FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WHISPERING PINES ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Dr. Walter A. Cornnell

SAC Chair: Yolanda Graham

Superintendent: Wayne Gent

Date of School Board Approval: October 2012

Last Modified on: 10/30/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Walter A. Cornnell	BS Biology BS Science Education Masters in Instructional Research/ Computing Doctorate in Educational Leadership Certifications Science 6-12 Mathematics 6-12 Physics Chemistry ESOL endorsed Educational Leadership - all levels Middle School endorsement Principal - all	4	21	Dr. Cornnell has been the principal of Whispering Pines for the past three years. The FY12 assessment data indicated that WPES has earned an "A". The school did show progress and increased the total number of points by more than 45 total points (mostly gained in the cells for learning gains). [History indicates FY12=A, FY11=A, FY10=B]. Prior to WPES, Dr. Cornnell was principal of Verde Elementary School for five years. Each year, Verde earned an "A" rating and made AYP . Verde was also nominated as a 2009 NCLB-Blue Ribbon School. Prior to that Dr. Cornnell was the principal of Boynton Beach Community High School. The school was graded a "D" and did not make AYP. Prior to that Dr. Cornnell was the principal of Omni Middle School from 1995 to 2000.

		levels			
Assis Principal	Davis Lawrie	BS Social Science Masters in Instructional Leadership Certifications Social Science 9-12 and 5-9 Reading Endorsement	2.5	12	Mr. Lawrie became part of the administrative staff at Whispering Pines during the second half of the 2009-2010 school year and has been here since that time. Mr. Lawrie was an assistant principal at Verde Elementary for five years prior to that, during which Verde earned an "A" rating, and made AYP each year. Prior to that Mr. Lawrie was an assistant principal at Boynton Beach High School. The school was graded a "D" and did not make AYP.

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
NA	NA	NA			NA There are no (0) Instructional Coaches at Whispering Pines Elementary School

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. The administrators at Whispering Pines work with the District recruitment process and participate in the instructional recruiting "fairs". Each year we work with the District Human Resources Specialist to identify additional candidates. We encourage all high quality teachers to remain on campus each year.	Principal	August 2012	
2	2. The Administrators at WPES identified/interviewed/hired the best candidates available. We did hire 4 new teachers (1 with 5 years experience in another county, the other three are recent college graduates - all have documentation which supports their status as "high-quality" teachers. In order to help them adjust to WPES, a. We had a special training for all teachers new to campus on the first day of school (we also took them on a "field trip" to visit all locations on the campus. b. We have planned a training session to help them access the EDW (electronic data Warehouse) and to incorporate Learning Village (District's prescriptive software for instruction). c. We have training for each of them in the use of EDLINE (District's parent communication software)	Principal, AP, and ESE Coordinator	August 2012	
3	3. Update/train all teachers in the use of the Common Core State Standards (CCSS). A team (the principals and three teachers: one primary, one intermediate, and the SAI teacher, attended the DOE sponsored Common Core training this summer. All teachers have been given the CCSS in an electronic format (CD). The team will train the teachers throughout the year in the use and application of CCSS in the classroom.	Principal	January 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
none	NA

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
55	5.5%(3)	34.5%(19)	20.0%(11)	38.2%(21)	34.5%(19)	100.0%(55)	18.2%(10)	1.8%(1)	80.0%(44)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
There are four new teachers. Each will be enrolled in the District's ESP (Educational Support Program	NA	NA	NA
Leanne Hatchard(new teacher in fourth grade gifted classroom)	Jennifer Corcoran	Ms. Corcoran is the ESE Coordinator, is gifted endorsed, has taught multiple grade levels, and can provide specific examples of strategies appropriate to the grade level	Cooperative Planning Review Lesson Plans Model teaching strategies
Sandra Klickstein has five years experience in another county. She is new to the fourth grade gifted classroom.	Jennifer Corcoran	Ms. Corcoran is the ESE Coordinator, is gifted endorsed, has taught multiple grade levels, and can provide specific examples of strategies appropriate to the grade level	Cooperative Planing Review Lesson Plans Model teaching strategies
Arielle McKillip (new teacher in a Kindergarten classroom)	Alexis Pomerantz	Ms. Pomerantz is an experienced teacher and has taught Kindergarten for multiple years. She is also the "K" chairperson and will be able to provide grade level specific	Cooperative Planning Review Lesson Plans Model teaching strategies

		application of strategies and ideas.	
Joanne Drew (New Teacher in a Kindergarten Classroom.	Alexis Pomerantz	Ms. Pomerantz is an experienced teacher who has taught Kindergarten for several years. She will be able to provide direct grade-level support.	Cooperative Planning Model teaching strategies Review Lesson Plans

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

WEPS is not a Title 1 school.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

The primary focus of the SAI program is to support reading for: Students who had been retained in third grade, or students who score at level 1 on the District's Diagnostic Test, or those students in Grade 2 who fall substantially below grade level. Additional support may also be provided to other students at other grade levels who are determined to have deficits in reading if resources exist or as directed by the District or as a subset of the Comprehensive Reading Plan.
Note: Our SAI teacher for FY12 was our reading coach in FY10. She has attended specific training to deal with the rigor of reading requirements that will help our students.

Violence Prevention Programs

1. The entire school is participating in the School-Wide Positive Behavior Initiative which is sponsored by the Department of Safe Schools.
2. There is a District-wide implementation of Single School Culture for Academics, Behavior, and Culture as well as District-wide process which celebrates Multicultural Diversity.
3. The Guidance counselor provides elements of conflict resolution and behavior modification as part of the Character Education program. This emphasis on appropriate behavior is provided to all students during the weekly guidnace component. During the guidance program students also learn about issues related to bullies and victums.
4. All Teachers at Whispering Pines participated in the state-mandated/adopted Bullying Prevention training. Teachers and the Guidance Counselor reinforce those concepts and provide all students with lessons for appropriate behavior and options for reporting inappropriate or menacing behavior.
4.

Nutrition Programs

Fourty-two percent (42%) of the students at Whispering Pines Elementary School participate in the Free and/or Reduced Meals program. The program is coordinated by the cafeteria manager in conjunction with the District's Department of School Food Services. The Department of School Food Services works to meet or exceed federal requirements related to food quality and nutritional value of meals prepared for students at Whispering Pines (as well as all other schools in the District).

Housing Programs

NA

Head Start

NA

Adult Education

Whispering Pines Elementary School does not have a formal adult education program. However, we provide training for all parents to help them understand the instructional programs and assessment practices. [Adult Education courses are availabl at four high schools within a 10 mile radius).

Career and Technical Education

Whispering Pines does not have a formal Career/Technical Education Program. The Guidance program does teach students about job-related skills and facilitates a yearly "Career Day".

Job Training

NA

Other

NA

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Multi-Tiered System of Support (MTSS) Team includes, but is not limited to:
a. An administrator (principal or assistant principal) – ensuring that the integrity of the process and the communication with the stake is consistent with the vision and mission of the school and is consistent with District, State, and Federal considerations.
b. A General Education Teacher – who will debrief the committee about the effect of specific classroom strategies and will provide supportive data that compares the progress of the student with respect to the other students, to mastery, and with respect to acquisition of the standards.
c. The ESE Coordinator – who will assist 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.
d. At least one other member of the ESE department – including but not limited to the SLP if language is an element of the students needs.
e. The School Psychologist – who will assist with the analysis and interpretation of data related to the individual student.
f. The Guidance Counselor – who will advise of the social impact and community agencies that could assist with the process or the needs of the student.
g. The Technology Support Person (when-ever appropriate) – who will help identify strategies where technology would assist the student in meeting their goals.
h. Parents are invited to the meetings, whenever their children are involved.
i. Other participants may include but are not limited to: other teachers, other members of District staff, and other professionals when their information would help the team, the parent, or the child.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS Leadership Team is a problem solving group that has a focus of assisting teachers with student's deficit areas and with helping students overcome those deficits mainly academic and in some cases behavioral. In particular, students who score at Level 1 or Level 2 in the District's Diagnostic Test (DDT) or who score at Level 1 or Level 2 on the prior year's FCAT will be reviewed as necessary. Additionally, any teacher who identifies as student's performance as below grade-level will initiate the RtI process for those students.

The team will meet a minimum of twice a month. At the beginning of the year multiple monthly meetings may be necessary until such time as the process of tiered instruction is functioning. Thereafter, meetings will be determined in response to the needs of the students and or their teachers.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The School Advisory Council includes members of the MTSS Leadership Team, their participation in the School Improvement Process is implicit. They will participate in the crafting of the strategies such that the instructional needs of the students and the Professional Development needs of the faculty and staff are included in the School Improvement Plan (SIP).

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data is collected for all students (Classroom assessments, diagnostic tests, SRI tests, K-3 Literacy assessments, Core K-12 assessments, and the FCAT). Much of the data is available on the District's Electronic Data Warehouse (EDW) or reports are available within Specific Software: RiverDeep, Scholastic Reading Counts and others.
Note: Other probes and assessments may be developed by district personnel and shared with the teachers.

Describe the plan to train staff on MTSS.

Each year, members of the faculty and staff are trained/updated with respect to changes in the MTSS/Rti/SBT model. All new teachers will be trained during the fall (2012). All teachers will be provided with many of the District training materials (text and PowerPoint files) in their electronic faculty handbook. We will review the MTSS/RtI/SBT practices with the entire staff during our Professional Development activities. The training includes but is not limited to how to meet the needs of students in Tier 1, Tier 2, and Tier 3. Additional support may provided in the areas of data collection, graphing and analysis by the School Psychologist. Ongoing discussion and review of instructional strategies and or modifications to existing instructional strategies that enhance student performance will occur at MTSS/RtI meetings, LTM meetings, and faculty meetings.

The MTSS/RtI team will assess the status of the need for additional Professional Development throughout the year. They will coordinate their needs with the Professional Development Team.

Describe the plan to support MTSS.

Once a student enters the MTSS process, their teachers are provided with specific direction and probes to be completed for those students. The teachers return with their information and review progress with the MTSS team. We use the techniques and strategies of the Florida Continuous Improvement Model (FCIM) as a method to clarify the progress with each student.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Members of the Literacy Leadership Team at WPES include:
a. the principal and the assistant principal
b. the ESE Coordinator
c. grade level chairpersons for Grades K, 1, 2, 3, 4, and 5
d. chairperson of the Fine Arts Team (Who is also the Media Specialist)
e. the SAI teacher and a part-time (0.5 teacher unit) reading support teacher

The efforts of the team are further supported by the primary reading contact person and the intermediate reading contact person for WPES.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team has monthly meetings (as a minimum). Information is subsequently shared at all levels with the grade level personnel through the Learning team meetings (LTM). Additionally, When the reading contact people

for both primary and intermediate levels attend training at the District Level, they provide access to the same information to teachers at the appropriate grade levels.

What will be the major initiatives of the LLT this year?

The major initiatives for the LLT this year include:
a. Continued focus on increasing the achievement of our students in all areas of Reading at all grade levels and across all curricular areas.
b. A focus at the primary level on balanced literacy using "Fundations" at grades K and 1. We will investigate another source of support for second grade if funding for materials becomes available.
c. Our focus at the intermediate level will continue to be on writing as a reinforcer for reading. (The implementation during FY11 and FY12 was in third and fourth grade. Our implementation uses Writers Workshop approach of Lucy Calkins will be expanded to other grade levels pending the availability of additional training from the District.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 11/2/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Whispering Pines does not qualify as a Title 1 School for the FY13 school year.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Whispering Pines is an elementary school and as such does not include students in grades 6-12.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Whispering Pines is an Elementary School (NOT a high school)

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

NA

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Our goal is for all students to become proficient readers and life-long learners.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Twenty nine percent of the students demonstrated proficiency on the 2012 FCAT Reading Assessment with a score of level 3.	At least fourty percent (132 students)students will demonstrate proficiency on the 2013 FCAT Reading Assessment

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Changes in the demographics of our student population.	All teachers of Reading will continue to work with the reading contact persons (primary and intermediate)as well as District reading support persons to improve the quality and focus of reading instruction.	Principal and AP.	Compare results of assessments of reading (weekly, unit, and diagnostic test)	Diagnostic tests, FCAT results, EDW reports, SRI reports , and Scholastic Reader Reports.
2	Funding availability	During the months prior to the FCAT, WPES will provide an after-school reading tutorial program for the lowest performing readers in grades 3, 4, and 5.	Principal, AP, and Literacy Leadership Team	Use data from available assessments of reading to identify progress in reading	EDW data that includes but is not limited to SRI scores and the District diagnostic reading assessment.
3	Funding availability	During FY13, the teachers in K and 1 will continue to utilize "Fundations" as part of the reading preparation for students who will take the FCAT when they get to third grade.	Principal, AP, and Literacy Leadership Team.	Review the reading scores of students at the end of second grade and compare to the reading results on the District Diagnostic Test.	District diagnostic reading assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Assist students who participate in the FAA (Floirida Alternate Assessment) program with the development of reading skills
2012 Current Level of Performance:	2013 Expected Level of Performance:
Sixteen percent of the students scored at levels 4, 5, and/or 6 on the FY12 Florida Alternative Assessment of Reading	At least 25% (4 students) will score at levels 4, 5, or 6 on the FY13 FAA Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited cognitive abilities that require appropriate accomodations to make learning gains each year.	Students will receive differentiated instruction in a small class setting using a multi-sensory approach at their individual level.	ESE Coordinator and ESE teachers.	Progress will be noted on IEP goals each trimester in teacher logs on individual skills.	Informal testing, working folders, and portfolios.
2	Lack of parent participation reinforcing skills at home.	Provide parents with materials and strategies to utilize at home to assist with the continuation of support for reading skills in the home setting.	Principal and ESE Coordinator.	Review Lesson Plans for specification of skills to be worked on at home.	parent signature sheets and weekly communication notes home.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The nummber of students scoring at Level 4 and/or 5 on the FCAT Reading Assessment will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Thirty-seven percent scored above proficiency on the FY12 FCAT Reading Assessment.	At least forty-seven percent (155 students)will score above proficiency on the FY13 FCAT Reading Assessment.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding for additional reading materials.	Increase classroom libraries and use of books from the media center.	Principal, AP, and/or Media Specialist.	Establish a baseline and then compare data at the end of each trimester.	Media Center reports or Scholastic Reader reports.
2	Approval of submitted grants	Identify additional sources of funding for classroom libraries.	Principal	If grants are approved and books purchased.	Audit trail will be documented by the bookkeeper.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Students in the FAA (Floirida Alternate Assessment)program will increase their skill set in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Forty Seven percent of the students performed at or above level 7 on the FY12 FAA Reading Assessment.	At least fifty five percent (7 students) will perform at or above level 7 on the FAA reading Assessment for FY13.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	High degree of variation of ability in the ASD classroom.	Teacher will provide students with individualized instruction based on learning needs to increase the aquisition of targeted reading skills.	Principal and Assistant Principal	Review of teacher made lesson plans and the student's portfolios.	The FY13 FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The number of students demonstrating learning gains will increase on the FY13 FCAT Reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Eighty three percent of our students demonstrated Learning Gains on the FY12 FCAT Reading assessment.	At least ninety percent (297 students) will demonstrate Learning Gains on the FY13 FCAT Reading assessment.

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of adequate funding.	Continue the emphasis on independent reading reading blocks. Initiate student-led book discussions for advanced readers.	Principal and AP.	Classroom walk through and review of assessment data	Fall, winter and spring diagnostic assessment as well as the FCAT.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Students who participate in FAA (Floirida Alternate Assessment) program will continue their development of their reading skills during the FY13 school year
2012 Current Level of Performance:	2013 Expected Level of Performance:
Sixteen percent of our students made learning gains on the FY12 FAA reading assessment.	At least twenty-five percent (4 students) will make learning gains on the FY13 FAA reading assessment.

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Teachers will differentiate their instruction to meet the individual needs of the student.	ESE Coordinator	Classroom walk throughs. Review of classroom libraries and strategies.	Teacher made assessments, Core K12 assessment data (when appropriate, and the FAA data.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25%	

| making learning gains in reading.

Reading Goal #4:	Students performing lowest 25% of the student population will increase their score on the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Ninety percent of the students performing at the lowest 25% made Learning Gains on the 2012 FCAT Reading Assessment.	At least ninety two percent (75 students) of the students in the lowest 25% will demonstrate Learning Gains on the FY13 FCAT Reading assessment.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		Students in grade 3 will work with the SAI teacher to improve their fluencey and comprehension.	Principal and AP	Assess progress from the begining to the middle of the year and the middle to ent ehd of the year.	Diagnostic test, SRI test, and anecdotal records of the reading support teachers.
2	none	Students will participate in reading support programs (III and SAI)	Principal, AP, SAI teacher	Review growth in reading scores on diagnostic and other assessments	Fall, winter, and spring diagnostic assessments as well as the FCAT Reading assessment
3	Availability of adequate funding	Students in the lowest 25% will participate in an after-school tutorial program.	Principal, AP, and Literacy Leadership Team	Review reading scores Fall diagnostic, winter diagnostic, and FCAT assessment	EDW data including but not limited to diagnostic scortes, SRI scores and FCAT score.
4	Accomodating the many different learning styles of students.	Implement differentiated instruction with fidelity in order to maximize the gains in student achievement for all students.	Principal, Assistant Principal and Team Leaders.	Ongoing analysis of formative and summative assessments throughout the year.	Formative and summative assessments including teacher, district, and state produced testing materials.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Over the course of the next six years, Whispering Pines will reduce the achievement gaps in reading by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	69	72	75	78	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.

Reading Goal #5B: | All subgroups of students (where N>30) demonstrated proficiency at greater than fifty percent. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| NA | NA |

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		Sixty-seven percent (2 students)were proficient of the three tested. Group to small.	P, AP,	reading support	Diagnostic Test, SRI test and teachers anecdotal records of unit tests.
2	None	Specific students will participate in the after-school tutorial	Administrators	Utilize data from fall and winter diagnostic tests specific to reading.	District Diagnostic Test (DDT)

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Subgroup of English Language Learners (ELL) students tested is not greater than 30 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		Fourthy three percent (22 SWD students) demonstrated proficiency	P, Ap, Reading support team	Assessment data	DDT, SRI, or classroom data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Improve the proficiency in Reading for the Students With Dissabilities (SWD)in grades 3, 4, and 5 by at least seven percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Forty-three percent of the students in the SWD subgroup demonstrated proficiency on the FY12 FCAT Reading Assessment.	At least fifty percent (19 students) in the Students with Disabilities (SWD) subgroup will demonstrate proficiency on the FY13 FCAT Reading assessment.

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	ESE Teachers will continue to help focus on access points as well as daily instruction to increase reading comprehension.	Administrators and ESE Coordinator	Review data from fall and winter diagnostic assessments to assist in planning specific reading concern areas.	District Diagnsotic Test
	time	Push in and pull out programs affect the	Administrators	Review master schedule and ESE teacher	Schedules

		target students as well as other in the room. The ESE/VE teacher will work with the classroom teacher to minimize the impact.		schedules to minimize conflict.	
2					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Students in the econimically disadvantaged subgroup will continue to improve their proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Sixty-one percent of the students in the econimically disadvantaged subgroup demonstrated proficiency on the FY12 Reading Assessment.	At least sixty-five percent (88 students) in the economically disadvantaged subgroup will demonstrate proficiency on the FY 13 Reading assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		Help Economically disatvantged students read	Principal and AP		
2	Not all students participate in or consistently/attend the tutorial program	Provide additional reading support during the after-school reading tutorial for selected students.	Administrators	Review data from the fall and winter diagnostic assessments to adapt instruction and planned modifications for the tutorial.	District Diagnostic Test (DDT).
3	none	Utilize research-based reading support strategies to economically disadvantaged students increase their reading skills.	Principal and Assistant Principal	Classroom walkthroughs and LTM and lesson plan reviews	Walk through data, Core-K12 data, and diagnostic data.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Fundations	K-1	Yolanda Garaham, SAI teacher	All teachers in K and 1 (with the highest degree of focus on the "new" teachers).	Monthly meetings or use of portions of the PD meetings on early release days.	Classroom Walkthroughs	Principal and/or assistant principal.
Common Core State Standards in Reading	K-5	Principal and priniary /intermediate curricular contact persons	All teachers (home-room, Fine Arts, and ESE)	Pre-school work days, faculty meetings, and PDD activities	Classroom walk throughs and lesson plan review	Principal and AP.

Focus on Research-based reading strategies	K-5	Reading contact persons (primary and intermediate) as well as any staff member who attends reading training.	All teachers (home-room, Fine Arts, and ESE)	Pre-school, Faculty, LTM, and PDD days.	Classroom walk-throughs looking for implementation of the strategies.	Principal and AP

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Continue the implementation of The "fundations" program for literacy support in grades K and 1	Need funding to replace the materials and purchase new teacher kits.	PTA	$2,000.00
Provide additional classroom library materials at and above grade levels in all classrooms.	Need funds to purchase books. We will also sponsor a parent "book-trade/donate night to collect books not used at the homes and help stock classroom libraries.	PTA and parent donations	$2,000.00
Implement a tutorial program for the lowest performing reading in grades 3, 4, and 5.	Need funding to pay tutors (all licensed teachers) for non-contract working hours.	We have requested funding from the Teachers (vote pending on the allocation of "A Plus" monies.	$4,000.00
			Subtotal: $8,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
None (we are in the process of a classroom Retro-Fit project to update all classrooms.) Additionally we purchased new computers to replace and improve our technology (as part of the school renovation and expansion).	none	none	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Fundations training is being provided to new K and 1 teachers by Disrtict.	none	none	$0.00
Teachers are being trained in the use of the Common Core State Standards as a function of all reading/literacy training at each grade level.	none	none	$0.00
Reading is included in the focus of many LTM and faculty meetings.	none	none	$0.00
SAI teacher and part-time reading support teacher are working with teachers and students to model researched-based strategies.	none	none	$0.00
All teachers are continuing their training in the implementation of research-based instructional strategies to increase student achievement (Marzano: Art and Science of Teaching).	none	none	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $8,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	NA (our subgroup is too small).
2012 Current Percent of Students Proficient in listening/speaking:	
NA	

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Our goal is for all students to become proficient in the use of their computational, analytical, and problem solving skills in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Thirty percent of the students demonstrated proficiency on the FY12 FCAT Mathematics assessment with a score at Level 3.	At least forty percent of (137 students) will demonstrate proficiency on the 2013 FCAT Mathematics assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Continue the implementation of the new mathematics series with fidelity (make additional training available for teachers who are new to WPES for FY13)	Principal, AP and Grade-level chairpersons.	Classroom walk through, lesson plan review, and review of the data on the Fall, winter, and spring diagnostic tests as well as the FCAT.	Diagnostic assessments and FCAT assessment.
2	time	Provide additional training in the use of the Core-K12 software with a particular focus on mathematics.	Principal, AP ...	Attend training, review teachers concerns, and tailor the use of the software to meet the needs of the teeachers.	Review the Core-K12 assessments produced and utilized by the teachers. (Assess the impact on the diagnostic tests and the FCAT.)

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Students who participate in the FAA (Florida Alternate Assessment)program will continue to meet their develepmental goals in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Twenty-one percent of the students at WPES performed at levels 4, 5, and/or 6, on the mathematics component of the FY12 Florida Alternate Assessment in mathematics.	Thirty-three percent (4 students) will perform at level 4, 5, 6 on the mathematics component of the FAA in FY13.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty for ASD students to understand abstract concepts.	Teachers will employ a multi-sensory approach teaching mathematical concepts.	Principal and AP.	Classroom walk-throughs, review of lesson plans, and collectionn of data on the students.	Benchmark assessment tests (Core-K12)
	Students are unfamiliar	Utilize materials for	Principal	Review the materials	Ultimately the FAA

| 2 | with the format of the test. | instruction and assessment that mimic the format of the FAA assessment. | | utilized/produced by the teachers. | assessment in matehematics. |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The number of students scoring at Level 4 and/or 5 on the FCAT MAthematics Assessment will increase by a minimum of ten percent (10%).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Thirty five percent of the students scored Level 4 or Level 5 on the FY12 FCAT Mathematics Assessment.	At least fifty percent (165 students) will score at Level 4 or Level 5 on the FY13 FCAT Mathematics assessment.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Continue the implementation of the new mathematics series with aligned support materials.	Principal, AP, with Department and Grade-level chairpersons.	Classroom walk through, lesson plan review, and review of test and assessment data	Diagnostic Test, and FCAT assessment data.
2	Lack of adequate funding to support expansion of club and purchase of materials.	Continue and expand the after-school SECME club with the focus on mathematics and scientific thinking and problem solving.	Principal, AP, and SECME sponsor.	SECME rosters and agendas as well as walk through process.	Data from diagnostic tests and FCAT
3	None	Continue the support for the use higher order thinking skills to challange all students to actively slove problems.	Principal and AP	Classroom walkthroughs to identify appropriate planning and implementation	Data from targeted items on the district's diagnostic tests and the FCAT.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Assist students participate in the FAA (Floirida Alternate Assessment)program to solve problems involving mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Thirty seven percent of the students scored at Level 7 or above on the FY12 mathematics component of the FAA.	At least 50% (7 students) will score at Level 7 or above on the FY13 mathematics component of the FAA.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
	Difficulty in	Students will participate	Principal and AP	Classroom walk throughs	Ultimately the

					to monitor tasks and the review of lesson plans to document targeted skills.	results on the FAA mathematics component.
2	understanding and retaining abstract concepts.	in matching and sequencing in a variety of real-world tasks.				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Increase the number of students making Learning Gains in Mathematics by at least five percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Eighty-two percent of the students made Learning Gains on the FY12 FCAT Mathematics Assessment.	At least ninety percent (297 students) will make Learning Gains on the FY13 FCAT Mathematics assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Continue the implementation of the new math series with fidelity and a focus on cooperative planning throughout the individual grade levels.	Principal and AP	Classroom walk through and lesson plans as well as analysis of assessment data.	FCAT data as well as the periodic diagnostic data in mathematics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Assist students, who participate in the FAA (Floirida Alternate Assessment), to make learning gains in matehmatics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Sixteen percent of the students who participated in the mathematics component of the FY12 FAA assessment made learning gains.	At least thirty percent (4 students) will make Learning Gains on the mathematics component of the FY13 FAA assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Utilize "problem of the day" to help students understand applications and use of mathematics to solve problems.	P, Ap, and ESE Coordinator	Classroom walkthroughs, lesson plans, and teacher assessments.	Data from the District's Diagnostic test, Core-K12 assessments, and the FCAT.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Increase the number of students in the lowest 25% who make Learning Gains in Mathematics by at least nine percent.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	Seventy six percent of the students in the lowest 25% made Learning Gains on the FY12 FCAT Mathematics Assessment.	At least eighty-five percent (70 students) in the lowest 25% will make Learning Gains on the FY13 FCAT Mathematics assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Cost of tutorial and participation of all candidates identified.	Continue/expand the use of ans after-school tutorial program for all low-performing (lowest 25%) students. Tutorial materials will be produced by the school.	Administrators.	Review data from the tutorial and from the District's diagnostic test of mathematics.	District Diagnostic assessments and FCAT data.
2	Students are not always aware of their own progress, strengths, and/or weaknesses.	Principal and Assistant Principal will meet with all students in grades 3, 4, and 5 to review their curent status based on the diagnostic tests and their predicted FCAT scores.	Principal and Assistant Principal.	The SAL-P report in the EDW contains a composite look at student performance that will be shared with all studenets prior to their participation in the FY12 FCAT.	The electronic data warehouse contains the SAL-P report that is a composite of student data from multiple surces.
3	Time	Provide additional training for teachers in the of the Core-K12 assessment software.	Principal and AP.	Review progress of the Core-K12 at learning team meetings.	Review teacher made Core-K12 assessments and their testring rosters.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Over the course of the next six years, Whispering Pines will reduce the achievement gaps in mathematics by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65	68	71	74	77	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	All subgroups of students (where N>30) demonstrated proficiency at greater than fifty percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Availability of adequate funding.	After-school tutorial program in mathematics.	Administrators.	Review student performance on District diagnostic assessments in mathematics.	District diagnostic assessment in mathematics.
2	none	Work with teachers to identify specific students in the Hispanic supgroup that did not make AYP.	Administrators.	Check lesson plans and roll book for appropriate demarkation of specific students.	EDW reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Subgroup of English Language Learners (ELL) students tested is not greater than thirty (30) students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The students in the Students With Disabilities (SWD) subgroup will increase their proficiency in mathematics by at least ten percent on the FY13 FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Only fourty-seven percent of the Student With Disabilities (SWD) subgroup demonstrated proficiency on the FY12 FCAT Mathematics Assessment.	At least fifty-seven (22 students) in the Students With Disabilities (SWD)subgroup will demonstrate proficiency on the FY13 FCAT assessment of Mathematics.

Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of adequate funding and participation of students.	After-school tutorial in mathematics	Administrators	Review data from the District diagnostic assessments in mathematics	District Diagnostic assessments in mathematics
2	none	Work with teachers to identify specific students in the SWD supgroup that did not make AYP and modify instructional strategies appropriately for their needs.	Adiminstrators.	Check lesson plans and roll books for appropriate documentation of this subgroup.	Review of documentation.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Students in the econimically disadvantaged subgroup will continue to improve their proficiency in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Sixty five percent of the students in the economically disadvantages subgroup demonstrated proficiency on the FY12 FCAT Mathematics assessment.	AT least seventy percent (80 students)in the economically disadvantages subgroup will demonstrate proficiency on the FY13 FCAT mathematics Assessment,

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Provide teachers training in the use of instructional strategies to meet the needs of the economically disadvantaged students.	Principal	Classroom walk throughs, review of test data, and discussions at Learning team meetings.	Teacher made assessments, Core K12 data,diagnostic test data, and ultimately the FCAT data.
2					

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Continue the Implementation of the Go-math Series.	K-5	Primary and intermediate mathematics contact persons (as well as the administration)	All teachers (home-room, Fine ARts, and ESE)	Early-release days, Faculty meetings, and LTM meetings	classroom walk-throughs looking for specific implementation.	Principal and AP
Implementation of Common Core State Standards (imbeded with the NGSS) in the teacheing of mathematics	K-5	Administrators and teachers who have attended the CCSS curricular meetings provided by the district.	All teachers (home-room, Fine Arts, and ESE)	Early release days, LTM, teacher-work days, and part of the Faculty meetings.	Classroom walk-throughs targeting the use of CCSS in Mathematics	Principal and AP

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide a tutorial for all low performing students in mathematics in grades 3, 4, and 5.	Pay teachers for non-contractual time spent in the tutorial. (Other aligned costs for materials will be covered by the school).	Teachers are voting the use of a portion of the "A Plus" to pay for the tutorial.	$4,000.00

			Subtotal: $4,000.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
None (WPES is in process of retro-fit program as well as the campus-wide expansion of the wireless network).	NA	NA	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Teacher representatives attend curricluar meetings for mathematics, return to school and train their team in the used of specific information.	NA	NA	$0.00
Teachers are being trained in the use of Common Core State Standards at faculty, profesional development and learning team meetings.	NA	NA	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	All fifth grade students will demonstrate their proficiencey on the 2012 FCAT Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Fourty-two percent of the fifth students demonstrated proficiency on the FY12 FCAT Science assessment.	A minimum of at least fifty percent (51 students) in the fifth grade demonstrate proficiency on the FY13 FCAT Science assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Students will increase their participation in hands-on science labs.	Principal and AP.	Classroom walk through data, review of lesson plan data, review of computer lab use, review of science lab use.	Core K12 data, district diagnostic tests in science and the data from the FCAT.
2	none	Implement instructional strategies associated with and aligned to the newly adopted Science materials.	Principal and AP	Classroom walk through will verify use of strategies. Review of lesson plans will also document use	District Diagnostic tests date specific to science. Documentation in

			of new science materials.	the lesson plans will also verify approach and inclusion.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Assist all students who participate in the Florida Alternate Assessment (FAA) will increase their proficiency in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Fifty-six percent of the students scored at Levels 4, 5, and/or 6 on the science component of the FY12 Florida Alternate Assessment.	Sixty-seven percent (9 students) will perform at Levels 4, 5, and/or 6 on the science component of the FY13 Florida Alternate Assessment.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited cognitive ability of students which require appropriate accomodations and modification in order for students to make learning gains in science.	Teachers will follow a curriculum map teaching access points on the student's developmental level.	Principal and AP.	Classroom walk throughs and review of lesson plans and instructional materials to monitor targeted access points.	Teacher made benchmark assessments.
2	Students lack of familiarity with the testing format.	Utilize practice materials that mimic the format of the FAA.	Principal and AP.	Review lesson plans and instructional materials.	Ultimately the results of the FY13 FAA.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students will increase their performance beyond proficiency (scoring at level 4 or 5) on the FY13 FCAT Science Assessment by a minimum of ten percent (10%).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Nineteen percent of the fifth grade students performed above proficiencey level (Scoring at level 4 or 5) on the FY12 FCAT Science assessment.	At least twenty-nine percent (30 students)of fifth graders will perform above proficiency level on the FY13 FCAT Science assessment.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Continue the implepetation of the SECME club for students in the fifth grade to help create an interest in applied science and mathematics.	Principal, AP, and SECME club sponsor.	Review meeting agendas, science activities, and science fair entries.	District diagnostic assessments in Science.
	none	Implement a Chess Club for students in	Principal, AP, and Chess Culb	Review meeting notes and sit in on several	District diagnostic

2		the fourth and fifth grade to assist with their problem solving and critical thinking.	sponsor.	chess club competitions.	assessments in science.
3	time and materials	Teachers will incorporate hand-on lab activities that support student learning of scientific concepts.	Principal and AP	Walk throughs, review lesson plans, and review scores on assessments.	District diagnostic and Core-K12 assessment data.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Students, who participate in the Florida Alternate Assessment (FAA), will continue their learning of scientific prioinciples and learn to utilize the scienctifc method to solve problems.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Eleven percent of the students scored at or above Level 7 on the science component of the FY12 Florida Alternate Assessment (FAA)	A minimum of twenty-five percent (3 students) will score at or above Level 7 on the science component of the FY13 FAA.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty for students to understand some of the abstract concepts in science.	Teachers will provide instruction that includes hands-on activities in the form of scientific experiments.	Principal and AP.	Classroom walk-throughs and review of the lesson plans for documentation of scientific activities.	Ultimately the scores on the science comnponent of the FY13 FAA.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Focus on Hands on activities in science.	K-5	Primary and Itermediate science contacts.	school-wide	Early release days as well as level specific meetings during the year. (minimum of one per trimester)	Observation of hands-on activities in classrooms.	Principal and AP

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase of additional materials for science experiments in the classrooms.	Science materials Kits	Undetermined at this time. Looking for sponsors.	$1,000.00
	materials for mouse-trap cars,		

Purchase funding for SECME materials	rockets made from plastic bottles, kits for solar powered devices for students to build. Also nee to identify a funcing source for SECME tee-shirts.	Undetermined at this time. Looking for sponsors.	$1,000.00
		Subtotal: $2,000.00	

Technology

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
		Subtotal: $0.00	

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Provide training in the use of science materials for hands on student activities.	Time and materials (listed above)	Undetermined at this time	$0.00
		Subtotal: $0.00	

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
		Grand Total: $2,000.00	

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Our goal is for all students at Whispering Pines to become proficient and productive writers.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Seventy-five percent of the fourth grade students demonstrated proficiency on the FY12 FCAT Writing assessment.	At least eighty percent (105 students) of fourth graders will demonstrate proficiency on the FY13 FCAT Writing assessment.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	The fourth grade teachers will continue the use of "Writers Workshop (Lucy Calkins)" approach to writing during FY13. Additiionally, the third grade teachers will be trained and make use of the Lucy Calkins approach.	Principal and AP.	Review progress on the District's Palm Beach Writes assessment. (Writing assessment is part of the District's testing calendar).	Palm Beach Writes assessments
2	Avaliability of appropriate funding	Provide an after-school tutorial writing program for the lowest performing writers.	Principal, AP, and Literacy Leadership Team.	Use data from the District's writing support assessments (multiple Palm Beach Writes assessments are	Palm Beach Writes assessments

					given prior to the FCAT Writes).
3	none	The amount of time for writing at grades 2,3, and 4 will be modified from the 30 minute block last year. Grade 4 = 60 minutes Grade 3 = 45 minutes Grade 2 = 45 minutes	Principal	Review test data from the Palm Beach Writes practice tests and the FCAT Writing data for grade 4.	Palm Beach Writes assessments and FCAT Writing Assessment data for 4th grade.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Increase the writing skills of all students who participate in the Floirida Alternate Assessment (FAA)Writing assessment program.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Sixty-seven percent of the students demonstrated proficiency on the FY12 Florida Alternate Assessment of Writing.	Seventy-five percent (3 students) will perform at level 4 or higher on the FY13 Florida Alternate Assessment of Writing.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty generating ideas and supportive details.	Teachers will help students utilize graphic organizers in their planning and editing of written work.	Principal and AP.	Teachers will maintain a protfolio of student written work to demonstrate progress in writing.	Student Portfolio and the results of the students on the writing component of the FAA.
2	Limited vocabulary of the students	Teachers will chart words on a word wall and incorporate oral language lessons as part of the writing support process.	Principal and AP.	Classroom walk throughs.	Scores on the writing component of the FY13 FAA.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teachers will continue their training using the Writer's Workshop (Lucy Calkins) method of writing.	Teachers in Grades 2, 3, and 4 will participate in training with a District Writing Specialist. Specific focus will be made at the fourth grade level	District Writing Specialist and the grade level chairpersons.	Teachers in grades 2, 3, and 4 who teach writing.	A schedule from September to August has already been implemented. Teachers (22) will receive training or mentoring at least once every six weeks.	Review student portfolios, walkthrough writing activities, and review the data from the Palm Beach Writing assessments.	District trainer, principal and AP.

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers with the time, training, and materials (mentor texts) to assist with the writing process.	Purchase teacher writing kits and classroom mentor-texts to support the Writers Workshop model.	Teacher writing kits and classroom mentor texts.	$2,500.00
			Subtotal: $2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	Na	Na	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
District Writing Sepcialsit has alreay work with the administration and the department chairpersons to create a training/modeling schedule.	District person is providing her time to help support writing.	None needed for the PD since all participants are on the District's payroll	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,500.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The average daily attendance rate for Whispering Pines Elementary School has been ninety-five to ninety-six percent for the last five years, our goal is to remain in the 95-96% range.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The average daily attendance for 2012 was ninety-five percent.	The average daily attendance rate for FY 13 will be ninety-five percent or better.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The FY 12 data indicate that 162 students had 10 or more absences.	The goal for FY 13 is to reduce the number of students with 10 or more absences by 25%, reducing the number of students to 121 or less.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
The FY 12 data indicate that 110 students had 10 or more tardies.	The goal for FY 13 is to reduce the number of students with 10 or more tardies by 25%, reducing the number of students to 90 or less.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Educate the parents about the importance of daily school attendance using newsletters, notes home, and phone calls.	Assistant Principal and data processor	Review the data in the electronic data warehouse (EDW) files at least once a trimester.	Data file in EDW.
2	none	Speak with students about the importance of coming to school and being operared to learn every day.	Principal and AP	Review attendance data each month.	Attendance Report in TERMS
3	Parent p[articipation in meetings	Provide additional information to parents at Curriculum night, Ice-Cream Social for K, Third Grade FCAT night, fourth grade FCAT Writing night, FCAT Math night for grades 3, 4, and 5, PTA meetings and SAC meetings (each parent meeting will reinforce the importance of attendance and participation).	Principal and AP	Review numbers of parents at mee4ting	Sign in sheets.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teachers and the Leadership Team will review current attendance data and the inherent effect on student achievement.	All grade levels (K-5)	Principals	Teachers in grades K-5, administrators, and the data processor. {Parents will also be informed about attendance at school/PTA/SAC activities}.	First faculty meeting, first SAC meeting, first PTA general meeting.	Review data in TERMS	Principal and AP (as well as the data processor).

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Historical data for the past five years indicate that the out-of-school suspension rates for Whispering Pines Elementary School has ranged from zero to one percent (1%). WPES does not have an In-School Suspension program.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
Zero	Zero
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Zero	Zero
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
Twenty one students were suspended in FY12. This figure respesents approximately three percent of the student population.	Our goal is to reduce the number of suspension to less that 2% of the population (approximately 15 students).
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
Twenty one students were suspended out-of-school in the FY12 schoolyear.	Fifteen or less students will be involved in out-of-school suspensions.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Continue the implementation of the "School-Wide Positive Behavior" initiative sponsored by the Department of Safe Schools.	Principal and Assistnat Principal	Review suspension data each trimester with School-Wide Positive Behavior Committee.	Suspension data in EDW and student referral data in TERMS.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use reports generated in TERMS to identify students inviolved in suspensions.	Data in TERMS	none required	$0.00
Review data from the School Wide Positive Behavior committee and the MTSS to identify candidates involved activities leading to or that have been suspended.	SWPBS and MTSS data	none required	$0.00
		Subtotal: $0.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
none	NA	NA	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
All teachers will be informed about student behaviors and potential problems at faculty meetings.	NA	NA	$0.00
		Subtotal: $0.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
		Grand Total: $0.00	

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

	1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Parent involvement varies as a function of the activity.
	2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
	Approximately 180 families (about 33% of school) participated in school based activities during the FY12 school year.	Our goal is to increase parent participation so that at least 280 families are involved in school/PTA based activities (approximately 40%).

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many of the parents at WPES work and are unable to attend.	Increase parental participation activities in conjunction with the PTA: 1. Curriculum night 2. FCAT Grade 3 parent night 3. FCAT Grade 4 parent night 4. FCAT Mathematics night for parents and students from grades 3, 4, and 5. 5. Varoius other events for parents/students including music, chorus, art, movies and parent/student dance. 6. Volunteer registration days	Principal and PTA Board members	Review the sign-in sheet to assess the parental participation.	Data from sign in sheets.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

			Subtotal: $0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	In order to foster and expand the teacher/student focus on Science, Technology, Engineering and Mathematics in FY13 we will expand our SECME Club and our Chess Club (each of which promote critical thinking and problem solving)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all students can attend after school meetings and expanding both clubs will have limits to the numbers of students who can participate.	Provide opportunities for students to think criticaly and build problem solving skills in a design-based and/or competitive setting. [SECME & Chess CLub]	Club Sponsors and the principal	Number of students increases	Rosters of clubs, participation in SECME activities at the District level.
2	none	Involve students in campus-wide recycling projects [paper from classrooms and offices and food wrapers from student lunch products in the cafeteria].	Sponsors, principal, and AP.	Documentation of the elimination of recycled products and subsequent return to vendors.	Receipts and invoices.
3	time	Apply for a Green School Award through the local sponsor (US Green Building COuncil).	Principal and comittee.	Review award application and hopefully receive the award for a second year in a row.	Application for Award.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	Na	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	Na	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Continue the implementation of The "fundations" program for literacy support in grades K and 1	Need funding to replace the materials and purchase new teacher kits.	PTA	$2,000.00
Reading	Provide additional classroom library materials at and above grade levels in all classrooms.	Need funds to purchase books. We will also sponsor a parent "book-trade/donate night to collect books not used at the homes and help stock classroom libraries.	PTA and parent donations	$2,000.00
Reading	Implement a tutorial program for the lowest performing reading in grades 3, 4, and 5.	Need funding to pay tutors (all licensed teachers) for non-contract working hours.	We have requested funding from the Teachers (vote pending on the allocation of "A Plus" monies.	$4,000.00
Mathematics	Provide a tutorial for all low performing students in mathematics in grades 3, 4, and 5.	Pay teachers for non-contractual time spent in the tutorial. (Other aligned costs for materials will be covered by the school).	Teachers are voting the use of a portion of the "A Plus" to pay for the tutorial.	$4,000.00
Science	Purchase of additional materials for science experiments in the classrooms.	Science materials Kits	Undetermined at this time. Looking for sponsors.	$1,000.00
Science	Purchase funding for SECME materials	materials for mouse-trap cars, rockets made from plastic bottles, kits for solar powered devices for students to build. Also nee to identify a funcing source for SECME tee-shirts.	Undetermined at this time. Looking for sponsors.	$1,000.00
Writing	Provide teachers with the time, training, and materials (mentor texts)to assist with the writing process.	Purchase teacher writing kits and classroom mentor-texts to support the Writers Workshop model.	Teacher writing kits and classroom mentor texts.	$2,500.00
Suspension	Use reports generated in TERMS to identify students inviolved in suspensions.	Data in TERMS	none required	$0.00
Suspension	Review data from the School Wide Positive Behavior committee and the MTSS to identify candidates involved activities leading to or that have been suspended.	SWPBS and MTSS data	none required	$0.00
STEM	NA	NA	Na	$0.00
				Subtotal: $16,500.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	None (we are in the process of a classroom Retro-Fit project to update all classrooms.) Additionally we purchased new computers to replace and improve our technology (as part of the school renovation and expansion).	none	none	$0.00
	None (WPES is in process of retro-fit			

Mathematics	program as well as the campus-wide expansion of the wireless network).	NA	NA	$0.00
Science	NA	NA	NA	$0.00
Writing	NA	Na	Na	$0.00
Suspension	none	NA	NA	$0.00
STEM	NA	NA	NA	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Fundations training is being provided to new K and 1 teachers by Disrtict.	none	none	$0.00
Reading	Teachers are being trained in the use of the Common Core State Standards as a function of all reading/literacy training at each grade level.	none	none	$0.00
Reading	Reading is included in the focus of many LTM and faculty meetings.	none	none	$0.00
Reading	SAI teacher and part-time reading support teacher are working with teachers and students to model researched-based strategies.	none	none	$0.00
Reading	All teachers are continuing their training in the implementation of research-based instructional strategies to increase student achievement (Marzano: Art and Science of Teaching).	none	none	$0.00
Mathematics	Teacher representatives attend curricluar meetings for mathematics, return to school and train their team in the used of specific information.	NA	NA	$0.00
Mathematics	Teachers are being trained in the use of Common Core State Standards at faculty, profesional development and learning team meetings.	NA	NA	$0.00
Science	Provide training in the use of science materials for hands on student activities.	Time and materials (listed above)	Undetermined at this time	$0.00
Writing	District Writing Sepcialsit has alreay work with the administration and the department chairpersons to create a training/modeling schedule.	District person is providing her time to help support writing.	None needed for the PD since all participants are on the District's payroll	$0.00
Suspension	All teachers will be informed about student behaviors and potential problems at faculty meetings.	NA	NA	$0.00
STEM	NA	NA	NA	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
STEM	NA	NA	Na	$0.00
				Subtotal: $0.00
				Grand Total: $16,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⌐ Priority	⌐ Focus	⌐ Prevent	⌐ NA

Are you a reward school: ⌐ Yes ⌐ No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District
WHISPERING PINES ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	83%	81%	64%	310	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	72%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	58% (YES)			110	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					554	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District
WHISPERING PINES ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	80%	78%	68%	309	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	57%			128	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	52% (YES)			101	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					538	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested