

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Whispering Pines Elementary School (5951)

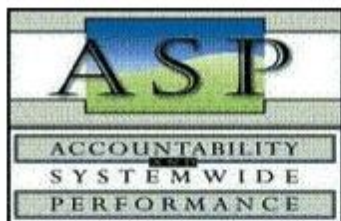
Feeder Pattern - Miami Southridge Senior

Regional Center VI

District 13 - Miami-Dade

Principal - W J Roberson II

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Whispering Pines Elementary School, established 40 years ago, is located at 18929 Southwest 89th Road, Cutler Bay, Florida. Whispering Pines is one of twelve elementary schools which are part of the Miami Southridge Feeder Pattern in Regional Center VI. The Miami Southridge Feeder Pattern also includes three middle schools and one Alternative Education center.

The majority of the students who attend Whispering Pines Elementary come from the neighboring community. The Parent Liaison acts as a link between school and community. The school also recruits the assistance of community agencies and businesses. Dade Partners is a cooperative agreement between Whispering Pines Elementary School and local businesses to work together to improve and enhance educational programs for the students. Currently the school's Dade Partners include; Publix, Washington Mutual, and Cold Stone Creamery.

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 instruments including weekly, monthly and interim assessments which will yield student performance data. This data will be carefully analyzed and used to focus instruction and to set annual achievement goals.

Whispering Pines Elementary serves approximately 765 pre-kindergarten through fifth grade students from the surrounding neighborhood, as well as from the extended areas. The school has an ethnic breakdown of 43 percent White, 14 percent African-American, 38 percent Hispanic, and 5 percent Other. Our school is further broken down as 15 percent Special Education (SPED) students, 11 percent English Language Learners (ELL), and 36 percent Economically Disadvantaged students. The mobility rate of the school is 15 percent. Approximately 37 percent of the student population are out-of-boundary transfers. Whispering Pines Elementary students have a better than 96.1 percent rate of attendance. The number of students qualifying for free or reduced priced lunch average 36 percent. Fourteen students in grade three scored at Level 1 and 16 students scored a Level 2 according to the results of the Third Grade 2007 FCAT Reading Test. Seventeen Students with Disabilities (SWD) scored below grade level on the 2007 FCAT Mathematics Test. This number accounted for 24 percent of SWD students tested. As a result, Whispering Pines Elementary School did not meet Adequate Yearly Progress (AYP) goals.

Whispering Pines Elementary School is served by a principal and an assistant principal who are the instructional leaders of the school. There are 40 certified classroom teachers, five kindergarten teachers, five first grade teachers, six second grade teachers, six third grade teachers, five fourth grade teachers, five fifth grade teachers, four gifted teachers, seven SPED teachers, an elementary guidance counselor, a speech therapist, a media Specialist, ten special area teachers, six full-time paraprofessionals, and one part-time paraprofessional employed at the school. Sixty-one percent of teachers have a Bachelor's degree, 32 percent have a Master's degree and seven percent have a specialist degree or higher. The ethnic make-up of staff is 46 percent White Non-Hispanic, 18 percent Black Non-Hispanic, 33 percent Hispanic and three percent other. Whispering Pines Elementary School adheres to the Class Size Reduction Act with a class size average of 18.39 students in Pre-Kindergarten through the third grade and 16.24 students in grades four and five. The Florida Department of Education grades Whispering Pines Elementary as an "A" school.

Careful analysis and evaluation of data obtained from instruments such as the Florida Comprehensive Assessment Tests (FCAT), School Demographic and Academic Profiles, and Florida Department of Education (FLDOE) have helped Whispering Pines Elementary School to identify areas of concern as well as numerous strengths. During the 2007-2008 school year Whispering Pines Elementary will have an increased focus on mathematics instruction for all students.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade three through five will increase from 84 percent to 89 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points from 84 percent to 89 percent on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, SWD students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT.

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of students meeting high standards on the 2008 FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase to 67 percent on the 2008 FCAT Science Test as compared to 57 percent on the 2007 FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 12 percentage points in the number of parents attending EESAC meetings as evidenced by EESAC attendance logs for the 2007-2008 school year.

Given an emphasis on a safe and orderly environment, student attendance will improve as evidenced by a ten percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program as evidenced by a 10 percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on assessment and data analysis, fifty percent of teachers will utilize the EDUSOFT system as a tool to monitor student achievement.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their running skills as evidenced by 50 percent of the students meeting high standards in running-the-one-mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in enrichment extra-curricular activities, student membership in grades two through five will increase as evidenced by a 10 percent increase in the number of students participating in extra-curricular activities such as AEP Chess and Science as well as Strings and Band during the 2007-2008 school year.

Given the Return on Investment percentile rank, our school score will increase by two percentile points from 74 to 76 percentile on the next publication of the index.

After examination of the May 2007 Whispering Pines Elementary School's "Organizational Improvement Snapshot Assessment", data indicates a high level of stakeholder satisfaction by 100% of the category score rankings averaging 4.3 or above (based on a Likert scale of 1- 5 where 1 equals Strongly Disagree, 3 equals Neither and 5 equals Strongly Agree). 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 3.9). 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 are 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.



School Improvement Plan 2007-2008



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.

5951 - 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

Whispering Pines Elementary School was built in 1967 and is located on approximately seven acres at 18929 Southwest 89th Road, Cutler Bay, Florida. Whispering Pines has undergone some renovations, the school was recently painted and is currently in the process of replacing the roofing on all buildings. A new air conditioning system was installed 2006-2007 school year to replace aging malfunctioning units. Approximately 36 percent of the students at Whispering Pines Elementary School qualify for free or reduced lunch.

Whispering Pines Elementary serves approximately 765 pre-kindergarten through fifth grade students from the surrounding neighborhood, as well as from the extended areas. The school has an ethnic breakdown of 43 percent White, 14 percent African-American, 38 percent Hispanic, and 5 percent Other. Our school is further broken down as 15 percent Special Education (SPED) students, 11 percent English Language Learners (ELL), and 36 percent Economically Disadvantaged students. Whispering Pines Elementary School has a full time gifted program which includes 8.3 percent of the student population. The Voluntary Pre-Kindergarten (VPK) program contains 31 students. The mobility rate of the school is 15 percent. Approximately 37 percent of the student population are out-of-boundary transfers. The number of students qualifying for free or reduced priced lunch average 36 percent. Fourteen students in grade three scored at Level 1 and 16 students scored a Level 2 according to the results of the Third Grade 2007 FCAT Reading Test. Seventeen Students with Disabilities (SWD) scored below grade level on the 2007 FCAT Mathematics Test. This number accounted for 24 percent of SWD students tested. As a result, Whispering Pines Elementary School did not meet Adequate Yearly Progress (AYP) goals.

Student services provided at Whispering Pines Elementary to address student needs are: counseling, tutoring, Principal-Run Before/After School Program, Science Fair, Academic Excellence Program and Do The Right Thing program.

The Leadership Team is comprised of a principal and an assistant principal, the grade level chairperson for each grade level and department, the media specialist, the counselor, the reading leader and the EESAC Chairperson. There are 55 certified teachers, five kindergarten teachers, five first grade teachers, six second grade teachers, six third grade teachers, five fourth grade teachers, five fifth grade teachers, four gifted teachers, nine SPED teachers, an elementary guidance counselor, a speech therapist, a media specialist, ten special area teachers, six full-time paraprofessionals, and one part-time paraprofessional employed at the school. Sixty-one percent of teachers have a Bachelor's degree, 32 percent have a Master's degree and seven percent have a specialist degree or higher. The ethnic make-up of staff is 49 percent (27 teachers) White Non-Hispanic, nine percent (5 teachers) Black Non-Hispanic, 40 percent (22 teachers) Hispanic and 2 percent (1 teacher) other.

The average class size for students in the Pre-Kindergarten program is 15 students, in Kindergarten 22, in first grade 18, in second grade 18, in third grade 19, in fourth grade 23 and in fifth grade 21. The average class size for our Students with Disabilities is seven students. The average class size for our gifted students is 16 students per class. Whispering Pines Elementary students have a better than 96.1 percent rate of attendance. Whispering Pines Elementary School is part of Regional Center VI in Miami-Dade County. The majority of students at Whispering Pines Elementary School will transition to Cutler Ridge Middle School upon completion of their elementary school requirements. Cutler Ridge Middle School has received a grade of "C" for the 2007-2008 school year.

School Foundation

Leadership:

The area of Leadership within the May 2007 Organizational Performance Improvement assessment obtained an average response score of 4.4 on a 5.0 scale. The leadership has successfully conveyed the organization's mission and what it is trying to accomplish, which has provided a positive working environment reflected in the survey by staff members. The lowest numerical average was that of the statement "my work location asks me what I think" (4.1 out of 5).

District Strategic Planning Alignment:

The area of Strategic Planning within the May 2007 Organizational Performance Improvement assessment obtained an average response score of 4.2 on a 5.0 scale. Overall, the staff members recognize the organization's plan and its effects on their work. According to the survey, the item that ranked the lowest, with an average of 4.0 out of 5, indicates that administration should ask staff more frequently for ideas as it plans for the future.

Stakeholder Engagement:

The area of Customer and Market Focus within the May 2007 Organizational Performance Improvement assessment obtained an average response score of 4.5 on a 5.0 scale. The staff acknowledges that the customers are most important and frequently express their needs and wants. The staff keeps in touch with customers and feel empowered to make decisions to solve problems for them. What was least evident, as indicated by a score of 4.2 out of 5, was getting feedback from the customers about the degree of satisfaction with the work performed by the staff of the school.

Faculty & Staff:

The area of Human Resource Focus within the May 2007 Organizational Performance Improvement assessment obtained an average response score of 4.3 on a 5.0 scale. The staff members express that the school's administration and work location give them care and encouragement and a safe work place is provided to them. In addition, staff members declare that they work cooperatively as a team with their peers, and feel empowered to make changes that will improve their work. Staff members believe that the administration encourages them to develop job skills that will facilitate career advancement. The weakest area was related to recognition for achievements of the staff, receiving a score of 4.2 out of 5.

Data/Information/Knowledge Management:

The area of Measurement, Analysis, and Knowledge within the May 2007 Organizational Performance Improvement assessment obtained an average response score of 4.5 on a 5.0 scale. The staff at the school site strongly recognizes the importance of frequent self- assessment and its alignment with the administrative mission to align data to classroom instruction. Assessment results are presented periodically to the staff in order to emphasize the importance of achieving district goals and all requirements in the No Child Left Behind Act (NCLB). The weakest area being "I get the information I need to know about how my work location is doing", with a score of 4.4 out of 5.

Education Design:

The area of Process Management within the May 2007 Organizational Performance Improvement assessment obtained an average response score of 4.2 on a 5.0 scale. The faculty and staff feels that they cannot get the resources they need to do their job. This area scored a 4.0 out of 5.

Performance Results:

The area of Business Results within the May 2007 Organizational Performance Improvement assessment obtained an average response score of 4.3 on a 5.0 scale. The staff acknowledges that the work location uses well its time and talents. The staff responded unfavorably to questions that related to the organization's effectiveness in removing obstacles and the staff's knowledge of the organization's financial status (3.9 out of 5).



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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"/>

Reading Statement

Students will achieve high standards in reading.

Needs Assessment

The results of the 2006-2007 School Performance Accountability Report indicate that 73 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 five percentage points from 84 to 89 percent. The results of the 2007 FCAT Reading test reveal that 16 percent of students in grades three through five scored a Level 1. The results of the 2007 FCAT Reading test reveal that 27 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 will need to increase student skills in "word phrases, main idea, and reference and research". Fourth grade students need to increase skills in "word phrases" and fifth grade students need to increase skills in "word phrases and main idea". 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
<input checked="" 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 based on the Sunshine State Standards, the number of students meeting high standards in grade three through five will increase from 84 percent to 89 percent on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Comprehensive Research Reading Plan (CRRP) with intensive focus on guided reading and vocabulary development.	Administration, Classroom Teacher, Reading Coach	08/20/2007	06/05/2008	Other/ Not Applicable	0
Continue to recognize outstanding readers of the week in Pre-Kindergarten through fifth grade from each class on a weekly basis.	Administration, Reading Coach	08/20/2007	06/05/2008	Other/ Not Applicable	0
Utilize Accelerated Reader, STAR, Reading Plus, Riverdeep and FCAT Explorer computer-assisted resources in a lab setting to reinforce and enhance reading skills in Kindergarten through fifth grade.	Administration, Media Specialist, Computer Teacher	08/20/2007	06/05/2008	Other/ Not Applicable	0
Purchase an hourly teacher in order to extend Media Center hours to parents and students to enhance the schools' literacy program.	Administration, Media Specialist	08/20/2007	06/05/2008	Other/ Not Applicable	2000
Continue the implementation of the Extended Foreign Language Program and implement it in the fifth grade.	Administration, EFL Team	08/20/2007	06/05/2008	Dual Language	0
Provide three teachers with hourly pay for six weeks for in-school and/or Saturday tutoring to identified low performing students in grades 3-5 with an emphasis on word phrases and main idea.	Administration, Reading Coach	1/7/2008	2/29/2008	Other/ Not Applicable	5700
Purchase a reading coach to 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.	Administration	08/20/2007	06/05/2008	Other/ Not Applicable	51832
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administration, Classroom Teacher, Reading Coach	08/20/2007	06/05/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administration, Classroom Teacher, Reading Coach	08/20/2007	06/05/2008	Continuous Improvement Model	0

Research-Based Programs

Houghton Mifflin Research Based Reading Series: Miami-Dade Edition

Professional Development

Professional development for 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, intervention programs, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), 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 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

Weekly, monthly, and 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 89 percent of students meeting high standards in reading as documented by the scores on the 2008 administration of the FCAT Reading Test. Additional assessment instruments that will be used are Dynamic Indicators of Basic Early Literacy Skills, FLKRS and Interim Assessments

Mathematics Goal

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

Florida Education Priorities

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"/>

Mathematics Statement

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

Needs Assessment

The results obtained from the 2007 School Accountability Report indicate that 84 percent of students in grades 3-5 met high standards in mathematics. Sixty-eight percent of our students achieved learning gains in mathematics on the 2007 FCAT Mathematics Test administration. Students need more learning opportunities in algebraic thinking, measurement and number sense. Students averaged 61 percent correct on these strands.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points from 84 percent to 89 percent on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, SWD students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement weekly school-wide mathematical problems that provide critical thinking skills to students in grades K through five.	Administration, Classroom Teachers	08/20/2007	06/05/08	Other/ Not Applicable	0
Utilize teacher made mathematics long-range plans in kindergarten through fifth grade.	Administration, Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide teachers with hourly pay to analyze testing data from the 2007 FCAT administration as well as ongoing assessment to identify students' strengths and weaknesses.	Administration, Leadership Team, Computer Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	6000
Provide three teachers with hourly pay for six weeks of in-school and/or Saturday School tutoring to work with level 1 and 2 students in grades 3-5.	Administration, Teacher of Gifted Science, Reading Coach	08/20/2007	06/05/2008	Other/ Not Applicable	4200
Incorporate "problem of the day" into daily lessons.	Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Utilize a mathematics Pre and Post test in grades 3-5 in order to guide instruction.	Administration, Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administration, Classroom Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administration, Classroom Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Provide additional interventions for those SWD students that do not meet benchmarks on bi-weekly assessments.	Administration, Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Utilize FCAT Explorer and Riverdeep to support and/or remediate benchmarks taught during general classroom instruction.	Administration, Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Purchase a Mathematics coach to 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.	Administration	8/20/2007	06/05/2008	Other/ Not Applicable	51832

Research-Based Programs

Scott Foresman Mathematics

Professional Development

Professional development training will include in-services on the five essential benchmarks 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



School Improvement Plan 2007-2008



Weekly, monthly and interim 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 89 percent or more of the students achieving high standards, as documented by scores on the 2008 administration of the FCAT Mathematics Test.

Writing Goal

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

Florida Education Priorities

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

Writing Statement

Students will improve their writing skills and will be able to incorporate the following elements in their writing: focus, organization, support, and conventions.

Needs Assessment

The results obtained from the 2007 School Performance Accountability Results indicate that 97 percent of fourth grade students tested met the state standard of 3 and above; 81 percent of fourth graders scored a 4.0 or above on FCAT Writing combined scores. Accountability results also indicate that 97 percent of fourth graders scored a 3 or above on Expository, and 96 percent scored 3 or above for Narrative. 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 and will increase scores on both FCAT Writing and FCAT Writing+.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" 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 based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Highlight vivid verbs and Vocabulary words on WPKN.	Administration, Reading Coach	08/20/2007	06/05/2008	Other/ Not Applicable	0
Train teachers in scoring of essays using the rubric from FCAT Writing test.	Administration, Reading Coach	08/20/2007	06/05/2008	Other/ Not Applicable	0
Sponsor parent workshops to support parents in their effort to assist their children in developing their writing skills.	Administration, Classroom teacher, Reading Coach, Parent Liaison	08/20/2007	06/05/2008	Other/ Not Applicable	0
Utilize District Pre/Post writing prompts for grades 1-5.	Administration, Classroom Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Incorporate classroom journal writing.	Administration, Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Use magnified moments, vivid verbs, power sentences and best practices to promote student success in writing.	Administration, Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Highlight the writer of the month to motivate and showcase student writing.	Administration, Reading Coach, Media Specialist	08/20/2007	06/05/2008	Other/ Not Applicable	0
Incorporate the use of State approved graphic organizers to support student writing and organization for both the writing and writing+ portions of the FCAT Writing test.	Administration, Reading Coach, Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Utilize interactive word walls across grade levels to ensure consistency and increase vocabulary skills.	Administration, Reading Coach, Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin Research Based Reading Series: Miami-Dade Edition

Professional Development

Professional Development training for teachers will include CRISS training, FCAT Writing+ rubric training, techniques to enhance the delivery of instruction. Professional Development will include techniques to improve focus, organization, support, and conventions. Professional development will assist in providing a more structured writing practice for students.

Evaluation

Students will write to a District Pre/Post writing test prompt. Results will be used to monitor student progress. Students will demonstrate proficiency in writing skills, as evidenced by at least 90 percent of students reaching the state required mastery level of 3.5 or above, as documented on the 2008 FCAT Writing test.

Science Goal

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

Florida Education Priorities

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

Science Statement

All Whispering Pines Elementary School students will understand and apply the scientific method in multi-sensory learning experiences.

Needs Assessment

The results of the 2007 administration of the FCAT Science Test indicate that 43% of students in grade five scored below the state mastery level at either a Level 1 or Level 2. Students demonstrated no growth in the Content Clusters of Physical/Chemical (P/C) and Scientific Thinking (ST). To demonstrate adequate improvement in science, the percentage of students scoring Level 3 and above will increase to 67 percent. A focus on the Physical/Chemical and Scientific Thinking content Clusters is necessary to meet state mastery levels.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase to 67 percent on the 2008 FCAT Science Test as compared to 57 percent on the 2007 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Coordinate science instruction in a lab setting using the science focus calendar.	Administration, Teacher of Gifted Science	08/20/2007	06/05/2008	Other/ Not Applicable	0
Organize and disseminate information and activities to classroom teachers regarding the science plan and the focus calendar.	Administration, Teacher of Gifted Science, Classroom Teachers	8/20/2007	06/05/2008	Other/ Not Applicable	0
Provide Internet resources in science instruction with a focus on the scientific method.	Administration, Classroom Teachers, Computer Teacher	08/20/2007	06/05/2008	Other/ Not Applicable	0
Organize and coordinate guest speakers to explore opportunities for science career choices and develop critical thinking skills.	Administration, Teacher of Gifted Science, Classroom Teachers	8/20/2007	06/05/2008	Other/ Not Applicable	0
Implement a Science Fair in grade five as well as class science projects in grades K-4.	Administration, Classroom Teachers, Teacher of Gifted Science	08/20/2007	06/05/2008	Other/ Not Applicable	0
Promote hands on learning, knowledge of scientific method and creative problem solving skills using classroom experiments and observations.	Administration, Teacher of Gifted Science, Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Coordinate and organize educational fieldtrip(s) that promote scientific exploration.	Administration, Teacher of Gifted Science, Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Use non-print materials such as videos, software, and manipulatives to support Sunshine State Standards and Grade Level Expectations.	Administration, Classroom Teachers, Computer Teacher	08/20/2007	06/05/2008	Other/ Not Applicable	0
Collaborate with staff and utilize assessment data from the Science FCAT to drive instruction and target intervention in order to improve student achievement in science.	Administration, Teacher of Gifted Science, Classroom Teachers	8/20/2007	06/05/2008	Other/ Not Applicable	0
Utilize the Scott Foresman Science Series in grades K-5.	classroom teachers	08/20/2007	06/05/2008	Other/ Not Applicable	
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administration, Teacher of Gifted Science, Classroom Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administration, Teacher of Gifted Science, Classroom Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0

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, and managing and guiding cooperative groups and strategies to maximize learning opportunities. Professional Development opportunities will include: higher order thinking skills, hands-on science, and implementation of the focus calendar.

Evaluation

District approved pre and post tests will be used to analyze progress and instruction to target weaknesses and reinforce areas of strength. Achievement of the objective will be met when 67 percent of students demonstrate improvement in science concepts and knowledge on the 2008 administration of the FCAT Science Test.

Parental Involvement Goal

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

Florida Education Priorities

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 checked="" type="checkbox"/>

Miami-Dade County Public Schools

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

Parental Involvement Statement

Whispering Pines Elementary School will provide an environment that allows parents, educators and community members to work collaboratively to foster academic excellence.

Needs Assessment

Educational Excellence School Advisory attendance logs indicate a 53 percent member attendance rate during the 2006-2007 school year. EESAC attendance logs indicate a 28 percent attendance rate for the parent subgroup. To demonstrate improvement in Parental Involvement the percentage of members attending EESAC meetings will increase to 65 percent.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 12 percentage points in the number of parents attending EESAC meetings as evidenced by EESAC attendance logs for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage parental participation at all PTA and EESAC meetings.	Administration, PTA, EESAC Chairperson	08/20/2007	06/5/2008	Other/ Not Applicable	0
Use ConnectEd automated message service	Administration, Office Personnel	08/20/2007	06/05/2008	Other/ Not Applicable	0
Disseminate information about upcoming events via school website, marquee, fliers and Neighbors section of the Miami Herald.	Administration, Parent Liaison	08/20/2007	06/05/2008	Other/ Not Applicable	0
Publish Quarterly Newsletters on the school website.	Administration, Parent Liaison, Computer Teacher	08/20/2007	06/05/2008	Other/ Not Applicable	0
Purchase a Parent Liaison to coordinate and host a Parent Resource Fair	Administration, Teachers, Parent Liaison, Reading Coach	08/20/2007	06/05/2008	Other/ Not Applicable	22100
Offer Parent Workshops on issues of interest to parents after conducting a needs assessment.	Administration, Media Specialist, Counselor, Parent Liaison	08/20/2007	06/05/2008	Other/ Not Applicable	0
Coordinate, provide training, and monitor volunteer program	Administration, Parent Liaison, PTA	08/20/2007	06/05/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

Whispering Pines Elementary School will provide FCAT Workshops for parents via The Parent Academy, Parental Participation in Career Exploration Activities, EESAC and PTA meetings 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 12 percent of parents attending a school related activity when compared to the 2006-2007 EESAC attendance logs.

Discipline & Safety Goal

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

Florida Education Priorities

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

Discipline & Safety Statement

Whispering Pines Elementary will foster a safe learning environment that is drug free. Faculty and staff will promote safe and healthy habits that will have positive effects on students' academic emotional and social growth.

Needs Assessment

There is a need for teachers to post rules and consequences to support the school-wide discipline plan. School wide safety programs will be conducted throughout the school year to address important safety issues.

Measurable Objective

Given an emphasis on a safe and orderly environment, student attendance will improve as evidenced by a ten percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the D.A.R.E program for 5th grade students.	Administration, Counselor, D.A.R.E. Officer	08/20/2007	06/05/2008	Other/ Not Applicable	0
Post discipline plans to encourage proper student behavior in all classrooms.	Administration, Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Purchase an additional security monitor to assist in the securing of our large open campus with multiple access points.	Administration, Security Monitor	08/20/2007	06/05/2008	Other/ Not Applicable	20000
Implement the Bullying Prevention program.	Administration, Counselor	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement the Willie Whistle Program.	Administration, Counselor, Pre-kindergarten through second grade teachers	10/2007	11/2007	Other/ Not Applicable	0
Recognize positive behaviors through Do the Right Thing.	Administration, Counselor, Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Identify and monitor safety and discipline concerns through EESAC meetings.	Administration, Counselor, EESAC	08/20/2007	06/05/2008	Other/ Not Applicable	0
Refer students with discipline problems to the counselor in an effort to reduce the number of suspensions.	Administration, Counselor	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement the Regional Center VI suspension reduction plan.	Administration, Counselor	08/20/2007	06/05/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

Faculty and staff will participate in professional development regarding discipline and safety as well as classroom management. Teachers will be trained on the use of Character Education Curriculum.

Evaluation

Students will take their Code of Student Conduct Handbook home to read with their parents. Ninety percent of students will return a parent signed affidavit confirming their review of the Code of Student Conduct Handbook. There will be a ten percent decrease in outdoor suspensions.

Technology Goal

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

Florida Education Priorities

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

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Technology Statement

Increase the technology literacy of teachers and students at Whispering Pines Elementary School.

Needs Assessment

Miami-Dade County Public School System has implemented several electronic programs, including Pinnacle Electronic Gradebook, FCAT Explorer, Riverdeep, Electronic Mail, Edusoft, Accelerated Reader, Reading Plus, and Waterford Early Reading Program. Furthermore, the District is conducting most of its business electronically. Realizing the need for literacy in technology as an essential requirement for effectiveness in the teaching career, Whispering Pines Elementary identifies the need for more hands-on teacher training in the effective utilization of modern, interactive technology.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program as evidenced by a 10 percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.
 Given an emphasis on assessment and data analysis, fifty percent of teachers will utilize the EDUSOFT system as a tool to monitor student achievement.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Insure the availability and functionality of existing educational technologies to kindergarten through fifth grade students.	Administration, Computer Specialist, Computer Teacher	08/30/2007	06/05/2008	Other/ Not Applicable	0
Research and implement new technologies focusing on improving reading skills, mathematics skills, and FCAT weaknesses, in an effort to meet the Sunshine State Standards and exceed Grade Level Expectations (GLE's).	Administration, Computer Specialist, Computer Teacher	8/20/2007	06/05/2008	Other/ Not Applicable	0
Continuously monitor student progress with the use of the electronic gradebook.	Administration, Classroom teacher	08/20/2007	06/05/2008	Other/ Not Applicable	0
Conduct teacher training and professional development in the use of the electronic gradebook as needed.	Administration, District Specialist	08/20/2007	06/05/2008	Other/ Not Applicable	0
Purchase improvements on existing obsolete and non-functioning network infrastructure, such as the replacement of network cabling throughout the school in order to insure internet and intranet access.	Administration, Computer Specialist, Computer Teacher	08/20/2007	06/05/2008	Other/ Not Applicable	25000
Create and train teacher mentors for Grade book applications.	Administration, District Staff, Computer Teacher	08/20/2007	06/05/2008	Other/ Not Applicable	0
Schedule classes to utilize the computer lab on a bi-weekly basis.	Administration, Computer Teacher	08/20/2007	06/05/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

The gradebook manager will conduct training for the continued use of the Excelsior electronic grade book for all classroom teachers.
 Training will be provided for teachers on the use of Edusoft as a tool to monitor student achievement.

Evaluation

100% of students and teachers will show growth in the use of technological tools as evidenced by the 2007-2008 professional development sign-in logs and/or use of the computer lab.

Health & Physical Fitness Goal

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

Florida Education Priorities

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Health & Physical Fitness 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 2006-2007 test summary show that 83 percent of students tested received an award; 61 percent of the students tested received a gold award and 21.5 percent received a silver award.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their running skills as evidenced by 50 percent of the students meeting high standards in running-the-one-mile test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement Jump Rope for Heart program.	Administration, Physical Education teacher	08/20/2007	06/05/2008	Other/ Not Applicable	0
Plan, Design, Construct and Dismantle an obstacle course.	Administration, Physical Education teacher	08/20/2007	06/05/2008	Other/ Not Applicable	0
Organize and conduct annual field day.	Administration, Physical Education teacher	08/20/2007	06/05/2008	Other/ Not Applicable	0
Organize and conduct annual Safety Week.	Administration, Guidance Counselor	08/20/2007	06/05/2008	Other/ Not Applicable	0
Organize and conduct annual Willie Whistle Safety Program.	Administration, Guidance Counselor	08/20/2007	06/05/2008	Other/ Not Applicable	0
Organize and conduct annual Red Ribbon Week.	Administration, Guidance Counselor	08/20/2007	06/05/2008	Other/ Not Applicable	0
Organize and conduct annual Fitness Gram Test Program.	Administration, Physical Education Teacher	08/20/2007	06/05/2008	Other/ Not Applicable	0

Research-Based Programs

Moving into the Future: National Standards for Physical Education

Professional Development

N/A

Evaluation

The objective will be evaluated by results of the 2007-2008 FITNESSGRAM assessment. Results will show an increase of students receiving a gold award with at least 50 percent of the students meeting high standards in running-the-one-mile test.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Electives & Special Areas Statement

All students in Kindergarten through the fifth grade will be enriched in the Fine Arts.

Needs Assessment

During the 2006-2007 school year approximately 10 percent of Whispering Pines Elementary School students were involved in after school enrichment activities.

Measurable Objective

Given emphasis on the benefits of participating in enrichment extra-curricular activities, student membership in grades two through five will increase as evidenced by a 10 percent increase in the number of students participating in extra-curricular activities such as AEP Chess and Science as well as Strings and Band during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Set up Art Gallery	Administration, Art teacher	08/20/2007	06/05/2008	Other/ Not Applicable	0
Conduct gala opening	Administration, Art teacher	02/19/2008	06/05/2008	Other/ Not Applicable	0
After school instrumental training for select students.	Administration, music teacher	08/20/2007	06/05/2008	Other/ Not Applicable	0
After school vocal training for select students.	Administration, music teacher	08/20/2007	06/05/2008	Other/ Not Applicable	
Implement an After-School Chess program through the Academic Excellence Program for select students in grades 3-5.	Administration, Academic Excellence Teacher	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement a Before-School Science enrichment program through the Academic Excellence Program.	Administration, Academic Excellence Teacher	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement a musical String Ensemble for third grade students.	Administration, Music Teacher	08/20/2007	06/05/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

The music teacher will utilize string specialist for assistance with instrumental training. The music teacher will attend professional development courses and in-services in the area of musical enrichment. The Academic Excellence Teacher for chess will participate in Chess training.

Evaluation

This objective will be evaluated by a 10 percent increase in student participation as recorded in extra-curricular membership rosters for the 2007-2008 school year.

Return On Investment Goal

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

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

Return On Investment Statement

Whispering Pines Elementary School will rank at or above the 75 percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2005, Whispering Pines Elementary ranked at the 74th percentile on the State of Florida Return on Investment.

Measurable Objective

Given the Return on Investment percentile rank, our school score will increase by two percentile points from 74 to 76 percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the District on resource allocation.	Administration	08/20/2007	06/05/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	08/20/2007	06/05/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Administration	08/20/2007	06/05/2008	Other/ Not Applicable	0
Become more informed about the use of financial resources in relation to school based programs.	Administration	08/20/2007	06/05/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

Administration attends training to implement an 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

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 that funds be used to provide additional resources in the areas of reading, mathematics, science, technology, parental involvement 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: upgrade existing technology in the building and continue training on the effective use of 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:



School Improvement Plan 2007-2008



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.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	59532
Mathematics	62032
Writing	0
Science	0
Parental Involvement	22100
Discipline & Safety	20000
Technology	25000
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	188664



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

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.

Region Superintendent