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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 5951 - Whispering Pines Elementary School

*FeederPattern:* Miami Southridge Senior

*Region:* Regional Center VI

*District:* 13 - Miami-Dade

*Principal:* W J Roberson

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Whispering Pines Elementary School*

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Whispering Pines Elementary serves approximately 873 pre-kindergarten through fifth grade students from the surrounding neighborhood, as well as from the extended areas. The school has an ethnic breakdown of 42 percent White, 16 percent African-American, 35 percent Hispanic, and 6 percent Other. Our school is further broken down as 23.6 percent ESE students, nine percent Limited English Proficiency, and 39 percent economically disadvantaged students. The student population is comprised of 44 percent male students and 56 percent female students. The mobility rate of the school is 12 percent. Approximately 37 percent of the student population are out-of-boundary transfers. Whispering Pines Elementary students have a better than 97 percent rate of attendance. The number of students qualifying for free or reduced priced lunch average 39.6 percent. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments including weekly, monthly and quarterly assessments which will yield student performance data. This data will be carefully analyzed and used to focus instruction, and to set annual achievement goals.

Given instruction in Reading using the Sunshine Standards (SSS), students will improve reading comprehension as evidenced by 87 percent of students reaching the state required mastery level, as documented by the scores on the 2006 administration of the FCAT Reading Test.

Given instruction using the sunshine state standards 82 percent of our students in grades 2-5 will meet high standards on the 2006 FCAT mathematics test.

Given instruction in Writing using the Sunshine State Standards (SSS), students will increase their writing skills as evidenced by 90 percent of the students reaching the state required mastery level of 3.5 or above, as documented by scores on the 2006 FCAT Writing Test.

Given instruction in Science using the Sunshine State Standards (SSS), students in grade 5 will improve their science skills as evidenced by a 288 mean scale score on the 2006 administration of the FCAT Science Test

Achievement of objective will be attained when parental involvement increases by five percent above the 2004-2005 level of participation, as reflected in the data obtained from activity/workshop sign-in-sheets.

Given the need to foster discipline and safety the school will distribute a Code of Student Conduct Handbook to each student. All classrooms will have a posted discipline plan to encourage proper student behavior.

Given professional development on the district web based electronic grade book, 100 percent of classroom teachers will attend the district provided training on the use of the electronic grade book.

Given Physical fitness and health instruction students in grades 2-5 will participate in a school-wide physical fitness event. Results will show an increase of students receiving a gold award from 47 percent to 50 percent as evidenced by the results of the 2005-2006 FitnessGram Program

Given Art instruction, using the Sunshine State Standards, 70 percent of second through fifth grade students will participate in the school Art Gallery and Exhibition week.

Given the Return on Investment percentile rank, our school score will increase by three percentile points from 73 to 76 percentile on the next publication of the index.

After examination of the Whispering Pines Elementary School's "Organizational Improvement Snapshot Assessment", data indicates a high level of stakeholder satisfaction as indicated by 100% of the category score rankings averaging 4.2 or above (based on a scale of 1-5 where 1 equals never, 3 equals sometimes and 5 equals always). Further investigation identified the following categories as being in need of improvement: 7e. "My organization removes things that get in the way of progress" (score equaled 3.9); and 7c. "I know how well my organization is doing financially" (score equaled 3.8). In order to address these areas of concern Whispering Pines Elementary will identify and provide staff development that will enable staff members to develop an improved understanding of the school's budget. Additionally, a survey will be created that will enable the school to identify specific things that staff members feel is getting in the way of progress at the school. After the survey results are compiled and possibilities are explored an action plan will be developed to address the areas of concern that are identified.

# MIAMI-DADE COUNTY PUBLIC SCHOOLS

## VISION

We are committed to provide educational excellence for all.

## MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

## CORE VALUES

### *Excellence*

We pursue the highest standards in academic achievement and organizational performance.

### *Integrity*

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

### *Equity*

We foster an environment that serves all students and aspires to eliminate the achievement gap.

### *Citizenship*

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## Whispering Pines Elementary School

### VISION

Whispering Pines Elementary staff and community will develop productive citizens who will function effectively in an ever-changing interdependent world, where participants become stakeholders.

### MISSION

Whispering Pines Elementary is a school which fosters life-long learners in an atmosphere of shared respect, achievement and teamwork.

### CORE VALUES

#### Excellence

Whispering Pines pursues the highest standards in academic achievement and organizational performance.

#### Integrity

Whispering Pines builds positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

#### Equity

Whispering Pines fosters an environment that serves all students and aspires to eliminate the achievement gap.

#### Citizenship

Whispering Pines honors the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## *School Demographics*

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Whispering Pines Elementary serves approximately 873 pre-kindergarten through fifth grade students from the surrounding neighborhood, as well as from the extended areas. The school has an ethnic breakdown of 42 percent White, 16 percent African-American, 35 percent Hispanic, and 6 percent Other. Our school is further broken down as 23.6 percent ESE students, nine percent Limited English Proficiency, and 39 percent economically disadvantaged students. The student population is comprised of 44 percent male students and 56 percent female students. The mobility rate of the school is 12 percent. Approximately 37 percent of the student population are out-of-boundary transfers. Whispering Pines Elementary students have a better than 97 percent rate of attendance. The number of students qualifying for free or reduced priced lunch average 39.6 percent.

Our school is served by a principal, and an assistant principal who are the instructional leaders of the school. There are 31 certified classroom teachers, five kindergarten teachers, five first grade teachers, six second grade teachers, six third grade teachers, five fourth grade teachers, four fifth grade teachers, four gifted teachers, nine ESE teachers, an elementary guidance counselor, a reading coach, a speech therapist, a media specialist, ten special area teachers, seven full-time paraprofessionals, and 6 part-time paraprofessionals employed at the school. Sixty-one percent of teachers have a Bachelor's degree, 31 percent have a Master's degree and seven percent have a specialist degree or higher. The ethnic make-up of staff is 47 percent White Non-Hispanic, 14 percent Black Non-Hispanic, 38 percent Hispanic and 1 percent other. The Florida Department of Education grades Whispering Pines Elementary as an "A" school. An increase in the number of students achieving learning gains has had a positive impact on the overall scores. In addition, there were further successes, according to data collected from the Florida Department of Education Accountability Report. Eighty four percent of the students in grade three met high standards in reading comprehension skills. The 2005 FCAT Writing Test scores reflect 95 percent of students in grade four met high standards in Writing. Scores on the 2005 FCAT Mathematics Test indicate that 79 percent of the students in grade five met high standards.

# *School Foundation*

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## ***Leadership:***

After examination of the Whispering Pines Elementary School's "Organizational Performance Improvement Survey", the following category has been identified as in need of improvement: 1g. (My organization asks me what I think). In order to promote a positive working attitude the leadership team will set the direction for the school, share the school mission and vision, create a positive working environment, and involve its employees and parents in the day to day operations of the school. In addition, the leadership team will demonstrate instructional leadership in the areas of personnel, communication and professional development to ensure a safe and prolific learning environment. The team will warrant all administrators and teachers to attend all District, Regional and Feeder Pattern meetings, conduct periodic Administrative Team meetings, and ensure that key personnel attend respective district meetings. This will continue to ensure appropriate communication between school, parents, students, Regional Center and District personnel. By distributing a monthly calendar, we will communicate with parents of the school's activities. The school will continue to update and monitor the Whispering Pines Elementary website.

## ***District Strategic Planning Alignment:***

After examination of the Whispering Pines Elementary School's "Organizational Performance Improvement Survey", the following category has been identified as in need of improvement: 2a. (As it plans for the future, my organization asks for my ideas). Our school will ensure compliance with the goals and objectives of the school by ensuring that all staff and teachers are aware of the School Improvement Plan and its goals. We will ensure that all District Special Education policies and goals are implemented. We will also ensure that all District bilingual goals and objectives will be implemented through the Spanish S and SL programs. We will continue ongoing professional development to promote Best Practices in K-3 Reading instruction.

## ***Stakeholder Engagement:***

After examination of the Whispering Pines Elementary School's "Organizational Performance Improvement Survey", the following category has been identified as in need of improvement: 3e. (I am allowed to make decisions to solve problems for my customers). This year a Climate Survey will be distributed to all parents. The surveys will be compiled and analyzed and suggestions will be considered to be implemented in our School Improvement Plan.

## ***Faculty & Staff:***

After examination of the Whispering Pines Elementary School's "Organizational Performance Improvement Survey", the following category has been identified as in need of improvement: 5d. (I am recognized for my work). The existence and impact of a team approach to the overall function of the school is exhibited through the roles of a leadership team, a grade level team, and a vertical planning team. The leadership team disseminates information, facilitates instruction, promotes professional development, and team-based decision making. The grade level team ensures goals and objectives of the Sunshine State Standards are implemented across the grade level and provide an opportunity for brainstorming and mentorship. The vertical planning team allows primary and intermediate grade levels to collaborate and create long term goals to benefit students entering the next grade level. By implementing this team approach to the overall foundation of our school, faculty and staff work collaboratively to foster student achievement and success.

### ***Data/Information/Knowledge Management:***

After examination of the Whispering Pines Elementary School's "Organizational Performance Improvement Survey", the following category has been identified as in need of improvement: 4f. (I get the information I need to know about how my organization is doing). Whispering Pines Elementary School utilizes a data driven approach to implement effective instructional programs. Data is analyzed and disaggregated as soon as it is available. Instructional teams review the results and then participate in any restructuring that may be needed to meet the identified areas of concern.

### ***Education Design:***

After examination of the Whispering Pines Elementary School's "Organizational Performance Improvement Survey", the following category has been identified as in need of improvement: 7e. (My organization removes things that get in the way of progress). The function of the school is driven by the Houghton Mifflin Miami-Dade Research based curricula supported through the Sunshine State Standards, Reading First Strategies, and Best Practices to foster student achievement across the curriculum. Student behavior is monitored by stakeholders. Students' positive behavior will be recognized by participation in student recognition day. Unacceptable behavior will be guided through use of a behavior check list and implementation of school-wide Turnaround behavior program.

### ***Performance Results:***

After examination of the Whispering Pines Elementary School's "Organizational Performance Improvement Survey", the following category has been identified as in need of improvement: 6c. (We have good processes for doing our work). Due to the implementation of the Student Recognition Day and Turnaround program suspension rates will be reduced by five percent from 65 total suspension days to 62 total suspension days.

## GOAL 1: READING

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **GOAL 1 STATEMENT:**

Students will achieve high standards in Reading

### **Needs Assessment**

The results of the 2004-2005 School Performance Accountability Report indicate that 67 percent of the students tested made learning gains and 84 percent achieved high standards in reading. At the current level of performance the school is faced with the challenge of increasing the percent of students achieving high standards by one percentage point from 84 percent to 85 percent and increase the percent of students making learning gains by one percentage point from 67 percent to 68 percent. The results of the 2005 FCAT Reading test reveal that 16 percent of students in grades three through five scored a Level 1. The results of the 2005 FCAT Reading test reveal that 33 percent of students in grades three through five did not make learning gains in reading. Comparing the data across the grade levels shows evidence that third grade in comparison to fourth and fifth grade, will need to increase student skills in the word/phrases cluster as well as the comparisons cluster. The main idea/purpose content cluster reveals the area of greatest need in grade four. An analysis of grade five reading achievement demonstrates that increased instruction in the reference/research is warranted. This year's rigorous instructional effort in these areas should result in an increase in student achievement.

NCLB SUBGROUP TARGET



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction in Reading using the Sunshine Standards (SSS), students will improve reading comprehension as evidenced by 87 percent of students reaching the state required mastery level, as documented by the scores on the 2006 administration of the FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the CRRP with intensive focus on guided reading and vocabulary development.	Administration, Classroom teacher	08/08/2005	05/24/2006
Utilize Accelerated Reader, STAR, Riverdeep and FCAT Explorer computer-assisted resources to reinforce and enhance reading skills in grades Kindergarten through fifth grade.	Administration, Media Specialist	08/08/2005	05/24/2006
Extend Media Center hours to parents and students to promote reading and offer support.	Administration, Media Center Specialist	08/08/2005	05/24/2006
Continue to recognize outstanding readers of the week in Pre-Kindergarten through fifth grade from each class on a weekly basis.	Administration, Classroom Teacher	08/08/2005	05/24/2006
Provide teachers with opportunities for staff development that will enable them to integrate appropriate instructional strategies using technology throughout the curriculum as well as Sunshine State Standards and the Grade Level Expectations (GLE's).	Administration, Reading Coach	08/08/2005	05/24/2006

## Research-Based Programs

Houghton Mifflin Research Based Reading Series: Miami-Dade Edition

## **Professional Development**

Professional development for all teachers will include training on the Comprehensive Research Based Reading Plan (CRRP), using assessment tools and analysis of assessment data and differentiated instruction to ensure student achievement. Additionally, in-services will include training on the resources required for the implementation of the School Improvement Plan: Innovative Teaching Strategies, Best Practices, FCAT Explorer, Dynamic Indicators of Basic Early Literacy Skills (DIBLELS), SRUSS, and Houghton Mifflin Research Based Miami-Dade edition reading series. Other in-services will be scheduled based on teacher surveys, needs assessment, data driven analysis and/or District/Region Center initiatives. Delivery of the in-services will include coaching, modeling lessons, and mentoring of teachers by the reading coach and District Curriculum Support Specialist.

## **Evaluation**

Interim assessments to monitor student progress and redirect learning activities will occur on a pre, progress, and post basis. District approved redirect learning activities will occur on an on-going basis. District approved FCAT Reading Pre-Test, Progress Test and Post –Test will be used to monitor progress, target weakness and reinforce areas of strength. Achievement of the objective will be considered when students demonstrate improved reading comprehension, as evidenced by 87 percent of students meeting high standards in reading as documented by the scores on the 2006 administration of the FCAT Reading Test. Additional assessment instruments: Dynamic Indicators of Basic Early Literacy Skills, SRUSS and Interim Assessments.

## GOAL 2: MATHEMATICS

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 2 STATEMENT:**

Students will strive to achieve high standards as measured by the FCAT.

**Needs Assessment**

The data from the FCAT school grade trends indicated that 79 percent of students in grades 3-5 met high standards in mathematics. Eighty percent of our students achieved learning gains in mathematics in 2004-2005. Students need more learning opportunities on Geometry and Data analysis students averaged 57 percent correct on both of these strands.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the sunshine state standards 82 percent of our students in grades 2-5 will meet high standards on the 2006 FCAT mathematics test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use manipulatives to reinforce math skills, concepts , and spatial thinking	Administration, Classroom Teacher	08/08/2005	5/24/2006
Implement weekly school-wide mathematical problems that provide critical thinking skills to students in grades K through five.	Administration, Classroom Teacher	8/8/2005	5/24/2006
Utilize Riverdeep and FCAT Explorer	Administration, Computer Teacher, Classroom Teacher	8/8/2005	5/24/2006
Utilize teacher made mathematics long-range plans form kindergarten through grade 5	Administration, Classroom Teacher	8/8/2005	5/24/2006
Analyze Data from 2005 FCAT administration to identify student's strengths and weaknesses.	Administration, Classroom Teacher	8/8/2005	5/24/2006

### Research-Based Programs

Scott Foresman Mathematics

### Professional Development

Professional development training will include in-services on the five essential components of mathematics (number sense, measurement, data analysis, algebraic thinking, geometry), and differentiated instruction for all students. In-services will include training on the resources required for the implementation of the School Improvement Plan such as: Innovative Teaching Strategies, Riverdeep, Using Manipulatives, and Algebraic Thinking. Other in-services will be scheduled based on data driven analysis and/or District/Regional Center initiatives.

### Evaluation

Weekly, monthly and quarterly assessments to monitor student progress and redirect learning activities will occur on an on-going basis. Achievement of the objective will be met if students demonstrate increased proficiency in mathematics, as evidenced by 81 percent or more of the students achieving high standards, as documented by scores on the 2006 administration of the FCAT Mathematics Test.

## GOAL 3: WRITING

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **GOAL 3 STATEMENT:**

Students will increase their writing skills.

### ***Needs Assessment***

The results obtained from the 2005 School Performance Accountability Results indicate that 87 percent of fourth grade students tested met the state standard of 3.5 and above; 75 percent of fourth graders scored a 4.0 or above on Expository, and 66 scored 4.0 or above for Narrative. Overall, 71 percent of fourth graders scored 4.0 or higher. Accountability results also indicate that 89 percent of fourth graders scored a 3.5 or above on Expository, and 84 percent scored 3.5 or above for Narrative. Detailed data analysis indicates that students' skills are stronger in expository writing; continuous instruction is required in all forms of writing in order to improve students' achievement levels. Professional development needs such as focus, organization, support, and conventions will assist in providing more structured writing practice for students.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction in Writing using the Sunshine State Standards (SSS), students will increase their writing skills as evidenced by 90 percent of the students reaching the state required mastery level of 3.5 or above, as documented by scores on the 2006 FCAT Writing Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize district Pre/Post writing prompts for grades 1-5.	Administration, Classroom Teacher	8/8/2005	5/24/2006
Use magnified moments, vivid verbs, and best practices to promote student success in writing.	Administration, Classroom Teacher	8/8/2005	5/24/2006
Highlight vivid verbs and Vocabulary words on WPKN	Administration, Reading Coach	8/8/2005	5/24/2006
Utilize District Pre/Post writing prompts for grades 1-5.	Administration, Classroom teacher	08/08/2005	05/24/2006
Use magnified moments, vivid verbs and best practices.	Administration, Classroom teacher	09/01/2005	05/24/2006
Incorporate classroom journal writing.	Administration, Classroom teacher	08/08/2005	05/24/2006
Sponsor parent workshops to support parents.	Administration, Classroom teacher	08/08/2005	05/24/2006
Train teachers in scoring of essays using the rubric from FCAT Writing test.	Administration, Reading Coach	08/08/2005	05/24/2006

## Research-Based Programs

Houghton Mifflin Research Based Reading Series: Miami-Dade Edition

## Professional Development

Professional Development training for teachers will include techniques to improve the delivery of instruction, CRISS training, Florida Writes training, FCAT writing rubric training.



## **Evaluation**

Students will write to a district Pre/Post writing test prompt. Results will be used to monitor student progress. Students will demonstrate an increase in writing skills, as evidenced by 90 percent of students reaching the state required mastery level of 3.5 or above, as documented on the 2006 FCAT Writing test.

## GOAL 4: SCIENCE

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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#### *District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **GOAL 4 STATEMENT:**

Students will meet and/or exceed The District Scale Score.

### ***Needs Assessment***

The results of the 2005 administration of the FCAT Science Test indicate that 32% of students in grade five scored below the district mean score of 286. Scores on the FCAT Science Test further indicate that 34% of students in grade five scored below the state mean score of 296. The 2005 FCAT Science Test scores reflect an increase of 21 percentage point when compared to scores of the 2004 administration. To demonstrate adequate improvement in science, the mean scale score will be increased by 3 percentage points to achieve our objective of 288 mean scale score.

## Measurable Objective

Given instruction in Science using the Sunshine State Standards (SSS), students in grade 5 will improve their science skills as evidenced by a 288 mean scale score on the 2006 administration of the FCAT Science Test

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Inventor's Fair and/or Science Fair in grades three through five to promote hands on learning, knowledge of scientific method, and creative problem solving skills.	Administration, Classroom Teachers	8/8/2005	5/24/2006
Provide Internet resources in science instruction, which focuses on the scientific method.	Administration, Classroom Teachers	8/8/2005	5/24/2006
The school will continue to use FOSS Kits and replenish materials on an on-going basis.	Administration, Classroom Teachers	8/8/2005	5/24/2006
Use non-print materials such as videos, software, and manipulatives to support Sunshine State Standards and Grade Level Expectations.	Administration, Classroom Teachers	8/8/2005	5/24/2006
Participate in one or more educational fieldtrip(s) that promote scientific exploration.	Administration, Classroom Teachers	8/8/2005	5/24/2006

## Research-Based Programs

Scott Foresman Science Series

## Professional Development

Professional Development training will include an emphasis on the scientific method, use of hands-on activities, including FOSS Science Kits, and managing and guiding cooperative groups and strategies to maximize learning opportunities. Professional Development opportunities will include: higher order thinking skills, hands-on science FOSS, and S.M.I.L.E. training.

## **Evaluation**

District approved assessments will be used to analyze progress and instruction to target weaknesses and reinforce areas of strength. Achievement of the objective will be met when students demonstrate improvement in science concepts, and knowledge, as evidenced by a 288 mean scale score on the 2006 administration on the FCAT Science Test

## GOAL 5: PARENTAL INVOLVEMENT

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 5 STATEMENT:**

Whispering Pines Elementary will show an increase in parent participation by collaboratively partnering with parents in achieving school improvement and educational accountability.

**Needs Assessment**

Given the fact that there will be a minimum of ten EESAC committee meetings scheduled, posted and conducted from September 2005 - May 2006 and minutes will be distributed to committee members and posted on the School Board website parent involvement will show an increase in the number of parents attending EESAC meeting when compared to the 2005-2006 attendance logs.

## Measurable Objective

Achievement of objective will be attained when parental involvement increases by five percent above the 2004-2005 level of participation, as reflected in the data obtained from activity/workshop sign-in-sheets.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a Parent Resource Fair	Administration, Teachers Reading Coach Office Personnel	09-05-05	09-14-05
Conduct PTA and EESAC meetings	Administration, PTA, EESAC Chairperson	08-8-05	05-24-05
Produce and Publish Quarterly Newsletters	Administration, Office Staff, Technology Coordinator Teachers	08-08-05	05-24-06
Use, Telesoft Communication, automated message service	Administration, Office Personnel	08-08-05	05-24-06
Maintain School Marquee	Administration, Office Personnel	08-08-05	05-24-06
Offer Parent Workshops after conducting a needs assessment.	Administration, Media Specialists, Counselor	09-14-05	05-24-06

### Research-Based Programs

N/A

### Professional Development

FCAT Workshops for Parents, The Parent Academy and Parental Participation in Career Exploration Activities will be provided to promote parental participation in student education.

### Evaluation

Parents will be encouraged to actively participate in school related activities, parent meetings, PTA, Open House, pre-kindergarten parent meetings, grade level orientations, on-site parent training, district sponsored parent workshops, and EESAC meetings. This will reflect an increase of five percent in the number of parents attending a school related activity when compared to the 2005-2006 attendance logs.

## GOAL 6: DISCIPLINE & SAFETY

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***GOAL 6 STATEMENT:***

Whispering Pines Elementary will foster an environment that is drug free and protects students health, safety, and civil rights by developing and facilitating a school wide discipline plan.

### ***Needs Assessment***

All teachers will post their classroom rules with reward and consequences in their classroom. A Code of Student Conduct Handbook will include school-wide safety rules. Each student will receive a handbook.

## Measurable Objective

Given the need to foster discipline and safety the school will distribute a Code of Student Conduct Handbook to each student. All classrooms will have a posted discipline plan to encourage proper student behavior.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement School Wide Suspension reduction	Administration, Counselor	10-01-05	05-24-06
Implement the Bullying Prevention program	Administration, Counselor	10-01-05	05-24-06
Implement the D.A.R.E program for 5th grade students	Administration, Counselor, D.A.R.E. Officer	10-01-05	05-24-06
Implement the P.R.O.U.D Program	Administration, Kindergarten, 3rd and 4th	10-01-05	05-24-06
Implement the Student Prevention Plan	Administration, Counselor	10-01-05	05-24-06
Implement and monitor the Turn Around Program	Administration	10-01-05	05-24-06
Post discipline plans to encourage proper student behavior in all classrooms	Administration, Teachers	8/8/2005	5/24/2006

## Research-Based Programs

N/A

## Professional Development

Teachers will be trained in the use of the character education curriculum as a tool to develop a safe learning environment.

## Evaluation

Students will take their Code of Student Conduct Handbook home to read with their parents.



## GOAL 7: TECHNOLOGY

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 7 STATEMENT:**

One hundred percent of our teachers will be trained in the use of the electronic grade book by the end of the school year.

**Needs Assessment**

By implementing the use of an electronic grade book teachers will save valuable instructional time. Continuous monitoring of student progress will be available to teachers, parents, and students.

## Measurable Objective

Given professional development on the district web based electronic grade book, 100 percent of classroom teachers will attend the district provided training on the use of the electronic grade book.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continuously monitor student progress.	Administration, Classroom teacher	08/08/2006	05/24/2007
Implement Quarterly Progress reports.	Administration, Classroom teacher	08/08/2005	05/24/2006
Conduct teacher training.	Administration, District Specialist	08/08/2005	05/24/2006
Create and train teacher mentors for Grade book applications.	Administration, District Staff, Technology Coordinator	08/08/2006	05/24/2007
Conduct parent/teacher conferences.	Administration, Classroom teacher	08/08/2005	05/24/2006
Train teachers on the use of the Excelsior Grade Book program	Administration, District Staff, Teachers	10-05-05	05-24-06

### Research-Based Programs

N/A

### Professional Development

The District will conduct training for the implementation of the Excelsior electronic grade book for all classroom teachers by the end of the 2005-2006.

### Evaluation

Teacher attendance logs will show attendance of 100 percent of teachers trained on the use of the electronic grade book by the end of the 2005-2006 school year.

## GOAL 8: HEALTH & PHYSICAL FITNESS

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 8 STATEMENT:**

Teachers will encourage lifelong learning to improve the well-being of all students through physical fitness activities and healthy lifestyle lessons.

**Needs Assessment**

Physical Education teachers will prepare all students in grades 2-5 for participation and completion of the activities required of the FitnessGram Program. Results from the 2004-2005 test summary show that 77 percent of students tested received an award; 47 percent of the students tested received a gold award and 30 percent received a silver award.

## Measurable Objective

Given Physical fitness and health instruction students in grades 2-5 will participate in a school-wide physical fitness event. Results will show an increase of students receiving a gold award from 47 percent to 50 percent as evidenced by the results of the 2005-2006 FitnessGram Program

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Physical education teachers will plan and implement the physical fitness activities and events for all students to participate in a school wide field day.	Administration, Physical Education teacher	04/01/2006	04/30/2006
Implement Jump Rope for Heart program.	Administration, Physical Education teacher	04/01/2006	04/30/2006
Construct an obstacle course.	Administration, Physical Education teacher	12/01/2005	04/30/2006
Organize and conduct annual field day.	Administration, Physical Education teacher	04/01/2006	04/30/2006
Organize and conduct annual Safety Week.	Administration, Guidance Counselor	10/01/2005	10/31/2005
Organize and conduct annual Willie Whistle Safety Program.	Administration, Guidance Counselor	01/01/2006	05/24/2006
Organize and conduct annual Red Ribbon Week.	Administration, Guidance Counselor	10/25/2005	10/31/2005
Organize and conduct annual Fitness Gram Test Program.	Administration, Physical Education Teacher	10/01/2005	10/31/2005

## Research-Based Programs

N/A

## Professional Development

N/A

## **Evaluation**

School-wide grade specific competition will be scheduled over a 3 day period. Grade levels will complete allowing students to showcase their physical fitness abilities. Events will showcase activities demanded of the FitnessGram Program.

## GOAL 9: ELECTIVES & SPECIAL AREAS

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 9 STATEMENT:**

Second through fifth grade students in Visual Arts classes will participate in a school Art Gallery and Exhibition week.

**Needs Assessment**

The District initiative is to expand art opportunities for students with the school. A large scale art exhibition will be a first time event at the school.

## Measurable Objective

Given Art instruction, using the Sunshine State Standards, 70 percent of second through fifth grade students will participate in the school Art Gallery and Exhibition week.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Set up Art Gallery.	Administration, Art teacher	08/08/2005	05/24/2006
Set up Exhibition.	Administration, Art teacher	08/08/2005	05/24/2006
Conduct student docent training.	Administration, Art teacher	08/08/2005	05/24/2006
Conduct gala opening.	Administration, Art teacher	08/08/2005	05/24/2006
Create video of exhibition	Administration, Art teacher	08/08/2005	05/24/2006

## Research-Based Programs

N/A

## Professional Development

The art teacher will seek mentors within the local galleries in addition to attending professional development courses and workshops.

## Evaluation

Given visual arts instruction based on the Sunshine State Standards for second through fifth grade students, 70 percent of students will participate in the Whispering Pines Elementary Art gallery and exhibition week.

## GOAL 10: RETURN ON INVESTMENT

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 10 STATEMENT:**

Whispering Pines Elementary School will rank at or above the 76 percentile statewide in the Return On Investment index of value and cost effectiveness of it's programs

**Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2004, Whispering Pines Elementary ranked at the 73rd percentile on the State of Florida Return On Investment.



## Measurable Objective

Given the Return on Investment percentile rank, our school score will increase by three percentile points from 73 to 76 percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation school based programs.	Administration	08/08/2005	05/24/2006
Collaborate with the District on resource allocation.	Administration	08/08/2005	05/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	08/08/2005	05/24/2006
Consider shared use of facilities, partnering with community agencies.	Administration	08/08/2005	05/24/2006

## Research-Based Programs

N/A

## Professional Development

Administration attends training to implement and effective Return on Investment Plan.

## Evaluation

On the next State of Florida ROI Index publication, Whispering Pines Elementary will show progress toward reaching the 76th percentile.

## *EESAC Compliance*

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YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors 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.</i></p>

### ***Budget:***

The EESAC assists in the preparation and implementation of the School Improvement Plan. In order to fully implement the School Improvement Plan the EESAC recommends the following: funds be used to provide additional resources in the areas of reading, mathematics, science and writing.

### ***Training:***

In order to fully implement the School Improvement Plan the EESAC recommends the following: staff development and training should address the needs of new teachers as well as teachers in new grades and/or subject areas.

### ***Instructional Materials:***

In order to fully implement the School Improvement Plan the EESAC recommends the following: continue to utilize and provide state adopted texts for all students; and continue to provide supplemental texts that will help ensure academic growth for all students.

### ***Technology:***

In order to fully implement the School Improvement Plan the EESAC recommends the following: continue training in technology school-wide.

### ***Staffing:***

In order to fully implement the School Improvement Plan the EESAC recommends the following: consider teaching strengths and preferences when making staffing decisions; continue common planning time for each grade level and/or subject area.

### ***Student Support Services:***

In order to fully implement the School Improvement Plan the EESAC recommends the following: additional resources should be provided for retained students as well as students not meeting grade level expectations in reading, mathematics, science and writing.

***Other Matters of Resource Allocation:***

In order to fully implement the School Improvement Plan the EESAC recommends the following: continue to review the allocation of all resources in order to ensure that they are being utilized effectively.

***Benchmarking:***

In order to fully implement the School Improvement Plan the EESAC recommends the following: continue to disaggregate data at regularly scheduled intervals in order to identify and address identified academic needs for all student groups.

***School Safety & Discipline:***

In order to fully implement the School Improvement Plan the EESAC recommends the following: continue the utilization of student agendas as an additional method of home-school communication; continue to implement plans developed by the discipline and safety committee.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

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*Region Superintendent*