reciprocal relationships offering to make parents aware of the business and their support through communications such as but not limited to the PTA newsletter.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Riemer, Barbara	Principal
Lawrie, David	Assistant Principal
Blue, Sheena	Administrative Support
Fisher, David	Teacher, K-12
Finn, Lisa	Teacher, ESE
Golembe, Stephanie	Teacher, K-12
Gotthoffer, Dana	Teacher, K-12
Jimenez-Ross, Nilu	Teacher, K-12
Jordan, Kimberly	Teacher, K-12
Modesto, Susanna	Teacher, K-12
Moore, Sarah	Teacher, K-12
Slater, Betty	Teacher, K-12
Vetter, Lori	Teacher, K-12
Graham, Yolanda	Teacher, K-12

**Duties**

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

The school leadership team is comprised of the following members: principal, assistant principal, ESE Coordinator, K-5, ESE, ELL and Fine Arts Team Leaders, Learning Team Facilitator (LTF), Supplemental Academic Instruction (SAI) Teacher, the Professional Development team, School-wide Positive Behavior (SwPBS) Chairperson, and the School Advisory Chairperson. All member of the

team are responsible for participating in the FCIM method. The team uses the FCIM method to determine the academic needs in all three Tiers, the resources to address those needs, and professional development that will support the MTSS and Response to Intervention (RtI) process. The principal's role is to provide a common vision for the use of data-based decision-making to ensure a sound, effective academic program is in place. The assistant principal supports the principal and teachers in this common vision and ensures that the academic programs in place are implemented. The ESE Coordinator also functions as the School Based Team Leader and provides input on both the core instruction and the instructional needs of Tier 2 and 3. The K-5, ESE, ELL and Fine Arts Team Leaders disseminate information to both the administration on what is effectively and ineffectively working in the classroom, and to the teachers on their teams about the vision and direction the school is taking in curriculum and instruction. The Learning Team Facilitator provides information about the outcomes of the FCIM process utilized during the Learning Team Meetings. The SAI teacher provides information regarding the progress of instruction and interventions provided in Tier 2 and 3. This teacher works closely with the SBT team and supports the teachers in their instructional and intervention needs in Tier 2 and 3.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Whispering Pines utilizes the Florida Continuous Improvement Model (FCIM) as the data-based problem-solving process for the implementation and monitoring of the MTSS and SIP structures. The steps of FCIM are broken into four parts: 1. PLAN 2. DO 3. CHECK 4. ACT. In step 1 the team looks at data and analyze strengths and weaknesses to develop a "plan" of action. Step 2 is the engagement phase. At this step the team has communicated goals and allows instruction and learning to take place. Step 3 is the "checking" phase. Here, progress monitoring comes into play. The team reviews data to check for student proficiency. Step 4 is where all parties involved decide whether to continue on the same track or make changes based on data results. This process provides the necessary information to address the effectiveness of core instruction, small group instruction, and individual student needs. It also allows the team to discuss the allocation of the necessary resources, and to support teachers in their needs to make every student successful. The FCIM process allows for the analysis of core instructional needs, targeted supplemental interventions, and intensive individualized interventions and supports (MTSS/RtI) and the needs of the SIP structures. It ensures that effective practices and resources are in place to meet the needs of the students. This process is used collaboratively among the staff and stakeholders of the school in one capacity or another.

The School Based Team (SBT) functions as one support of the MTSS. The team works with the teachers who have identified students who need additional academic and/or behavioral support. The team develops an intervention plan is developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions that address these deficiencies. The team ensures the necessary resources are available and that the intervention is implemented with fidelity. Each case has a liaison, whose responsibility is to support the interventionist and keep the SBT team abreast of all data collected regarding the implementation of the intervention and progress of student. We have found that the FCMI is self-correcting and cyclic which affords us the opportunity to achieve the best outcomes for all students.

The SBT team is a function fo the MTSS and RtI process that specifically addresses the needs of Tier 2 and 3. The team is comprised of the following members: principal, assistant principal, ESE Coordinator, Language facilitator, school psychologist, classroom teachers, Speech Language Pathologist, and Guidance Counselor.

The principal's role is to provide a common vision for the use of data-based decision-making to ensure a sound , effective academic program is in place. The ESE Coordinator will assist with all

questions related to programmatic assistance (if and when applicable) within the realm of IDEA, ADA, or any other District, State, and/or Federal regulations. The language facilitator's primary role is to ensure that information is translated to parents and students alike. The school psychologist helps with the analysis and interpretation of data related to the individual student. The classroom teacher provides the team with first hand knowledge of the effect of specific classroom strategies being used and updates the team with data collection that helps compare the progress of students relatively to other students, to mastery, and to total acquisition of the standard. The Speech and Language Pathologist actively participates in meetings collaborating with the team. It is also the responsibility of the Speech and Language Pathologist to review student referrals, analyze individual data and help to develop goals and interventions. The Guidance Counselor provides input as it relates to the social impact and community agencies. Parents are also invited to attend these meetings so that they can help in the collaborative effort to address their child's needs.

The Professional Development Team acts on the professional development needs identified through the FCIM process and creates a plan to meet these needs. The SwPBS Chairperson ensures that the single school culture of the school and SwPBS is considered in the process and followed. The SAC Chairperson ensures that the outcomes of the process align with the School Improvement structures and takes

recommendations back to the SAC for consideration before making adjustments to the SIP. Additional responsibilities of the team include communicating information to all stakeholders.

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Barbara Riemer	Principal
Yolanda Graham	Teacher
Geri Milio	Education Support Employee
Lyndsey Salvesen	Teacher
Ron Brazda	Parent
Kevin Eirich	Parent
Stacey Herring	Parent
April Warren	Parent
Alan Leibovitz	Parent
Irene Arnone	Education Support Employee
Sheena Blue	Teacher
Lynda Frost	Parent
Chad Johnson	Parent

#### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

Last year's school improvement plan was presented and approved by the SAC. The SAC evaluated and asked questions about the goals, how they were created, determined, and the data that supported them. Throughout the school year the school principal provided updates on student

achievement and how it aligned to the SIP goals chosen. At the end of the school year what data was available in relation to the SIP goals were shared and discussed. Once all the data relating to the SIP goals were received it was shared with the SAC and discussed. Our data showed a decrease in writing proficiency, therefore it was decided that writing proficiency would continue to be a SIP goal in the 2014-2015 school year.

*Development of this school improvement plan*

The School Advisory Council was actively involved in the analysis of data from FY14. After analyzing results the Council participated in discussion of strengths, weaknesses, and barriers that may be preventing growth or success. From that discussion realistic goals were developed for the 2014 school year.

*Preparation of the school's annual budget and plan*

The school's annual budget and plan was shared with the SAC at the end of the 2013-2014 school year. The number of teachers allocated to each grade level, resource teachers in ESE and ELL, Fine Arts, and non-instructional personnel was reported. At the beginning of the 2014-2015 school year a follow up report of the allocations were provided and any changes that were made to the school's annual budget was shared. It was shared with the SAC that the school's annual budget is provided by the School District to each school and that there is very little negotiation to the school budget. The school budget consists of the teacher allocation for general education, gifted, varying exceptionalities, English language learners, non instructional personnel, and supply money that is governed by specific guidelines and policies.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

Last school year the SAC approved the funding of Reading Eggs a software license. A license was purchased for each student in K-4 in order for the students to have access to the Reading Eggs program from May, 2014 through August, 2014. This was purchased to promote literacy skills and summer reading.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Blue, Sheena	Teacher, ESE
Finn, Lisa	Teacher, ESE
Fisher, David	Teacher, K-12
Golembe, Stephanie	Teacher, K-12
Gotthoffer, Dana	Teacher, K-12
Jimenez-Ross, Nilu	Teacher, K-12
Jordan, Kimberly	Teacher, K-12
Lawrie, David	Assistant Principal
Modesto, Susanna	Teacher, K-12
Moore, Sarah	Teacher, K-12
Riemer, Barbara	Principal
Slater, Betty	Teacher, K-12
Vetter, Lori	Teacher, K-12
Graham, Yolanda	Teacher, K-12

### Duties

#### ***Describe how the LLT promotes literacy within the school***

The LLT promotes literacy with the school through the implementation of the Florida State Standards in English Language Arts for grades K-5, balanced literacy and the district implementation of the Reading Units of Study and the Lucy Calkins Writing Units of Study, and researched-based instructional practices. The LLT uses data to establish the literacy goals for the school year. Once the goals have been established, the team creates a plan of action and meets monthly to assess progress towards accomplishing the goals. In addition LLT will continue to focus on increasing the achievement of our students in all areas of reading and writing at all grade levels and across all curricular areas by sharing strategies and ideas with colleagues, and assisting with generating ideas for school-wide activities that promote literacy before, during, and after school.

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

#### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

One way for encouraging positive working relationships with teachers is participation in the Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers on each grade level to meet. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. In addition to the Learning Team Meetings (LTMs) grade level teachers are provided with additional time to collaboratively plan Units of Study for both Reading and Writing. Teachers are also provided with grade level support and professional development in instructional practices throughout the school year.

#### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Whispering Pines Elementary accepts interns for local colleges and pairs them with the strongest teachers who have completed Clinical Educators professional development. We have been able to hire many of our interns upon completion of their program. Administration attends job fairs and utilizes the District's Recruitment and Retention Department to reach out to qualified candidates all over the country. Professional development and support is given to new staff to increase retention rates. In addition new staff members are paired with a teacher mentor on campus to support their needs.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Whispering Pines Elementary provides new teachers a mentor based on the needs of the new teacher and the expertise of the mentors. We follow the District's ESP program and timeline for new teachers. ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Sheri Kramer (new teacher) is paired with Andrea Platt; Hallie Muchnick (new teacher) is paired with Andrea Platt; Jennifer Parra Freitas (new teacher) is paired with Ms. Finn; Aruanda Yowell (new teacher) is paired with Ms. Blue; Amanda Toback (new teacher) is paired with Ms. Blue; Susan Whisenhunt (new teacher) is paired with Ms. Finn.

Each of these teachers is paired with a mentor with valued experience and as often as possible, that is on their grade level team or works within their discipline.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. The instructional practices includes direct instruction, use of research based social skills, and differentiated instruction to meet the varied needs of individual students (gifted, ESE, etc.). In addition to the core instructional program WPES utilizes several resources to supplement and provide necessary intervention for students that show deficiencies in literacy. These resources align with the five reading components in order to ensure that the students specific needs can be met through one of the resources available. These resources consist of but are not limited to Leveled Literacy Intervention System, Reading A to Z, Foundations, and AIMS web.

#### **Instructional Strategies**



**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

WPES uses data to provide and differentiate instruction to meet the diverse needs of students through small group instruction within the classroom and student conferences. Teachers group students for reading and writing based on many factors such as students instructional reading level, vocabulary, strategy or skill needs. These groups are fluid and change as the needs of the students change. Teachers use the Continuum of Literacy and the Pathways to Literacy along with the data to determine the instructional needs of students in small groups.

WPES ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school.
- Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an uninterrupted 45-60 minute writing block
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction
- Providing Process and Strategy charts for reminders of teaching

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 1,200

Before and/or after school tutorials are offered January through April. Students are targeted for extra support in the Core academic subjects. Students are homogeneously grouped according to needs and matched with the appropriate teacher.

**Strategy Rationale**

The extra small group individualized instruction with students of like needs will close the learning gap.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Riemer, Barbara, barbara.riemer@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Pre and post tests, lesson plans are collected and evaluated. Administrators conduct classroom walkthroughs and after student achievement data becomes available students in extended day activities are tracked to see if it was effective.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

An invitation is extended for tours and small group meeting with the preschool personnel as well as parents. A monthly tour and communication session is provided. WPES also participates in Kindergarten "Fairs" to provide information to the community on the programs offered at WPES. A Kindergarten Round-up is held in the month of May for parents.

Assemblies are held for students in grades 5 to introduce them to possible middle schools. Students who are to transition to their home middle school take a field trip to the middle school for a tour and presentation. WPES shares middle school information with parents so that parents and students can make an educated decision about the middle school they wish to choose.

At WPES all members of the staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we increase students' proficiency in writing by writing across all content areas, then students will score at proficiency on all annual statewide assessments.
- G2.** If elements of School wide Positive Behavior Systems (SwPBS) such as the school's universals and common language are utilized, then we will increase instructional time across all content areas.
- G3.** If we increase collaboration among teachers, parents, and community then student proficiency in all content areas will increase on all annual statewide assessments.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** If we increase students' proficiency in writing by writing across all content areas, then students will score at proficiency on all annual statewide assessments. **1a**

G036791

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	75.0
FCAT 2.0 Science Proficiency	69.0
AMO Math - All Students	75.0

**Resources Available to Support the Goal** **2**

- Lucy Calkins Units of Study for Writing, Mentor text, Writing journals.
- Professional development in balanced literacy and the Units of Study.
- Learning Team Meetings and planning sessions to collaborate on the implementation of the Units of Study and the Unpacking of Standards.
- PTA and fundraising in order to raise money to purchase additional needed materials.

**Targeted Barriers to Achieving the Goal** **3**

- Lack of fidelity or inconsistent implementation of the Florida Standards (LAFS), balanced literacy and the Lucy Calkins Units of Study for Writing.
- Lack of the necessary core materials and resources for all teachers due to growth student population.

**Plan to Monitor Progress Toward G1.** **8**

Progress towards the goal will be monitored using Palm Beach Performance Assessment, Diagnostics in Reading, Mathematics, and Science data, student portfolios, and statewide assessment data in all content areas.

**Person Responsible**

Barbara Riemer

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

EDW data from Palm Beach Performance Assessment, Diagnostic data, student portfolios, statewide data reflecting school's academic performance.

**G2.** If elements of School wide Positive Behavior Systems (SwPBS) such as the school's universals and common language are utilized, then we will increase instructional time across all content areas. 1a

G036792

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	75.0
AMO Reading - All Students	75.0
FCAT 2.0 Science Proficiency	69.0

**Resources Available to Support the Goal** 2

- Resources will include: Personnel, Lessons in SharePoint, De-escalation strategies, environmental surveys, counseling services, and professional development for teachers.

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack professional development in classroom management strategies and identification of students with behavioral needs.

**Plan to Monitor Progress Toward G2.** 8

Progress toward the goal will be monitored through classroom observations, teacher feedback, and the school's academic performance.

**Person Responsible**

Barbara Riemer

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

iObservation, EDW data/reports, and state assessment data showing the school's academic performance.

**G3.** If we increase collaboration among teachers, parents, and community then student proficiency in all content areas will increase on all annual statewide assessments. 1a

G036793

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	75.0
AMO Reading - All Students	75.0
FCAT 2.0 Science Proficiency	69.0

**Resources Available to Support the Goal** 2

- Scheduled Learning Team Meetings, School Based Team Meetings, SwPBS Committee, Scheduled Parent Nights, Curriculum Nights, Professional Development Days,

**Targeted Barriers to Achieving the Goal** 3

- Insufficient participation from staff in LTMs, Cross articulation, Parent Nights, and PDDs
- Lack of parent participation due to insufficient communication and timing of events that may interfere with working hours.

**Plan to Monitor Progress Toward G3.** 8

Classroom assessments, District Diagnostic data, and Florida Standards Assessment data

**Person Responsible**

Barbara Riemer

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Results of student achievement data in all content areas on the statewide assessment.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If we increase students' proficiency in writing by writing across all content areas, then students will score at proficiency on all annual statewide assessments. **1**

 G036791

**G1.B1** Lack of fidelity or inconsistent implementation of the Florida Standards (LAFS), balanced literacy and the Lucy Calkins Units of Study for Writing. **2**

 B088171

**G1.B1.S1** All staff will engage in collaborative unit planning with their teams to unpack standards, plan and create learning goals and scales, determine best practices for instruction, and the use of assessments to guide the instruction for each unit. **4**

 S098874

### Strategy Rationale

In planning for the writing units teachers will ensure that the standards are aligned to the goals in each unit and students will produce evidence of their proficiency.

### Action Step 1 **5**

Unit planning will be scheduled by Administration and Team Leader.

#### Person Responsible

Barbara Riemer

#### Schedule

Biweekly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Agendas, minutes, sign in sheets, and instructional focus calendars



**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Administration will participate in Unit planning, monitor implementation, and review minutes. Implementation of the units will be monitored through classroom observations and a review of student assessment data.

**Person Responsible**

Barbara Riemer

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Minutes, agendas, sign in sheets, iObservation data, and student achievement data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Effectiveness will be monitored using iObservation data, Palm Beach Performance Assessment data, and Student portfolios

**Person Responsible**

Barbara Riemer


**Schedule**

Weekly, from 8/18/2014 to 6/5/2015


***Evidence of Completion***

iObservation reports, EDW reports for the Palm Beach Performance Assessments, Student portfolios

**G1.B2** Lack of the necessary core materials and resources for all teachers due to growth student population. **2**

 B115387

**G1.B2.S1** Provide the necessary core materials and resources that will allow teachers to implement the curriculum and instructional practices with fidelity. **4**

 S126998

### **Strategy Rationale**

If teachers have the materials and resources required then they will be able to implement the curriculum and instructional practices with fidelity that are expected to produce proficient results in student academic achievement.

### **Action Step 1** **5**

Identify and purchase the materials and resources needed to implement the curriculum and instructional practices.

#### **Person Responsible**

Barbara Riemer

#### **Schedule**

Every 2 Months, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

The purchased materials, receipts, teacher sign out of materials

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1** **6**

Administration will observe unit planning, LTMs, classroom implementation of curriculum and instructional practices using the materials purchased.

#### **Person Responsible**

Barbara Riemer

#### **Schedule**

Weekly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

iObservation data, scope and sequence of units, LTM agendas, sign in sheets, minutes, and student data

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Data will be reviewed and analyzed to determine if implementation of curriculum and instructional practices was done with fidelity.

**Person Responsible**

Barbara Riemer

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

iObservation data, diagnostic, Palm Beach Performance data, EDW reports, Student Portfolios

**G2.** If elements of School wide Positive Behavior Systems (SwPBS) such as the school's universals and common language are utilized, then we will increase instructional time across all content areas. 1

 G036792

**G2.B2** Teachers lack professional development in classroom management strategies and identification of students with behavioral needs. 2

 B115400

**G2.B2.S1** Provide professional development to all teachers on classroom management and behavior basics in order to increase academic time. 4

 S127003

**Strategy Rationale**

Classrooms with clear and specific expectations provide a positive environment for students and academic achievement can then take place. In addition teachers need to know how to identify specific needs when the classroom management plan is ineffective for some students and how to effectively gather data and implement an effective individual behavior plan.

**Action Step 1 5**

Provide professional development to teachers on classroom management and behavior basics.

**Person Responsible**

Barbara Riemer

**Schedule**

On 9/18/2014

**Evidence of Completion**

Sign in sheet, agenda, implementation data

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Data regarding student academic performance and behavior performance will be analyzed to determine the impact behavior has on academics.

**Person Responsible**

Barbara Riemer

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

EDW reports, Agendas and Sign in Sheets from SwPBS Committee meetings, SBT, and LTM Meetings.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

The strategy will be monitored through teacher feedback.

**Person Responsible**

Barbara Riemer


**Schedule**

On 6/18/2015

***Evidence of Completion***

Professional development feedback sheets

**G2.B2.S2** Teachers will utilize the SwPBS Flow Chart and Classroom Management Tracking Form to identify behavior needs of students and determine a plan of action. 4

 S134403

### Strategy Rationale

Teachers must identify the behavior needs of the students and address those needs in order to engage student in instruction, therefore increasing instructional time.

### Action Step 1 5

Provide teachers with the SwPBS Flow Chart and Classroom Management Tracking Form along with the professional development necessary for implementation.

#### Person Responsible

Sheena Blue

#### Schedule

On 10/13/2014

#### Evidence of Completion

Faculty agenda, sign in sheet, and handouts (SwPBS Flow Chart and Classroom Management Tracking Form)

### Action Step 2 5

Provide teachers with the support necessary to implement the SwPBS Flow Chart and Classroom Management Tracking Form throughout the year.

#### Person Responsible

Barbara Riemer

#### Schedule

Daily, from 10/13/2014 to 6/5/2015

#### Evidence of Completion

SwPBS data, minutes from Problem Solving team, minutes from SBT, completed tracking forms, action plans developed

**Plan to Monitor Fidelity of Implementation of G2.B2.S2 6**

Monitoring will take place during SwPBS, Problem Solving, SBT, and LTM meetings, as well as, through classroom observations to ensure implementation is done with fidelity.

**Person Responsible**

Barbara Riemer

**Schedule**

Daily, from 10/13/2014 to 6/5/2015

***Evidence of Completion***

SwPBS data, minutes from Problem Solving team, minutes from SBT and LTM meetings, completed tracking forms, action plans developed, and classroom observation data

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7**

Behavioral data and academic data will be reviewed to determine if implementation was effective.

**Person Responsible**

Barbara Riemer

**Schedule**

Weekly, from 10/13/2014 to 6/5/2015

***Evidence of Completion***

SBT, LTM, Problem Solving Team agendas and minutes, EDW and SwPBS reports showing utilization of resources and student progress

**G3.** If we increase collaboration among teachers, parents, and community then student proficiency in all content areas will increase on all annual statewide assessments. 1

G036793

**G3.B1** Insufficient participation from staff in LTMs, Cross articulation, Parent Nights, and PDDs 2

B088174

**G3.B1.S1** All staff will engage in collaborative planning to address all content units, interventions, share best practices for instruction, technology use and assessments. 4

S098877

### Strategy Rationale

Collaborating and sharing of ideas promotes positive academic achievement.

### Action Step 1 5

Learning Team Meetings (LTMs) will provide time for teams to plan for all content areas including interventions, share best practices, technology, and assessments for each unit.

#### Person Responsible

Barbara Riemer

#### Schedule

Daily, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Agendas, minutes, sign in sheets and instructional focus calendars

### Action Step 2 5

School Based Team meetings will provide time for teachers to collaborate and address the individual needs and deficiencies of students, and develop a plan of intervention.

#### Person Responsible

Barbara Riemer

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

SBT sign in sheets, minutes, Student data, Student Intervention Plan

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Administration will participate in collaborative planning, monitor implementation, and review minutes.

**Person Responsible**

Barbara Riemer

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Minutes, agendas, sign in sheets, iObservation data, and student achievement data

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Effectiveness will be monitored through the participation in collaboration and observations of instruction and implementation of the curriculum and instruction planned.

**Person Responsible**

Barbara Riemer

**Schedule**


Daily, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

iObservations, EDW Reports, Sign in sheets, agendas, and minutes from LTMs and SBT Meetings, SBT student data



**G3.B1.S2** All staff will engage in cross articulation discussions to assist with identifying grade level expectations and reduce academic gaps in curriculum. 4

 S098878

### Strategy Rationale

Collaborating from one grade level to the next about grade level expectations will ensure a clear target at each grade level.

### Action Step 1 5

Teachers will unpack Florida State Standards and the Units of Study then discuss the student proficiency needed to move from one grade level to the next.

#### Person Responsible

Barbara Riemer

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Agendas and sign in sheets

### Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Agendas and sign in sheets will be monitored for teacher attendance after each session. Minutes will be reviewed.

#### Person Responsible

Barbara Riemer

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Agendas, sign in sheets, minutes

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7**

Through classroom observations, RRR data, Diagnostic data, Reader's, Writer's, Mathematics, and Science notebooks/journals, conferencing notes, small group instruction lesson plans, formal and summative classroom assessments.

**Person Responsible**

Barbara Riemer


**Schedule**

Daily, from 8/18/2014 to 6/5/2015


**Evidence of Completion**

iObservation data, EDW Reports, Student work, other data collection tools used for classroom assessments.

**G3.B2** Lack of parent participation due to insufficient communication and timing of events that may interfere with working hours. 2

 B115407

**G3.B2.S1** Utilize Edline, Parentlink, and Paper to communicate school events in advance, giving parents and community enough notice to plan for attendance. 4

 S134413

**Strategy Rationale**

If parents have proper notification of events then they will be better able to plan for attendance.

**Action Step 1 5**

We will notify parents of upcoming events using Edline, Parentlink and notes home to provide parents with enough time to plan for attendance.

**Person Responsible**

Barbara Riemer

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Edline webpage, Parentlink confirmation, copies of notes sent home to parents advertising upcoming events.

**Plan to Monitor Fidelity of Implementation of G3.B2.S1 6**

Communication of school-wide events will be monitored through the collection of evidence.

**Person Responsible**

Barbara Riemer

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Edline page, Parentlink confirmation and reports of who received calls, copies of papers sent home.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Sign in sheets from parent nights and school-wide events will be collected to determine if parent attendance increased.

**Person Responsible**

Barbara Riemer

**Schedule**

Every 2 Months, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Sign in sheets, agendas from parent and community events

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Unit planning will be scheduled by Administration and Team Leader.	Riemer, Barbara	8/18/2014	Agendas, minutes, sign in sheets, and instructional focus calendars	6/5/2015 biweekly
G3.B1.S1.A1	Learning Team Meetings (LTMs) will provide time for teams to plan for all content areas including interventions, share best practices, technology, and assessments for each unit.	Riemer, Barbara	8/18/2014	Agendas, minutes, sign in sheets and instructional focus calendars	6/5/2015 daily
G3.B1.S2.A1	Teachers will unpack Florida State Standards and the Units of Study then discuss the student proficiency needed to move from one grade level to the next.	Riemer, Barbara	8/18/2014	Agendas and sign in sheets	6/5/2015 weekly
G1.B2.S1.A1	Identify and purchase the materials and resources needed to implement	Riemer, Barbara	8/18/2014	The purchased materials, receipts, teacher sign out of materials	6/5/2015 every-2-months

**Palm Beach - 1781 - Whispering Pines Elementary School - 2014-15 SIP**

*Whispering Pines Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	the curriculum and instructional practices.				
G2.B2.S1.A1	Provide professional development to teachers on classroom management and behavior basics.	Riemer, Barbara	9/18/2014	Sign in sheet, agenda, implementation data	9/18/2014 one-time
G2.B2.S2.A1	Provide teachers with the SwPBS Flow Chart and Classroom Management Tracking Form along with the professional development necessary for implementation.	Blue, Sheena	10/13/2014	Faculty agenda, sign in sheet, and handouts (SwPBS Flow Chart and Classroom Management Tracking Form)	10/13/2014 one-time
G3.B2.S1.A1	We will notify parents of upcoming events using Edline, Parentlink and notes home to provide parents with enough time to plan for attendance.	Riemer, Barbara	8/18/2014	Edline webpage, Parentlink confirmation, copies of notes sent home to parents advertising upcoming events.	6/5/2015 monthly
G2.B2.S2.A2	Provide teachers with the support necessary to implement the SwPBS Flow Chart and Classroom Management Tracking Form throughout the year.	Riemer, Barbara	10/13/2014	SwPBS data, minutes from Problem Solving team, minutes from SBT, completed tracking forms, action plans developed	6/5/2015 daily
G3.B1.S1.A2	School Based Team meetings will provide time for teachers to collaborate and address the individual needs and deficiencies of students, and develop a plan of intervention.	Riemer, Barbara	8/18/2014	SBT sign in sheets, minutes, Student data, Student Intervention Plan	6/5/2015 weekly
G1.MA1	Progress towards the goal will be monitored using Palm Beach Performance Assessment, Diagnostics in Reading, Mathematics, and Science data, student portfolios, and statewide assessment data in all content areas.	Riemer, Barbara	8/18/2014	EDW data from Palm Beach Performance Assessment, Diagnostic data, student portfolios, statewide data reflecting school's academic performance.	6/5/2015 weekly
G1.B1.S1.MA1	Effectiveness will be monitored using iObservation data, Palm Beach Performance Assessment data, and Student portfolios	Riemer, Barbara	8/18/2014	iObservation reports, EDW reports for the Palm Beach Performance Assessments, Student portfolios	6/5/2015 weekly
G1.B1.S1.MA1	Administration will participate in Unit planning, monitor implementation, and review minutes. Implementation of the units will be monitored through classroom observations and a review of student assessment data.	Riemer, Barbara	8/18/2014	Minutes, agendas, sign in sheets, iObservation data, and student achievement data	6/5/2015 daily
G1.B2.S1.MA1	Data will be reviewed and analyzed to determine if implementation of curriculum and instructional practices was done with fidelity.	Riemer, Barbara	8/18/2014	iObservation data, diagnostic, Palm Beach Performance data, EDW reports, Student Portfolios	6/5/2015 weekly
G1.B2.S1.MA1	Administration will observe unit planning, LTMs, classroom implementation of curriculum and instructional practices using the materials purchased.	Riemer, Barbara	8/18/2014	iObservation data, scope and sequence of units, LTM agendas, sign in sheets, minutes, and student data	6/5/2015 weekly
G2.MA1	Progress toward the goal will be monitored through classroom observations, teacher feedback, and the school's academic performance.	Riemer, Barbara	8/18/2014	iObservation, EDW data/reports, and state assessment data showing the school's academic performance.	6/5/2015 daily
G2.B2.S1.MA1	The strategy will be monitored through teacher feedback.	Riemer, Barbara	9/18/2014	Professional development feedback sheets	6/18/2015 one-time
G2.B2.S1.MA1	Data regarding student academic performance and behavior performance will be analyzed to determine the impact behavior has on academics.	Riemer, Barbara	8/18/2014	EDW reports, Agendas and Sign in Sheets from SwPBS Committee meetings, SBT, and LTM Meetings.	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S2.MA1	Behavioral data and academic data will be reviewed to determine if implementation was effective.	Riemer, Barbara	10/13/2014	SBT, LTM, Problem Solving Team agendas and minutes, EDW and SwPBS reports showing utilization of resources and student progress	6/5/2015 weekly
G2.B2.S2.MA1	Monitoring will take place during SwPBS, Problem Solving, SBT, and LTM meetings, as well as, through classroom observations to ensure implementation is done with fidelity.	Riemer, Barbara	10/13/2014	SwPBS data, minutes from Problem Solving team, minutes from SBT and LTM meetings, completed tracking forms, action plans developed, and classroom observation data	6/5/2015 daily
G3.MA1	Classroom assessments, District Diagnostic data, and Florida Standards Assessment data	Riemer, Barbara	8/18/2014	Results of student achievement data in all content areas on the statewide assessment.	6/5/2015 biweekly
G3.B1.S1.MA1	Effectiveness will be monitored through the participation in collaboration and observations of instruction and implementation of the curriculum and instruction planned.	Riemer, Barbara	8/18/2014	iObservations, EDW Reports, Sign in sheets, agendas, and minutes from LTMs and SBT Meetings, SBT student data	6/5/2015 daily
G3.B1.S1.MA1	Administration will participate in collaborative planning, monitor implementation, and review minutes.	Riemer, Barbara	8/18/2014	Minutes, agendas, sign in sheets, iObservation data, and student achievement data	6/5/2015 weekly
G3.B2.S1.MA1	Sign in sheets from parent nights and school-wide events will be collected to determine if parent attendance increased.	Riemer, Barbara	8/18/2014	Sign in sheets, agendas from parent and community events	6/5/2015 every-2-months
G3.B2.S1.MA1	Communication of school-wide events will be monitored through the collection of evidence.	Riemer, Barbara	8/18/2014	Edline page, Parentlink confirmation and reports of who received calls, copies of papers sent home.	6/5/2015 monthly
G3.B1.S2.MA1	Through classroom observations, RRR data, Diagnostic data, Reader's, Writer's, Mathematics, and Science notebooks/journals, conferencing notes, small group instruction lesson plans, formal and summative classroom assessments.	Riemer, Barbara	8/18/2014	iObservation data, EDW Reports, Student work, other data collection tools used for classroom assessments.	6/5/2015 daily
G3.B1.S2.MA1	Agendas and sign in sheets will be monitored for teacher attendance after each session. Minutes will be reviewed.	Riemer, Barbara	8/18/2014	Agendas, sign in sheets, minutes	6/5/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If we increase students' proficiency in writing by writing across all content areas, then students will score at proficiency on all annual statewide assessments.

**G1.B1** Lack of fidelity or inconsistent implementation of the Florida Standards (LAFS), balanced literacy and the Lucy Calkins Units of Study for Writing.

**G1.B1.S1** All staff will engage in collaborative unit planning with their teams to unpack standards, plan and create learning goals and scales, determine best practices for instruction, and the use of assessments to guide the instruction for each unit.

### **PD Opportunity 1**

Unit planning will be scheduled by Administration and Team Leader.

#### **Facilitator**

Learning Team Facilitator and Team Leader

#### **Participants**

Instructional Staff

#### **Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

**G2.** If elements of School wide Positive Behavior Systems (SwPBS) such as the school's universals and common language are utilized, then we will increase instructional time across all content areas.

**G2.B2** Teachers lack professional development in classroom management strategies and identification of students with behavioral needs.

**G2.B2.S1** Provide professional development to all teachers on classroom management and behavior basics in order to increase academic time.

**PD Opportunity 1**

Provide professional development to teachers on classroom management and behavior basics.

**Facilitator**

Sheena Blue and Lisa Finn

**Participants**

All instructional personnel

**Schedule**

On 9/18/2014

**G2.B2.S2** Teachers will utilize the SwPBS Flow Chart and Classroom Management Tracking Form to identify behavior needs of students and determine a plan of action.

**PD Opportunity 1**

Provide teachers with the SwPBS Flow Chart and Classroom Management Tracking Form along with the professional development necessary for implementation.

**Facilitator**

Ms. Blue

**Participants**

Administrators and Faculty

**Schedule**

On 10/13/2014

**G3.** If we increase collaboration among teachers, parents, and community then student proficiency in all content areas will increase on all annual statewide assessments.

**G3.B1** Insufficient participation from staff in LTMs, Cross articulation, Parent Nights, and PDDs

**G3.B1.S1** All staff will engage in collaborative planning to address all content units, interventions, share best practices for instruction, technology use and assessments.

**PD Opportunity 1**

Learning Team Meetings (LTMs) will provide time for teams to plan for all content areas including interventions, share best practices, technology, and assessments for each unit.

**Facilitator**

Learning Team Facilitator and Team Leader

**Participants**

Instructional staff

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**PD Opportunity 2**

School Based Team meetings will provide time for teachers to collaborate and address the individual needs and deficiencies of students, and develop a plan of intervention.

**Facilitator**

Ms. Blue

**Participants**

Administration and Faculty

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015



**G3.B1.S2** All staff will engage in cross articulation discussions to assist with identifying grade level expectations and reduce academic gaps in curriculum.

**PD Opportunity 1**

Teachers will unpack Florida State Standards and the Units of Study then discuss the student proficiency needed to move from one grade level to the next.

**Facilitator**

LTM Facilitator and Administration

**Participants**

Instructional staff

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> If we increase students' proficiency in writing by writing across all content areas, then students will score at proficiency on all annual statewide assessments.	2,000
<b>Goal 3:</b> If we increase collaboration among teachers, parents, and community then student proficiency in all content areas will increase on all annual statewide assessments.	2,000
<b>Grand Total</b>	<b>4,000</b>

Goal 1: If we increase students' proficiency in writing by writing across all content areas, then students will score at proficiency on all annual statewide assessments.		
Description	Source	Total
B1.S1.A1	School Improvement Funds	1,000
B2.S1.A1 -	School Improvement Funds	1,000
<b>Total Goal 1</b>		<b>2,000</b>

Goal 3: If we increase collaboration among teachers, parents, and community then student proficiency in all content areas will increase on all annual statewide assessments.		
Description	Source	Total
B1.S1.A2	School Improvement Funds	2,000
B1.S2.A1	School Improvement Funds	0
<b>Total Goal 3</b>		<b>2,000</b>