



# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2008 - 2009 SCHOOL IMPROVEMENT PLAN

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**School Name: WHISPERING PINES SCHOOL**

**District Name: Broward**

**Principal: Michael Gleason**

**SAC Chair: Vita Baiamonte**

**Superintendent: James Notter**

**Date of School Board Approval: pending**

**Dr. Eric J. Smith, Commissioner**  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

**Dr. Frances Haithcock, Chancellor**  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

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## VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

### Mission:

The mission of Whispering Pines School is to ensure an optimum teaching and learning environment. High expectations are set which enables all students to achieve individual maximum potential. This is accomplished through a collaborative effort of pertinent stakeholders. Our commitment is to address the academic, social, emotional, and behavioral needs of all students. A diversity of experiences and cultures promote positive self-concept, which will allow them to be productive citizens in today's challenging society.

### Beliefs:

Treating everyone with respect and dignity, being sensitive to our individual differences, and working together toward common academic, behavioral, and therapeutic goals will provide for a safe emotional setting and meet the individual needs of the staff, students, and families.

Positive student relationships and individual student potential is cultivated by having smaller student and staff ratios.

The working and learning environment should be a place that is healthy and provides for physical safety.

There should be opportunities for continuous learning and personal and professional growth for the staff, students, and families.

## SCHOOL PROFILE DEMOGRAPHICS

Whispering Pines School is located in the city of Miramar. The school opened in 1991 and is a center school for Emotional/Behavioral Disabled students, which serves the entire South Area. In addition to the K-12 students the school has on-campus, Whispering Pines also has several off-campus programs. The school serves students in grades K-12 (ages 5-22). The demographics from the beginning of the 2008 - 2009 school year include a total of 138 students with the following makeup: 41% White, 25% African American, 28% Hispanic, 1% Native American, and 5% Multiracial. All students that attend Whispering Pines are eligible for Exceptional Student Education services.

Whispering Pines currently has one waiver that allows our students who are 16 or over to remain in school while studying for the GED. Research shows that ESE students who remain in school to study for the GED are more likely to actually test. Last year, 100% of the students who studied for the GED, took and passed the GED.

In the past three years, we have received the Citibank grant, Farm Bureau grant, and the Impact grant.

Whispering Pines did not make AYP, and is not a graded school. Making AYP continues to be a challenge due to the nature of our students' disabilities. We do have a school wide behavior management system along with a therapeutic component infused throughout each school day.

Our school does have partnerships with local hospitals, restaurants, nursing homes, and the City of Hollywood that provide our students with an opportunity to prepare for the world of work.

Our challenges, both short and long term include students' mental health issues impeding their academic progress; as well as, a lack of social skills that effect them now and will continue to do so as adults in work world.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

[Empty text box]

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

[Empty text box]

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

[Empty text box]

No Attached Staff List

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

[Empty text box]

School Wide Improvement Model

Note: Required for Title I

[Empty text box]

NCLB Public School Choice

Note: Required for Title I

[Empty text box]

No Attached Public School Choice Notice to Parents file

No Attached Notification of SINI Status file

Pre-School Transition

Note: Required for Title I

[Empty text box]

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

[Empty text box]

No Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

## SCHOOLS GRADED C OR BELOW

### Professional Development

### Disaggregated Data

### Informal and Formal Assessments

### Alternative Instructional Delivery Methods

## SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

### Different Innovative Approaches to Instruction

See Reading and Math SIP strategies.

### Responsibility of Teaching Reading for Every Teacher

Collaboration of strategies between subject area teachers ensure that every teacher teaches reading. All WPS teachers infuse reading instruction into and across the curriculum. The benchmarks in each reading strand are addressed within the context of the given content area.

### Quality Professional Development for Teachers and Leaders

The Reading Coach, our Curriculum Specialist, and district trainers inservice the faculty throughout the year. Vital topics across the core curriculum are addressed (ie, research-based instructional strategies for improving reading comprehension and vocabulary, CRISS, and McKrel. We also offer training that incorporates the use of technology (Compass Learning, Kidspiration/Inspiration, etc).

### Small Learning Communities (SLC)

Whispering Pines is a center for students with emotional behavior disabilities. Most students Individual Education Plans place them in classrooms with a small pupil to teacher ratio. All students are in classes that are typically 8-10 students with a teacher and paraprofessional.

### Intensive Intervention in Reading and Mathematics

The district struggling reading and math charts are used to place students in the appropriate math and reading courses. We all offer additional instructional support (1:1) for High School students that need to retake the FCAT in order to graduate.

### Parental Access and Support

Daily collaboration with the parent occurs via a daily homenote that each student receives. Therapeutic support is provided to parents via telephone or family counseling sessions as needed. Parents, teachers, and therapists participate in a Showcase of Success three times per school year.

### Applied and Integrated Courses

Computer Applications as well as Integrated Science (i.e., Life, Physical, and Earth Sciences) and Math courses are offered.

## Course Choice Based on Student Goals / Interests / Talent

Courses are scheduled based on the students' Major Area of Interest. They are offered a variety of courses choices such as art, computer education, and community based instruction.

## Master Schedules Based on Student Needs

The master schedule is based on a variety of test data and is developed through input by teacher and therapist according to student need.

## Academic and Career Planning

Vocational courses and Community Based Instruction are offered. Transition plans are developed for students beginning at age 14 through the IEP process.

# GOALS

## Goal: Reading

**\*Note: Required for Title I**  
**Scroll down for school data**

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<b>*Needs Assessment:</b>	Whispering Pines School is not eligible to be graded under the A+ Plan. According to 2007-2008 FCAT data, 26% of our students scored at or above grade level in reading.
<b>*Objective:</b>	At least 30% of all students with disabilities will scores a Level 3 or above on the 2009 FCAT Reading Test.
<b>*Strategies:</b>	<ol style="list-style-type: none"><li>1. All WPS students earning below a level 3 on the FCAT will be placed in a Broward County approved Intensive Reading Program as indicated by their needs.</li><li>2. All WPS students earning below a level 3 on the FCAT will be provided with small group and/or direct instruction.</li><li>3. All students who have performed below a level 3 on the Reading FCAT are facilitated by their teachers using strategies that include Reciprocal Teaching, QAR, Thinking Maps, CRISS, and McKrel.</li><li>4. All WPS students are encouraged and supported in participating in a school wide Reading Incentive that incorporates the Accelerated Reader Program.</li><li>5. High School classroom libraries will continue to be updated offering a variety of genres and instructional levels.</li><li>6. FCAT reading data will be evaluated and a Focus calendar developed. Teachers will use Top 3, school wide strategies(Reciprocal Teaching, QAR, Thinking Maps) in daily instruction to reinforce benchmarks</li><li>7. Teachers will access BEEP, United Streaming, and Learning Villages for lesson plans.</li><li>8. In an effort to create a school wide reading culture, the Literacy Leadership team will continue to meet monthly.</li><li>9. All teachers will be trained in high yield strategies and FCAT test taking strategies. All teachers will implement the strategies in their classrooms with documentation in their planbooks.</li></ol>
<b>*Evaluation:</b>	<p>Progress in Reading will be measured by the following ways:</p> <ol style="list-style-type: none"><li>1. 2009 FCAT Reading scores</li><li>2. 2009 Spring DAR Scores</li><li>3. Scores from assessments that are incorporated into specific Reading Programs (ie: DAR, Trophies, Language!, etc.)</li><li>3. Accelerated Reader levels and scores</li><li>4. Teacher observation</li><li>5. Mini-Benchmark assessments</li><li>6. Integrated Learning System (Compass Learning, Accelerated Reader, Odyssey, RiverDeep)</li></ol>
<b>*Evidence-based Program(s):</b>	<p>The following Reading programs are implemented based on the grade equivalency of the student:</p> <p>Language!: Students who are significantly below grade level Novels: Students who perform on grade level Jamestown Fluency: Used with middle school students and provided on their instructional level. Treasures/Trophies: Used with all elementary students regardless of level. Edge A: Used with students performing from 3rd - 5th grade level Edge B: Used with students performing from 6th - 8th grade level Edge C: High School student that scored below reading level</p>
<b>*Professional Development:</b>	<p>All WPS teachers who teach a Reading class are trained in that specific program using district trainings. 8/11/2008 ongoing</p> <p>All WPS teachers are encouraged and supported in taking Reading Trainings that support cross curriculum strategies (ie. CRISS and McCrel)9/10/2008 ongoing with monthly support</p> <p>Many WPS teachers are proactively working towards their Reading Endorsement. 8/11/2008 ongoing</p>

Effectiveness of PD will be evaluated through classroom walk-throughs, learning communities and mini-BAT and BAT results.

WPS Reading Coach provide FCAT Reading Strategies workshops throughout the school year on planning days and in biweekly curriculum meetings. 9/14/2008 ongoing

Staff will be trained in the use of High Yield learning strategies such as reciprocal teaching, QAR, Timed Readings, Note Taking, Graphic Organizers. 9/10/2008 ongoing

Teachers will be trained in the new reading textbook adoption (Edge). 9/2008

**\*Objective:**

At least 30% of the students in our bottom quartile will improve their reading scale score by 10% on the 2009 reading FCAT.

**\*Strategies:**

1. All WPS students earning below a level 3 on the FCAT will be placed in a Broward County approved Intensive Reading Program as indicated by their needs.
2. All WPS students earning below a level 3 on the FCAT will be provided with small group and/or direct instruction.
3. All students who have performed below a level 3 on the Reading FCAT are facilitated by their teachers using strategies that include Reciprocal Teaching, QAR, Thinking Maps, CRISS, and McKrel.
4. All WPS students are encouraged and supported in participating in a school wide Reading Incentive that incorporates the Accelerated Reader Program.
5. High School classroom libraries will continue to be updated offering a variety of genres and instructional levels.
6. FCAT reading data will be evaluated and a Focus calendar developed. Teachers will use Top 3, school wide strategies(Reciprocal Teaching, QAR, Thinking Maps) in daily instruction to reinforce benchmarks
7. Teachers will access BEEP, United Streaming, and Learning Villages for lesson plans.
8. In an effort to create a school wide reading culture, the Literacy Leadership team will continue to meet monthly.
9. All teachers will be trained in high yield strategies and FCAT test taking strategies. All teachers will implement the strategies in their classrooms with documentation in their planbooks.
10. All WPS teachers will utilize differentiated instruction within their classrooms.

**\*Evaluation:**

Progress in Reading will be measured by the following ways:

1. 2009 FCAT Reading scores
2. 2009 Spring DAR Scores
3. Scores from assessments that are incorporated into specific Reading Programs (ie: DAR, Trophies, Language!, etc.)
3. Accelerated Reader levels and scores
4. Teacher observation
5. Mini-Benchmark assessments
6. Integrated Learning Systems (Compass Learning, Odyssey, Accelerated Reader, RiverDeep)

**\*Evidence-based Program(s):** The following Reading programs are implemented based on the grade equivalency of the student:

Language!: Students who are significantly below grade level  
Novels: Students who perform on grade level  
Jamestown Fluency: Used with middle school students and provided on their instructional level.  
Treasures/Trophies: Used with all elementary students regardless of level.  
Edge A: Used with students performing from 3rd - 5th grade level  
Edge B: Used with students performing from 6th - 8th grade level  
Edge C: High School student that scored below reading level

**\*Professional Development:**

All WPS teachers who teach a Reading class are trained in that specific program using district trainings. 8/11/2008 ongoing

All WPS teachers are encouraged and supported in taking Reading Trainings that support cross curriculum strategies (ie. CRISS and McCrel)9/10/2008 ongoing with monthly support

Many WPS teachers are proactively working towards their Reading Endorsement. 8/11/2008 ongoing

Effectiveness of PD will be evaluated through classroom walk-throughs, learning communities and mini-BAT and BAT results.

WPS Reading Coach provide FCAT Reading Strategies workshops throughout the school year on planning days and in biweekly curriculum meetings. 9/14/2008 ongoing

Staff will be trained in the use of High Yield learning strategies such as reciprocal teaching, QAR, Timed Readings, Note Taking, Graphic Organizers. 9/10/2008 ongoing

Teachers will be trained in the new reading textbook adoption (Edge). 9/2008

**Budget:**

<b>Evidence-based Program(s)/Material(s)</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Treasures/Trophies, Language!, Edge A,B and C	School's Budget	\$5,000.00
Compass Learning, Learning Today, DAR, Great Leaps	School's Budget	\$5,000.00
		<b>Total: \$10,000.00</b>
<b>Technology</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Compass Learning, Learning Today, DAR, Great Leaps, Accelerated Reader, FCAT Explorer, Internet, News Currents,	School's Budget	\$1,000.00
		<b>Total: \$1,000.00</b>
<b>Professional Development</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Staff Development for Treasures/ Trophies, Language!, Edge A, B, and C, Compass Learning	School's Budget	\$5,000.00
		<b>Total: \$5,000.00</b>
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$16,000.00</b>

**\*Non-Highly Qualified Instructors:**

Erin Cormier-Pavao, Elementary Teacher, certified in Exceptional Student Education K - 12, pending Reading Endorsement

*End of Reading Goal*

**Goal: Mathematics**

**\*Note: Required for Title I**  
**Scroll down for school data**

- \*Needs Assessment:** 26% of Student with Disabilities scored at or above grade level on the 2008 FCAT math test.
- \*Objective:** At least 30% of Students with Disabilities will score a Level 3 or above on the 2009 FCAT Math test.
- \*Strategies:**
  1. All students scoring below a level 3 will be offered 1:1 tutoring based on individual needs.
  2. Teachers may use the struggling Math Chart to determine appropriate math programs to be implemented.
  3. Student that score below Level 3 on the FCAT math will be placed in Intensive Math Classes.
  4. All teachers are trained in Compass Odyssey to enhance classroom instruction and provide guided practice and applications.
  5. Teachers will access BEEP, United Streaming and Learning Villages for lesson plans in Math.
  6. Students in grades K - 5 will participate in Calendar Math daily.
  7. Teachers will deliver math curriculum following the math focus calendars which identify specific grade-level skills with accompanying lessons for weekly use created using the 8-Step Process.
  8. Students will receive instruction in the use of manipulatives, calculators and computers to

investigate and verify solutions to real world problems.

9. Data from Benchmark Assessment Testing will be used to identify deficit areas for students in all AYP subgroups that did not meet AYP criteria or are at risk of not meeting criteria in 2009.

**\*Evaluation:**

1. 2009 FCAT Math scores
2. 2009 GMADE scores
3. End of Chapter Tests as presented in State Adopted Textbooks.
4. Teacher observations
5. Mini Benchmark Assessments
6. Benchmark Assessments

**\*Evidence-based Program(s):**

Harcourt Brace: Used with all elementary students.  
Glencoe: Used with all middle school students  
Prentice Hall: Used with Standard Diploma High School students

**\*Professional Development:**

1. WPS Curriculum Specialist provide FCAT Math strategy workshops throughout the school year on planning days and in monthly curriculum meetings. 9/10/2008 ongoing
2. Monthly vertical team meetings are held to align curriculum across levels. 9/3/2008 monthly
3. FCAT strategies are modeled within all classrooms on a weekly basis. 9/3/2008 weekly
4. All WPS teachers are encouraged and supported in taking High Yield trainings that support cross curriculum strategies (ie CRISS and McCrel) 8/26/2008 ongoing
5. Teachers are trained in analyzing testing data to aid Individualized Instruction 9/2/2008 on going

**\*Objective:**

At least 30% of the students in our bottom quartile will improve their math scale score by 10% on the 2009 math FCAT.

**\*Strategies:**

1. All students scoring below a level 3 will be offered 1:1 tutoring based on individual needs.
2. Teachers may use the struggling Math Chart to determine appropriate math programs to be implemented.
3. Student that score below Level 3 on the FCAT math will be placed in Intensive Math Classes.
4. All teachers are trained in Compass Odyssey to enhance classroom instruction and provide guided practice and applications.
5. Teachers will access BEEP, United Streaming and Learning Villages for lesson plans in Math.
6. Students in grades K - 5 will participate in Calendar Math daily.
7. Teachers will deliver math curriculum following the math focus calendars which identify specific grade-level skills with accompanying lessons for weekly use created using the 8-Step Process.
8. Students will receive instruction in the use of manipulatives, calculators and computers to investigate and verify solutions to real world problems.
9. Data from Benchmark Assessment Testing will be used to identify deficit areas for students in all AYP subgroups that did not meet AYP criteria or are at risk of not meeting criteria in 2009.

**\*Evaluation:**

1. 2009 FCAT Math scores
2. 2009 GMADE scores
3. End of Chapter Tests as presented in State Adopted Textbooks.
4. Teacher observations
5. Mini Benchmark Assessments
6. Benchmark Assessments

**\*Evidence-based Program(s):**

Harcourt Brace: Used with all elementary students.  
Glencoe: Used with all middle school students  
Prentice Hall: Used with Standard Diploma High School students

**\*Professional Development:**

1. WPS Curriculum Specialist provide FCAT Math strategy workshops throughout the school year on planning days and in monthly curriculum meetings. 9/10/2008 ongoing
2. Monthly vertical team meetings are held to align curriculum across levels. 9/3/2008 monthly
3. FCAT strategies are modeled within all classrooms on a weekly basis. 9/3/2008 weekly
4. All WPS teachers are encouraged and supported in taking High Yield trainings that support

cross curriculum strategies (ie CRISS and McCrel) 8/26/2008 ongoing

5. Teachers are trained in analyzing testing data to aid Individualized Instruction 9/2/2008 on going

**Budget:**

<b>Evidence-based Program(s)/Material(s)</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Glencoe, Prentice Hall, and	School's Budget	\$5,000.00
GMADE, Key Math 3	School's Budget	\$2,000.00
		<b>Total: \$7,000.00</b>
<b>Technology</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
FCAT Explorer, Compass Learning, Program Specific software	None	\$0.00
		<b>Total: \$0.00</b>
<b>Professional Development</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
District support, Curriculum Specialisr	None	\$0.00
		<b>Total: \$0.00</b>
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$7,000.00</b>

**\*Non-Highly Qualified Instructors:**

Peter Ebben-Ross, Middle School Math Teacher, certified ESE K-12, Physical Ed K-12, Social Science 6-12, currently studying for Math Exam.

*End of Mathematics Goal*

## Goal: Writing

\*Note: Required for Title I  
Scroll down for school data

<b>*Needs Assessment:</b>	Based on Florida Writes, 42% of Students with Disabilities improved their writing performance by 1%.
<b>*Objective:</b>	50 % of students with disabilities will improve writing scores by at least 1% based on Florida Writes.
<b>*Strategies:</b>	<ol style="list-style-type: none"><li>1. Teachers will deliver writing curriculum following the writing focus calendars which identify specific grade-level skills with accompanying lessons for weekly use created using the 8-Step process.</li><li>2. Students will use district online databases to practice research techniques (Grolier, SIRS researcher, etc).</li><li>3. Teachers will access BEEP, United Streaming, and Learning Villages for lesson plans in Writing.</li><li>4. Students will be provided with opportunities to publish their work, via word processing programs and graphic organizers, in the school newsletter and in the classroom.</li><li>5. Students will use district provided online web sites to learn research techniques and write information based reports.</li><li>6. Students will participate in quarterly writing prompts to support Character Education and Multicultural Education content.</li></ol>
<b>*Evaluation:</b>	<ol style="list-style-type: none"><li>1. Quarterly writing prompts</li><li>2. Teacher created writing activities</li><li>3. Florida Writes</li><li>4. 6 Traits Rubric</li></ol>

**\*Evidence-based Program(s):** 6 Traits Writing

**\*Professional Development:** Staff will be trained and become proficient in the scoring of the Six Traits rubric to evaluate student writing samples and determine appropriate focus for classroom instruction. 10/24/2008

Teachers will receive training on use of elaboration techniques in all curriculum areas (Superior Six). 10/8/2008 ongoing with support

Teachers will receive training in Kidspiration/Inspiration writing technology program. 10/24/2008 with ongoing classroom support

Teachers will be trained in poetry writing strategies. 11/12/2008

All teachers will participate in Compass Writing Training. 8/14/2008, 1/16/2009 with ongoing support

Monthly curriculum meetings will include training in note taking, power notes, summarizing. 8/14/2008 ongoing

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
6 Traits Writing	School's Budget	\$3,000.00
Compass Writing	School's Budget	\$1,500.00
		<b>Total: \$4,500.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
Kidspiration/Inspiration	None	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
6 Traits Writing	None	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$4,500.00</b>

End of **Writing** Goal

**Goal: Science**

**\*Note:** Required for Title I  
Scroll down for school data

**\*Needs Assessment:**

**\*Objective:**

At least 25 % of Students with Disabilities will scores a level 3 or above in FCAT Science.

**\*Strategies:**

1. Science teachers will implement reading, math, and writing strategies for students that are at risk of not meeting AYP in 2009.
2. Teachers will use BEEP, United Streaming and Learning Villages for lesson plans in Science.
3. Students will demonstrate their understanding of the application of Science and Social Studies in the world through participation in a Multicultural Festival.
4. Reading materials will be available to ensure that Science content books and/or periodicals are part of each class library.
5. Teachers will use a variety of media including Science video taped, grade level science activities, science center lessons and computer technology to further develop understanding and mastery of the science benchmarks.
6. Teachers will integrate Writing activities into the science curriculum focusing on expository responses using the short and extended response FCAT format.
7. Students in 4th, 8th and 10h grade will respond to Science related FCAT questions using an FCAT rubric for writing in Science.

- \*Evaluation:** 1. FCAT Science  
2. Teacher created assessments
- \*Evidence-based Program(s):** State adopted textbook and curriculum
- \*Professional Development:** Teachers will be trained in Kidspiration/Inspiration. 10/24/2008 with ongoing support from Media Specialist  
  
Effectiveness of PD will be evaluated through classroom walk-throughs, learning communities and mini-BAT and BAT results.

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
State adopted textbooks and supplemental materials	Schools's Budget	\$3,000.00
		<b>Total: \$3,000.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
FCAT Explorer	None	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$3,000.00</b>

**\*Non-Highly Qualified Instructors:** Sherwood Treen, High School Science Teacher, currently studying for Science Exam

*End of Science Goal*

## Goal: Parental Involvement

**\*Note:** Required for Title I

**\*Needs Assessment:**

- \*Objective:** At least 10% of parents will participate in the three parent groups (Showcase of Success).
- \*Strategies:** Parents will receive curriculum, behavioral, and therapeutic strategies in the form of role playing and hands on activities.
- \*Evaluation:** Percentage of parent participation at each Showcase.
- \*Evidence-based Program(s):**
- \*Professional Development:**

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
Refreshments	PTO	\$600.00
		<b>Total: \$600.00</b>
		<b>Final Total: \$600.00</b>

*End of Parental Involvement Goal*

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## Goal: Return on Investment

**Needs Assessment:**

*End of Return on Investment Goal*

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## ADDITIONAL GOALS

### Additional Goal: test

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#### Needs Assessment:

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#### Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$0.00</b>

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*End of test Goal*

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# FINAL BUDGET

<b>Evidence-based Program(s)/Material(s)</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Reading	Treasures/Trophies, Language!, Edge A,B and C	School's Budget	\$5,000.00
Reading	Compass Learning, Learning Today, DAR, Great Leaps	School's Budget	\$5,000.00
Mathematics	Glencoe, Prentice Hall, and	School's Budget	\$5,000.00
Mathematics	GMADE, Key Math 3	School's Budget	\$2,000.00
Writing	6 Traits Writing	School's Budget	\$3,000.00
Writing	Compass Writing	School's Budget	\$1,500.00
Science	State adopted textbooks and supplemental materials	School's Budget	\$3,000.00
			<b>Total: \$24,500.00</b>
<b>Technology</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Reading	Compass Learning, Learning Today, DAR, Great Leaps, Accelerated Reader, FCAT Explorer, Internet, News Currents,	School's Budget	\$1,000.00
Mathematics	FCAT Explorer, Compass Learning, Program Specific software	None	\$0.00
Writing	Kidspiration/Inspiration	None	\$0.00
Science	FCAT Explorer	None	\$0.00
			<b>Total: \$1,000.00</b>
<b>Professional Development</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Reading	Staff Development for Treasures/Trophies, Language!, Edge A, B, and C, Compass Learning	School's Budget	\$5,000.00
Mathematics	District support, Curriculum Specialist	None	\$0.00
Writing	6 Traits Writing	None	\$0.00
			<b>Total: \$5,000.00</b>
<b>Other</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Parental Involvement	Refreshments	PTO	\$600.00
			<b>Total: \$600.00</b>
			<b>Final Total: \$31,100.00</b>

## 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, junior high 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.

✓ **Yes. Agree with the above statement.**

### SAC Involvement

- The School Advisory Council (SAC) is the sole body responsible for final decision-making at the school relating to implementation of the provisions of Sections 1001.42(16) and 1008.345, F.S.
- SAC meetings are publicized through the school newsletter and the school's marquee.
- The SAC members are elected by their peer groups, with the Principal, BTU representative and business partners being appointed. The composition of the SAC reflects the demographics of the student population.
- The SAC assists in the preparation and evaluation of the School Improvement Plan and the school's annual budget by input during advisory meetings.

- The SIP will be approved by the SAC on September 4, 2008.

## SAC Members

### Members

- 1) Michael Gleason, Principal
- 2) Vita Baiamonte, SAC Chair
- 3) Robert Oliver, Student
- 4) Kevin Campbell, Teacher
- 5) Amy Hardy, Teacher
- 6) Jamie Wood, Business Member
- 7) Alvaro Gonzalez, Parent
- 8) Linda Campagna, Parent
- 9) Graciano Delvalle,, Parent
- 10) Joan Johnston, Parent
- 11) Jason Prigmore, Community Member
- 12) Robert Caldwell, School Support Personnel
- 13) Caryl Hattan, Union Steward

## IMPLEMENTATION EVALUATION

### Formative Evaluation:

- The instructional focus calendar is based on FCAT scores in order of weaknesses to strengths in the areas of Reading, Math, and Science.
- Based on the goals and objectives of the SIP, teachers are guided in practices that will enable students to achieve academic success. It guides our professional development needs. The SAC and school's staff monitor the activities by review the plan monthly.
- The BAT will be administered in November and DAR scores, fluency scores and math evaluations all will contribute to modifying the instructional focus calendar if necessary.
- The leadership team and team facilitators are responsible for monitoring SIP action steps to ensure timely and full implementation of planned activities.
- Data analysis is shared via child study team meetings, IEP meetings, curriculum meetings and parent/teacher conferences.
- Classroom Walk Through's are conducted by administration and curriculum support team on a quarterly basis. Outcomes are discussed with team facilitators to ensure instructional strategies are being implemented to increase student performance.
- Extended Learning Opportunities are provided as part of the 8 step process to level 1 and 2 students. This is done through 1 to 1 tutoring provided during non- academic classes.
- Collaboration between classroom teacher and tutor determines students' needs and learning styles. It is then measured by classroom learning outcomes.
- The effectiveness of tutorials is monitored by weekly assessments and an increase in fluency in reading and math.
- Team Facilitators survey teachers to determine areas of interest and need for professional development. A variety of these trainings are offered throughout the school year.
- Curriculum team ensures that staff is applying knowledge learned in professional development through on going support and quarterly classroom walkthroughs.
- Teachers are trained in the use of Virtual Counselor and Data Warehouse to access data, in the preplanning week of school and support continues throughout the year.

### Summative Evaluation:

- FCAT data will be used to determine whether or not WPS has met the SIP objectives.
- If objectives are not met, the Leadership Team and Team Facilitators will meet to modify the plan. After determining these causes, goals and action steps will be refocused for next year's plan.
- The implementation of the 8-Step Process (FCIM) model will be monitored by administrative and curriculum support staff.



# REPORTING

## Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 4										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 5										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 6										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 7										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 8										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 9										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 10										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 11										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

**Baseline data aggregated at school level**

	<b>Reading Baseline Data</b>	<b>Mathematics Baseline Data</b>	<b>Writing Baseline Data</b>	<b>Science Baseline Data</b>	<b>Baseline Data</b>
No data submitted					

# AYP DATA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward WHISPERING PINES SCHOOL 1752														
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)														Read: 93 Math: 92		2007-2008 School Grade <sup>1</sup> :		Did the School make Adequate Yearly Progress?					NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.				
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008		Y/N	2007		2008	Y/N		2008	Y/N		2008	Y/N
TOTAL <sup>4</sup>	95	Y	93	N	26	N	25	N	48	42	N	17	12	N	77	74	NA	76	75	NA	39	NA	48	NA				
WHITE	95	Y	95	Y	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	68	NA	NA	NA	NA	NA	NA				
BLACK	91	N	87	N	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA				
HISPANIC			NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA				
ASIAN			NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA				
AMERICAN INDIAN			NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA				
ECONOMICALLY DISADVANTAGED	94	N	93	N	18	N	14	N	NA	NA	NA	NA	85	82	NA	84	86	NA	38	NA	42	NA	NA	NA				
ENGLISH LANGUAGE LEARNERS			NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA				
STUDENTS WITH DISABILITIES	95	Y	93	N	26	N	25	N	NA	NA	NA	NA	77	74	NA	76	75	NA	39	NA	48	NA	NA	NA				

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward WHISPERING PINES SCHOOL 1752														
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)														Read: 111 Math: 111		2006-2007 School Grade <sup>1</sup> :		Did the School make Adequate Yearly Progress?					NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.				
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007		Y/N	2006		2007	Y/N		2007	Y/N		2007	Y/N
TOTAL <sup>4</sup>	95	Y	94	N	23	N	24	N	47	48	Y	15	17	Y	69	77	NA	76	76	NA	33	NA	54	NA				
WHITE	96	Y	94	N	33	N	32	N	NA	NA	NA	12	27	NA	64	68	NA	77	68	NA	NA	NA	NA	NA				
BLACK			NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	84	NA	84	NA	NA	NA	NA	NA	NA				
HISPANIC			NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	69	NA	NA	NA	NA	NA	NA	NA	NA				
ASIAN			NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA				
AMERICAN INDIAN			NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA				
ECONOMICALLY DISADVANTAGED	95	Y	94	N	15	N	16	N	NA	NA	NA	8	NA	70	84	NA	78	84	NA	26	NA	NA	NA	NA				
ENGLISH LANGUAGE LEARNERS			NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	50	NA	NA	NA	NA	NA	NA	NA	NA				
STUDENTS WITH DISABILITIES	95	Y	94	N	23	N	24	N	47	48	Y	11	19	NA	69	77	NA	76	76	NA	33	NA	54	NA				

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2														Broward WHISPERING PINES SCHOOL 1752													
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)														Read: 102 Math: 102		2005-2006 School Grade <sup>1</sup> :		Did the School make Adequate Yearly Progress? <sup>5</sup>					NO				
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).													
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math							
	2005	Y/N	2005	Y/N	2005	Y/N	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N	2005	2006											

	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N
TOTAL <sup>4</sup>	98	Y	97	Y	31	N	24	N	43	47	Y	18	15	N	81	69	NA	78	76	NA
WHITE	100	Y	100	Y	36	N	23	N			NA			NA	75	64	NA	69	77	NA
BLACK	93	N	93	N		NA		NA			NA			NA			NA			NA
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	30	N	22	N			NA			NA	85	70	NA	85	78	NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA
STUDENTS WITH DISABILITIES	98	Y	97	Y	31	N	24	N	43	47	NA			NA	81	69	NA	78	76	NA

## SCHOOL GRADE DATA

School District						
2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	0%	0%	%	%		<b>Writing and Science:</b> Takes into account the % scoring 3.5 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.
<b>% of Students Making Learning Gains</b>	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	% (0)	% (0)			0	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.
<b>% of 11th and 12th graders meeting the graduation requirement on the FCAT retake</b>	%	%				If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
<b>School Grade</b>						Grade based on total points, adequate progress, and % of students tested

School District						
2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	0%	0%	%	%		<b>Writing and Science:</b> Takes into account the % scoring 3.5 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.
<b>% of Students Making Learning Gains</b>	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	% (0)	% (0)			0	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.
<b>% of 11th and 12th graders meeting the graduation requirement on the FCAT retake</b>	%	%				If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
<b>School Grade</b>						Grade based on total points, adequate progress, and % of students tested

School District						
2005-2006						
	Reading	Math	Writing	Grade Points Earned		

<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	0%	0%	%		<b>Writing:</b> Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.
<b>% of Students Making Learning Gains</b>	0%	0%			3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	% (0)			0	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				0	
Percent Tested = 0%					Percent of eligible students tested
<b>School Grade</b>					Grade based on total points, adequate progress, and % of students tested