Whispering Pines Elementary School

leadership
analysis
Florida
college and career
students
mission
family and community involvement
school improvement
ambitious
striving
achievement
teaching
learning
relationships
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areas of focus
success
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needs assessment
strategic planning
collaboration
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supportive environment
growth

2023-24

Schoolwide Improvement Plan (SIP)

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Whispering Pines Elementary School

9090 SPANISH ISLES BLVD, Boca Raton, FL 33496

https://wpes.palmbeachschools.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

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.
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.
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.
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.
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.
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.
Salvesen, Lyndsey	Teacher, K-12	Kindergarten Team Leader. Facilitates collaboration among her team members and is a liaison between administration and her Kindergarten 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.
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.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders are involved in the development of the School Improvement Plan by providing opportunity for feedback during Faculty Meetings, Professional Learning Communities (PLC), as well as the School Advisory Council (SAC). These platforms consists of the school staff, parents and the community.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Student assessments include the new Progress Monitoring which occur 3 times per year. In Kindergarten through Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments, iReady, and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing.

Grade Level Collaborative Planning Communities and Professional Learning Communities occur every week per grade level. Grade level teachers meet with the team leaders to discuss and analyze data, plan and modify instruction.

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of exit tickets, Unit Assessments, iReady Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur at the conclusion of every Unit. The i-Ready Diagnostic and the FAST/ STAR assessments will occur three times a year. Administration will also monitor the progress of the goals during one-to-one data chats with teachers, classroom walkthroughs, informal and formal observations, PLCs, and faculty meetings.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	40%
2022-23 Economically Disadvantaged (FRL) Rate	40%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No

2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	42	28	31	23	26	0	0	0	150
One or more suspensions	0	1	0	1	1	1	0	0	0	4
Course failure in English Language Arts (ELA)	0	13	28	51	22	11	0	0	0	125
Course failure in Math	0	11	32	18	20	11	0	0	0	92
Level 1 on statewide ELA assessment	0	0	0	7	10	17	0	0	0	34
Level 1 on statewide Math assessment	0	0	0	6	10	25	0	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	12	23	52	19	10	0	0	0	116

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	12	26	24	17	11	0	0	0	90

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	33	34	23	20	27	0	0	0	137
One or more suspensions	0	0	0	1	0	1	0	0	0	2
Course failure in ELA	0	7	21	16	18	11	0	0	0	73
Course failure in Math	0	2	20	1	7	12	0	0	0	42
Level 1 on statewide ELA assessment	0	0	0	9	7	25	0	0	0	41
Level 1 on statewide Math assessment	0	0	0	0	1	24	0	0	0	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	21	40	53	67	0	0	0	188

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	19	8	16	28	0	0	0	74

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	1	11	3	3	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	33	34	23	20	27	0	0	0	137
One or more suspensions	0	0	0	1	0	1	0	0	0	2
Course failure in ELA	0	7	21	16	18	11	0	0	0	73
Course failure in Math	0	2	20	1	7	12	0	0	0	42
Level 1 on statewide ELA assessment	0	0	0	9	7	25	0	0	0	41
Level 1 on statewide Math assessment	0	0	0	0	1	24	0	0	0	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	21	40	53	67	0	0	0	188

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	19	8	16	28	0	0	0	74

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	1	11	3	3	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	69	53	53	72	59	56	69		
ELA Learning Gains				64			66		
ELA Lowest 25th Percentile				43			47		
Math Achievement*	69	57	59	69	53	50	63		
Math Learning Gains				65			47		
Math Lowest 25th Percentile				55			24		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	64	54	54	58	59	59	57		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	61	56	59	59			52		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	335
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	485
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	56			
AMI				
ASN	85			
BLK	48			
HSP	66			
MUL	84			
PAC				
WHT	69			
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	1	
ELL	56			
AMI				
ASN	75			
BLK	58			
HSP	60			
MUL	64			
PAC				
WHT	60			
FRL	55			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	69			69			64					61
SWD	40			43			22				5	59
ELL	53			56			52				5	61
AMI												
ASN	85			85							2	
BLK	42			39			55				4	54
HSP	69			70			60				5	57
MUL	75			92							2	
PAC												
WHT	71			70			67				5	64
FRL	53			58			51				5	56

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	72	64	43	69	65	55	58					59
SWD	34	43	40	37	44	29	23					38
ELL	60	62	43	52	60	63	52					59
AMI												
ASN	85	73		79	71		69					
BLK	53	71	64	57	67		36					
HSP	72	64	44	64	61	56	59					62
MUL	56	45		73	82							
PAC												
WHT	73	64	35	73	66	53	59					60
FRL	61	59	41	60	63	58	40					56

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	69	66	47	63	47	24	57					52
SWD	31	48	41	31	35	7	25					46
ELL	51	55	50	53	40		32					52

							2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	72	80		76	50		55					
BLK	48			36								
HSP	63	63	54	55	32	23	38					58
MUL	63			38								
PAC												
WHT	76	65	29	72	58	31	66					40
FRL	54	58	47	48	35	18	42					50

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	63%	56%	7%	54%	9%
04	2023 - Spring	76%	58%	18%	58%	18%
03	2023 - Spring	73%	48%	25%	50%	23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	78%	57%	21%	59%	19%
04	2023 - Spring	65%	52%	13%	61%	4%
05	2023 - Spring	69%	56%	13%	55%	14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	63%	51%	12%	51%	12%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

FAST PM3 ELA Results - 71% Overall
3rd Grade ELA - 73%
4th Grade ELA - 76%
5th Grade ELA - 65%

The data component that indicated a low performance was LY students for ELA and Black students for Math according to FAST Progress Monitoring 3 results.

LY Students - 34% of the Students scored a level 3 or higher in PM3 which was the lowest performing subgroup in ELA. We attribute this to the ELL vacancy that was not filled this school year. This year we will be implementing a co-teaching model with our ELL teachers to provide additional support to our ELL students.

Fifth Grade ELA was the lowest performing grade level in ELA. We attribute this to the personnel changes during the school year as well as the gaps the students experienced during the Covid-19 pandemic. The Fifth Grade team, lost two key teachers abruptly in the middle of the school year. This impacted the students emotionally as well as academically. This particular group of students were also virtual when they were in Second Grade and Hybrid during Third Grade.

FAST PM3 Math Results - 73% Overall
3rd Grade Math - 78%
4th Grade Math - 65%
5th Grade Math - 69%
6th Grade Math - 100%

Fourth Grade was the performing grade level in math. We attribute this to the jump in standards from Third Grade to Fourth Grade.

Science Results
5th Grade - 62.5%

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the year prior was LF Students in both ELA and Math. LF students decreased 33.8% in ELA. They went from 85.7% of the students scoring a Level 3 and above to 51.9% of the students scoring a Level 3 and above.

LF students decreased 9% in Math. They went from 57.1% of the students scoring a Level 3 and above in Math to 48.15 of the students scoring a level 3 and above in Math.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

All of data components performed well above the State Average. We attribute our performance to our Professional Learning Communities focused on the new BEST Standards. W also attribute our performance above the state to our data chats with teacher where we discuss every student and the interventions being done for each student.

ELA
Third Grade - The State's data indicated that 50% of the Students performed at a level 3 or higher. WPES's data indicated that 73% of the Students performed at a level 3 or higher.

Fourth Grade - The State's data indicated that 58% of the Students performed at a level 3 or higher. WPES's data indicated that 75.9% of the Students performed at a level 3 or higher.

Fifth Grade - The State's data indicated that 54% of the Students performed at a level 3 or higher. WPES's data indicated that 63.1% of the Students performed at a level 3 or higher.

Math
Third Grade - The State's data indicated that 59% of the Students performed at a level 3 or higher. WPES's data indicated that 77.91% of the Students performed at a level 3 or higher.

Fourth Grade - The State's data indicated that 61% of the Students performed at a level 3 or higher. WPES's data indicated that 65.41% of the Students performed at a level 3 or higher.

Fifth Grade - The State's data indicated that 55% of the Students performed at a level 3 or higher. WPES's data indicated that 68.91% of the Students performed at a level 3 or higher.

Sixth Grade - The State's data indicated that 54% of the Students performed at a level 3 or higher. WPES's data indicated that 100% of the Students performed at a level 3 or higher.

Science
Fifth Grade - The State's data indicated that 51% of the Students performed at a level 3 or higher. WPES's data indicated that 63% of the Students performed at a level 3 or higher.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was our Fourth Grade ELA. Our Fourth Graders increased from 70.1% in FY22 to 75.9% in FY23.

Multi-Ethnic student performance in ELA increased 22.4%. Our Multi-Ethnic students increased from 56.2% in FY22 to 78.6% to FY23.

Multi-Ethnic students performance in Math increased 19.6%. Our Multi-Ethnic students increased from 73.3% in FY22 to 92.9% in FY23.

The new action taken in FY23 was the implementation of the co-teaching model between general education teachers and ESE teachers as well as collaborative planning between general education teachers and ESE teachers.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

After reflecting on the data from EWS, two areas of potential concerns are the number of students with a failure in ELA. There are 51 third grade students who performed at Needs Development (ND) which is the marking for students who are significantly blow grade level.

The other concern is that there are 28 Second Grade students who also performed at Needs Development (ND) in ELA during the third trimester.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our priorities for school improvement in the upcoming school year consists of the following:
1. Understanding of B.E.S.T Standards in ELA, Mathematics (writing).
2. Science Block & Resources
3. Personnel Resources - Vacancies
4. Mathematics Interventions
5. Writing
6. Mindset of Faculty regarding interventions, behavior, small group.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 and decrease discipline incidents..

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.

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

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.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As a school, we plan to decrease discipline incidents by 30% by June 2024.

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
ESE Coordinator
ESOL Coordinator

This area will also be monitored by reviewing 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Whispering Pines Elementary will continue with the implementation of our 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.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 Single School Culture.
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: Valerie Valcourt (valerie.valcourt@palmbeachschools.org)

By When: June 2024

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If we provide targeted small group intervention for Students with disabilities (SWD) then we will see an increase in ELA as well as Math proficiency for SWD according to the FAST PM3 results by June 2024.This area of focus is a result of this ESSER sub group performing below 41%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase SWD proficiency by 7%, from 36 % to 43%, by June 2024.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

1. Unit assessment data
2. iReady Diagnostics % on or above grade level
3. PM1 & PM2 performance

Person responsible for monitoring outcome:

Shawna Kingsley (shawna.kingsley@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific strategy.

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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: June 2024

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase 3rd Grade ELA proficiency by 4%, from 73% to 77%, by June 2024.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

1. Grade 3 Reading USAs
2. iReady Diagnostics % on or above grade level
3. PM1 & PM2 performance

Person responsible for monitoring outcome:

Barbara Riemer (barbara.riemer@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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. Implement ELL Co-Teach Model
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 Intervention:
Explain the rationale for selecting this specific strategy.

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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: June 2024

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If we deliver effective and relevant Math instruction in Fourth Grade, then we will increase grade level proficiency by Grade 5.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase Grade 4 Mathematics by 4%, from 65% to 69%, by June 2024.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

1. Grade 4 Math USAs
2. iReading Diagnostics % on or above grade level
3. PM1 & PM2 performance

Person responsible for monitoring outcome:

Valerie Valcourt (valerie.valcourt@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1.Collaborative planning for Math 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.WPES will continue to schedule 100% of 3rd Grade students in AMP Math
9. 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 Intervention:
Explain the rationale for selecting this specific strategy.

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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Valerie Valcourt (valerie.valcourt@palmbeachschools.org)

By When: June 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school, regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Resources and allocations are focused on the following:
1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.