U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal Dr. Patricia Ramsey
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Whispering Oak Elementary School
(As it should appear in the official records)

School Mailing Address 15300 Stoneybrook West Parkway
(If address is P.O. Box, also include street address.)

City Winter Garden   State FL   Zip Code+4 (9 digits total) 34787-4733

County   Orange County   State School Code Number* 0322

Telephone 407-656-7773   Fax   407-905-3566

Web site/URL
            https://www.ocps.net/lc/west/ewi/Pages/default.aspx   E-mail patricia.ramsey@ocps.net

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

                                                            Date_____
(Principal's Signature)

Name of Superintendent*Dr. Barbara Jenkins
(Specify: Ms., Miss, Mrs., Dr., Mr.,
Other)   E-mail: barbara.jenkins@ocps.net

District Name Orange County Public Schools   Tel.   407-317-3200
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

                                                            Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Bill Sublette
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

                                                            Date_____
(School Board President's/Chairperson's Signature)

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   126 Elementary schools (includes K-8)
   (per district designation):   35 Middle/Junior high schools
                                       19 High schools
                                       0 K-12 schools

                                       180 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. 10 Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	38	41	79
K	46	58	104
1	57	67	124
2	74	57	131
3	70	60	130
4	55	69	124
5	58	61	119
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	398	413	811

5. Racial/ethnic composition of   1 % American Indian or Alaska Native
    the school: 10 % Asian
                                          10 % Black or African American
                                          22 % Hispanic or Latino
                                           1 % Native Hawaiian or Other Pacific Islander
                                          53 % White
                                           3 % Two or more races
                                       100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 12%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2013 until the end of the school year	56
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	43
(3) Total of all transferred students [sum of rows (1) and (2)]	99
(4) Total number of students in the school as of October 1	812
(5) Total transferred students in row (3) divided by total students in row (4)	0.122
(6) Amount in row (5) multiplied by 100	12

7. English Language Learners (ELL) in the school: 8 %
                                                      70 Total number ELL
    Number of non-English languages represented: 28
    Specify non-English languages: American Sign Langauge, Arabic, Armenian Hayeren, Cantonese, Chinese Hakka, Creole, Danish, Eskimo, French, German, Gujarati, Hindi, Hungarian Magyar, Kannada, Korean Choson-O, Malayalam, Mandarin, Marathi, Polish, Portuguese, Rumanian Romanian, Russian, Spanish, Tagalog, Tamil, Thai, Urdu, Vietnamese

8. Students eligible for free/reduced-priced meals: 28 %
    Total number students who qualify: 214

Information for Public Schools Only - Data Provided by the State

The state has reported that 28 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: <u>21</u> %

                                    <u>173</u> Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>9</u> Autism   <u>3</u> Orthopedic Impairment
<u>0</u> Deafness   <u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness   <u>28</u> Specific Learning Disability
<u>1</u> Emotional Disturbance   <u>28</u> Speech or Language Impairment
<u>0</u> Hearing Impairment   <u>1</u> Traumatic Brain Injury
<u>4</u> Mental Retardation   <u>0</u> Visual Impairment Including Blindness
<u>38</u> Multiple Disabilities   <u>20</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	45
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>17:1</u>

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _   No X

    If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Lead our students to success with the support and involvement of families and community to become the top producer of high-performing students in the Nation.

PART III – SUMMARY

Whispering Oak Elementary is located in West Orange County. The Wildcat Family includes students from Pre-K through fifth grade. Our diverse population is composed of approximately 53% white, 22% Hispanic or Latino, 10% black or African American, 10% Asian, 1% American Indian or Alaska Native, 1% Native Hawaiian or other Pacific Islander, and 3% two or more races. Approximately, 28% of our students qualify for free or reduced lunch, 8% are identified as ELL students and 21% are in exceptional education programs which include gifted, speech/language, specific learning disabilities or varying exceptionalities. The school opened in 2005-2006 with a population of 1,000+ students, well exceeding expectation, reaching nearly 1,500 at one point; after three relief schools, we currently have 811 students.

Our school has earned a grade of "A" every year since opening. This past year, our school ranked within the top 15 in the state out of approximately 2000 elementary schools, based on test scores. Since our inaugural year, volunteers have been an essential component of our school's success helping us receive both the "Five Star School Award" from the Florida Department of Education and the "Golden School Award" each year for parental involvement, business support and community outreach activities.

The leadership team develops a theme each school year to set the focus and maintain our sense of school family. This family atmosphere fosters respect and trust and sets the tone for strong interpersonal relationships among students, staff and community. This past year the theme was "Building the Leader in Me" with an emphasis on providing a variety of leadership opportunities for our students. A few examples are our National Elementary Honor Society sponsoring "Pasta for Pennies" by collecting money school-wide for leukemia and lymphoma cancer research, our student council preparing and serving meals for families staying at the Ronald McDonald House, where families from out of town stay when children are critically ill, and our entire school participating in "Jump Rope for Heart" raising money for the American Heart Association. These leadership opportunities create life changing moments that help students realize they can make a difference in the lives of others.

Our teachers provide a rich and robust academic environment, implementing strategies that encourage students to persevere and celebrate the feeling of challenge. Another goal is to promote a climate that stimulates life-long learning through professional development and differentiated study within our grade-level Professional Learning Communities for teachers as well as our students. Another area of distinction that appeals to our community is the enrichment cluster classes on each grade for our gifted and advanced students. These classes enable students to excel at a faster pace and experience real world enrichment activities that meet the unique cognitive, social and emotional needs of high performing students.

Another key component of our vision is the integration of technology throughout the day as we prepare students for the future. Each class is equipped with a SMART Board, document camera, projector, audio enhancement and four or five computers. Our Pre-K and VE classes also have iPads to support instruction. This is essential as we prepare our students for careers we can't even imagine.

And finally, analyzing assessment data, student by student, we focus on what students know, what they need to learn, and how we can close any achievement gaps. Teachers and the leadership team meet regularly to discuss trends and collaborate on strategies that tailor instruction to meet the needs of all students. This focus on student achievement has helped us excel academically and make great gains closing the learning gaps. We will not give up until every student is successful!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

In order to achieve academic success, students must be able to read and understand a variety of text. Our mission is to provide all teachers with the necessary resources and support to ensure that all students learn to read fluently and have positive attitudes about themselves as proficient readers and thinkers in all content areas. Through the use of our core curriculum reading program developed by Houghton Mifflin, our teachers provide whole group standards-based instruction. Our teachers differentiate instruction through the implementation of guided reading groups. Groups are created based on student needs which allows for flexibility in grouping depending on lesson content. A continuation of skills presented in whole group is reinforced and practiced in guided reading and feedback is provided. The teacher leads students to reflect on learning in this small group setting. Literacy Stations provide independent or collaborative learning opportunities. Levels of English proficiency drive activities for ELLs to address language acquisition. Comprehensive and supplemental materials agreed upon and included in the District K-12 Reading Plan are followed based on the district's scope and sequence.

Lexia and Reading Plus are both web-based, individualized reading curriculum that is used to support K-5 students in reading. Lexia provides practice for K-2 students in foundational reading skills with teacher-led lessons for students needing extra support. Our 3-5 students use Reading Plus as an intervention that prepares them to engage with complex text by developing all three dimensions of successful readers: capacity, efficiency, and motivation.

Whispering Oak students are given writing opportunities within all content areas K-5. Teachers implement Core Connections Writing to prepare our students to be lifelong writers and also in preparation for the Florida writing assessment. No matter the content area or the purpose, our students are taught that focused organized writers write for clear purposes and fully elaborate their points. Core Connections provides a clear, effective model of instruction, thus allowing our student writers to excel in any application.

Houghton Mifflin Harcourt is the publisher of our district's mathematics series, Go Math! in grades K-5. The mathematics instructional block includes whole group instruction and small group guided instruction as well as center-based activities. Daily lessons incorporate the eight standards of mathematical practices with an emphasis on hands-on instruction, vocabulary, problem solving with real world connections and daily practice in fluency. FASTT Math is web-based individualized math fluency program that students utilize in grades K-5 to increase fluency on basic math computation. The students use a variety of strategies to help deepen number sense; examples include the use of manipulatives and problem solving in collaborative teams. Students are encouraged to solve mathematical problems and provide step-by-step details on the method or strategy they used to solve the problem, and often instructed to find more than one way to solve a problem. Our mathematical instruction is differentiated to meet the needs of all students.

The social studies curriculum utilized at our school varies by grade level. In grades pre-K-2, the Scott Foresman Social Studies Florida is used, in grades 3-4 the McGraw-Hill Florida Social Studies is utilized and in 5th grade Pearson My World Social Studies. These are aligned to the state standards and tied into our ELA standards which cover topics that range from community in kindergarten through United States history in 5th grade.

Houghton Mifflin is the publisher of our K-5 science curriculum, Science Fusion. The central focus of the science curriculum to ensure that all students are able to learn the skills and strategies of a scientific problem-solver. We strive to promote excellence and innovation in science teaching and learning for all. Our science curriculum is rich in both science content and process. The content framework in science enables students to acquire understanding of the world around them. This framework includes concepts, principles, facts, laws, and theories which comprise the body of scientific knowledge. Science process skills are lifelong learning processes that can be applied to any subject for understanding and explanation. These processes include: observing, classifying, measuring, comparing and contrasting, communicating,

predicting, hypothesizing, inferring, identifying/manipulating variables, interpreting/analyzing data, and drawing conclusions. All science curriculum is aligned with the Florida Standards.

Early childhood education is essential to readiness and a successful transition to kindergarten. Our school provides the strong educational foundations to meet developmental needs through our VPK and VE Pre-K programs. We have 86 students enrolled in VPK and VE Pre-K and five of those students are dual enrollments. The VE Pre-K curriculum encompasses the following: Beyond Centers-Circle Time (Core Curriculum), Read It Again (Language-Based Literacy), Incredible Years and Handwriting without Tears. The VPK uses DLM Early Childhood Express curriculum. These early childhood programs provide the students with natural environments for optimal-learning opportunities and peer engagement and are an essential element to our school's success!

2. Other Curriculum Areas:

Every grade level participates in special area classes on a rotating basis every six days, promoting the development of the whole child by engaging them physically, artistically, and creatively.

Children's lives are enriched at Whispering Oak through their visual arts class. We believe that every student should have the opportunity to develop their own innate creativity and learn to respect the creative expressions of others. Our students are provided a quality, sequential, standards-based instruction in order to develop the 21st century skills necessary for jobs of the future. The students gain and apply knowledge in these areas of focus: critical thinking/reflection; historical/global connections; innovation, technology, organizational structure/skills, techniques, and processes. Connections between Whispering Oak art lessons and other disciplines strengthen learning and enable the students to transfer knowledge and skills to and from other fields. Our students are also given opportunities to extend their visual art experiences through Art Club, art shows, and visual arts-based field trips.

The STEM Lab uses a problem-based learning model with a student-centered approach. Students are provided the opportunity to develop life skills as well as gain experience with various careers through hands-on projects and activities. Learning targets and goals correlate with the Florida Standards and support information being learned in the regular classroom. The goal is for students to gain greater understanding of the content and increase retention through real-world experiences. The STEM Lab integrates all subject areas, increases students' confidence, and allows them to take more ownership of their learning. They work collaboratively to accomplish various design challenges and tasks, as well as interact with new content in ways that promote higher level thinking. A few examples of activities that have been incorporated are: designing model homes that use solar energy and measuring the efficiency of the design for heating and cooling; exploring aerodynamics through a kite unit of study; exploring computer program design; and having fun with robotics. Engineers are invited to speak to our fourth and fifth graders and field trips are provided to explore opportunities in technical fields to enhance instruction.

Physical Education at Whispering Oak Elementary engages the students and shows them how being active and staying healthy can be fun and something they can enjoy forever. Physical Education provides students the opportunity to work on sports skills along with lifetime health and fitness through movement. Our students are provided a quality standards-based instruction to help guide them to living a physically active lifestyle. The students gain knowledge through these three areas of focus: movement competency, cognitive abilities and lifetime fitness. These standards are implemented through a curriculum called SPARK (Sports, Play, and Active Recreation for Kids). Using many resources and movement, the students learn the importance of staying active and healthy along with cooperation and sportsmanship. These are the skills and knowledge that will empower them throughout their lives. Each year the students come together during our annual Field Day event to showcase the sport and fitness skills they have been working on all year.

The music program is full of opportunities for our students. When they come to class, they are learning from a sequentially planned set of benchmarks designed specifically for each grade level. Students in all grades experience a variety of activities including movement, singing, rhythm and steady beat knowledge and instrument play. Students not only learn through speech, singing, movement and play, but they also have the ability to collaborate with their classmates and create their own music and movement. Through song,

rhythm, listening and instruments, students also practice their skills in language arts, math, history and science. In addition to weekly music instruction, all students participate in an annual music performance. This showcases the skills they have learned throughout the year. We also have a 4th and 5th grade chorus that meets after school for students that are interested in expanding their vocal skills and have several opportunities to perform are provided throughout the year.

3.   Instructional Methods and Interventions:

The challenge is to meet the social, emotional, and academic needs of our diverse student population. We have found success by departmentalizing in fifth grade to ensure we meet the level of rigor required by having teachers with expertise in the content areas. This year we have expanded that model to include fourth grade. Our students have also benefited from exposure to the instructional wisdom of more than one teacher. We provide gifted and talented cluster classes on each grade level. These classes allow students to excel at a faster pace, and experience real world enrichment activities to challenge the unique cognitive, social and emotional needs of these high performing students. When creating class rosters, a core of three groups, close in ability level, are formed to enhance small group instruction that challenges all students. Marzano strategies that have been proven highly effective are implemented in grades pre-K through five to enhance academic success. Students are engaged through cooperative groups, technology, hands-on activities, virtual field trips, visualization, direct instruction, the "I Do, We Do, You Do" approach and many other successful practices.

To decrease disproportionate classification in exceptional student education our school uses the Multi-Tiered System of Supports (MTSS). This ensures that instruction at the appropriate level to accelerate the performance of struggling students is implemented to achieve and exceed proficiency. There are three tiers in the MTSS process:
- Tier I focuses on the Florida Standards and monitoring the students to ensure all students reach and/or exceed the district and state proficiency levels.
- Tier II is what "some" students receive in addition to Tier I instruction. The purpose of Tier II instruction is to support and improve student performance.
- Tier III is what "few" students receive and it's the most intense service level provided to a struggling student. It is usually a very small group or one-on- one instruction on top of Tier I and Tier II. The purpose of Tier III is to help the student overcome significant barriers to learning academics and/or behavior skills.

The students we teach are digital learners and our goal is to give students the skill set needed to prepare them for high-growth, high demand jobs in a global economy by integrating technology within their learning. Daily our students are using computers to not only sharpen their skills but to seek information and communicate with others throughout the world.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results Narrative Summary:**

In 2010 and 2011, the Florida Comprehensive Assessment Test (FCAT) was based on the Sunshine State Standards but in 2012 Florida revised the state test to FCAT 2.0, based on the Next Generation Sunshine State Standards. This new version increased the depth and rigor. With these changes, our school had a decrease in students scoring at the proficient rating by 10% in reading and 21% in mathematics the first year. After the initial drop transitioning to the new standards, our students increased achievement levels steadily resulting in a 14% increase in reading proficiency rates and a 21% increase in math this past year.

Our vision is for all students to reach academic success so interventions are focused on the bottom 30%. Between 2011 and 2014 our school has closed the achievement gap between students on free or reduced lunch and those not on free or reduced lunch from a 27.8% gap to a -0.4% gap in math and in reading from 29.4% to 3.7%. The gap between ELL and non-ELL students has closed from 11.9 to 5.1% in math and 21.7% to 11.3% in reading. The gap between our ESE students and non-ESE students changed from 46.2% to 11.8% in math and from 54% to 40% in reading. We have also decreased the achievement gap between our racial demographic groups. The gap between our white and black students has decreased from 28.1% to 9.5% in math and from 26.7% to 15.7% in reading. The gap between our white and Hispanic students has decreased from 15.2% to 5.4% in math and from 17.2% to 9.5% in reading. Our teachers continue to offer extra tutoring sessions for all struggling students to give them the extra attention needed because our goal is to help every student achieve academic success.

2. **Assessment for Instruction and Learning and Sharing Assessment Results:**

Academic success for all students requires a consistent focus on data, an instructional staff intent on increasing the effectiveness of practice through professional development and solid research-based content. Several measures are used to monitor student achievement school-wide. Two computer based programs are implemented with fidelity and with incredible results providing differentiated instruction for all students from Pre-K to fifth grade. Lexia provides explicit, systematic learning in the six areas of reading and delivers norm-reference performance data for analysis. Reading Plus helps students increase silent reading efficiency, capacity and effectiveness by engaging students with a variety of genres and increasingly complex tests. FASTT Math, another computer based program helps student's increase fluency in math facts enabling them to be more successful while tackling rigorous math problems. All of these programs are web-based so parents can also monitor at home and differentiated based on the needs of the student.

The teachers meet regularly to collaborate and review data with our instructional coaches and administration. Along with the computer data, our intermediate students take district benchmark assessments quarterly to monitor progress on state standards. The data drives instruction, intervention and enrichment. We offer a number of academic opportunities before and after school, such as Math/STEM Teams, Robotics, Art, Reading, Running Club, Chorus, Spanish, Bricks for Kids, Instrumental Instruction and Drama. These enrichment activities help us provide a well-rounded academic environment that stimulates success. Our teachers make themselves available before and after school to provide extra assistance. We emphasize the importance of hard work, perseverance and a belief that our ability and competence will grow with more effort. The attitude we foster is that hard work makes a difference and with our phenomenal team of teachers, staff, students, parents and community we are making a difference one student at a time.

Part VI School Support

1. School Climate/Culture

Whispering Oak Elementary School opened in 2005/2006 with an expected population of 600 students and surpassed that mark to reach over 1000 students the first year, necessitating the addition of 16 "learning cottages." By the second year another 33 learning cottages and a second cafeteria had to be added to meet the needs of the population. This rapid growth stimulated many challenges the first few years. After three relief schools our population is now around 800.

An overarching goal from the beginning was creating a positive school environment where learning was emphasized from the youngest Pre-K student to the principal. Leadership decisions support the collaborative model with input from staff, students, and parents. Our mission, to educate every student, from gifted/talented to the so called "at risk" within a culture where students feel safe and connected continues. This mission inspired our first tradition, a "family gathering" that continues yearly where all teachers, staff and families reconnect and celebrate the start of the school year at a big picnic! That sense of connection disseminates into our classrooms where "Friends and Family Boards" are established and roles and jobs are created to connect all students as a family.

Safety is an important area of concern for all stakeholders; students, staff and community members. Our policies promote safety for all by conducting emergency drills and reviewing the Code of Student Conduct. The building is clean, school-wide procedures/expectations that apply to all classrooms/common areas make the environment inviting and conducive to learning. All students are safe in a supportive educational environment where they grow/thrive academically and socially. We overwhelmingly promote and support the following: student engagement, diversity, personal/physical safety, and school/family collaboration and community partnerships. In other words, our school culture supports the overall education process which is free and appropriate with opportunities that are equitably distributed for all students.

When teachers are supported professionally and personally, the teaching and learning process is enhanced. Our teachers and staff are prodigiously supported by administration. Teachers also support their colleagues through Professional Learning Communities. Staff-sponsored activities by different grade levels that promote the spirit of comradely are held several times a year. Maslow stated that basic needs must be met before anyone moves to the highest level, self-actualization and that environment pertains to all. That philosophy must begin at the top with staff relationships before that supportive climate can reach the students.

2. Engaging Families and Community

A huge part of our school's success is the sustained engagement of our parents, community and business partners. We encourage this involvement through a variety of activities. "Meet Your Teacher" followed by our open house kicks-off the start of each school year. Valuable information is presented about curriculum, field trips, and enrichment/intervention opportunities. Curriculum-based school events are spearheaded by our coaches and instructional team such as "Math and Science Night", "Literacy Night", and "Creative Expressions Night", an event that showcases art, music and creative writing. "Portfolio Pride Nights" occur twice a year where students share their data notebooks with an emphasis on celebrating growth and achievement.

Opportunities for parents to volunteer their expertise are a critical part of our school mission. Parents are encouraged to become ADDitions Volunteers to assist in the classroom, attend field trips and participate in other school-related activities. We have a very strong and involved Parent-Teacher Organization. They support the school through many events and activities with a focus on fundraising and parental involvement. Examples of PTO activities include our school carnival, mother-son event, father-daughter dance, birthday book club and financial assistance through our Angel Fund for the expense of field trips for our disadvantaged students and other school needs.

The School Advisory Council provides stakeholders an opportunity to participate in the school's assessment of needs, development of priorities, identification/use of resources based on an analysis of multiple data sources shared by the administration yearly. The Exceptional Student Education and Multilingual Teams focus on providing parents with specific academic and behavioral strategies and support through on-going meetings. Our Multilingual Parent Leadership Council provides support for parents in the academic and social areas of dual-language speaking students. Parent-teacher conferences address the academic and/or behavior placements of students by providing academic information and answering questions.

Connect-Ed Orange System is used to provide our parents with valuable information from the superintendent and school-based administrators. The instructional staff provides monthly newsletters that assist with maintaining school/home communication as well as sharing upcoming events. Our business partners support our school financially through Spirit Nights where a portion of the proceeds comes back to the school to support academic needs.

Our Partners in Education and other community leaders, along with parents, participate in our annual Teach In event, a day that focuses on career opportunities.

These support systems enhance the learning experiences at our school and lead to success!

3. Professional Development

We encourage our teachers and staff to be life-long learners by providing on-going professional development and supporting Professional Learning Communities (PLC). Through our PLCs co-workers collaborate, reflect, share, research and enhance their effectiveness as professionals. We encourage teachers to share with their teams and to seek help when they are in need of a fresh new way to introduce a skill. Each teacher works on a skill area for deliberate practice as a way for teachers to grow their expertise through a series of planned action steps, reflections, and collaboration. Deliberate practice involves setting goals, focused practice and feedback, observing and discussing teaching, and monitoring progress. Throughout the year the PLC group will read and discuss articles, watch videos, observe each other and give feedback on their area of growth and share ideas to help strengthen that area.

The teachers and staff are encouraged to attend both school and district professional development training either in person or through online learning modules. One of our main focuses for professional development, recently based on rigorous standards, has been on performance based scales. Throughout the year, a variety of professional development opportunities are offered on campus to strengthen teacher practice. Consultants are brought in to train and update our staff on current trends in education. We also have book study activities where the entire faculty reads the same book, shares thoughts as well as plans to implement new ideas in the classroom.

To support teacher growth and performance one of the highly effective strategies in place at Whispering Oak is on-going coaching. We have highly trained instructional coaches who work closely with teachers to provide feedback, model lessons, and motivate teachers to learn, grow, and change. This coaching improves teacher practice that in turn improves student learning. Another strategy that is in place at our school is peer-to-peer observations which ensure opportunities for our teachers to learn from one another. By observing others, our school culture recognizes and capitalizes on the collective strengths and talents of our own staff members.

4. School Leadership

Our school-based leadership team maintains a focus on the challenges and successes at our school through troubleshooting, guiding, and motivating our staff and students. The SBLT includes the principal, assistant principal and instructional coaches working together to establish and implement the vision and mission that supports the overall teaching and learning process. Our philosophy is centered on "school-family," with an expectation to establish, build and sustain relationships between teachers and staff and in turn the expectation is for teachers to develop relationships with students in their classrooms.

The school's policies and procedures focus on providing the grade-level teams with a daily common planning and Professional Learning Community meetings to foster and enhance positive collaboration with colleagues. The PLC's are established with group-norms and organized by "role-specific-duties." Administration deemed the PLC's as "sacred-time" to discuss academic issues, concerns and provided a half-day planning for collaborating and working on rigorous detailed unit lesson plans. Ongoing professional development opportunities are provided and staff socials sponsored to enhance a positive and professional climate.

The instructional support team includes coaches who serve as mentors to all teachers, visiting the classroom, observing and modeling for teachers as needed. We have instructional coaches for the following academic areas: reading/writing, provides vast knowledge on the K-12 Literacy Plan and the next steps to take toward success, math/science, provides websites, training and modeling as well as a math fact fluency competition and MTSS/RTI, assists with documentation and provides teachers with appropriate interventions to meet academic fidelity of Tiers I-III involving both general education and ESE teachers. The staffing specialist schedules support personnel which play a significant role with interventions. The support team includes speech-language therapist/clinicians, adaptive physical education teacher, vision teacher, audiologist, occupational/physical therapists, social worker and school psychologist.

In order to have highly-qualified instructional staff the principal and assistant principal work together when reviewing resumes, check references and network with colleagues to recruit and hire teachers. At this time, five teachers are in the school's mentoring program, paired with a veteran teacher who is clinical education certified. The mentor and mentee meet on a regular basis to discuss issues that benefit the mentee such as lesson planning, grades and other concerns/questions regarding the teaching and learning process.

The greatest attribute of our SBLT is the ability to work together, collaborate with teachers to benefit student achievement and help them "rise to meet the academic challenges of 21st century!"

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math		**Test:** FCAT	
All Students Tested/Grade: 3		**Edition/Publication Year:** N/A	
Publisher: Harcourt & McGraw			

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level 3 or above	87	82	65	67	86
Level 4 or above	54	55	37	35	62
Number of students tested	124	103	218	220	225
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	1	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Level 3 or above	96	62	50	46	78
Level 4 or above	34	31	22	23	46
Number of students tested	27	29	114	95	105
2. Students receiving Special Education					
Level 3 or above	0	0	40	43	50
Level 4 or above	0	0	7	17	27
Number of students tested	6	7	15	23	30
3. English Language Learner Students					
Level 3 or above	0	0	39	38	85
Level 4 or above	0	0	17	5	51
Number of students tested	3	2	23	21	39
4. Hispanic or Latino Students					
Level 3 or above	73	80	40	58	87
Level 4 or above	38	40	19	13	54
Number of students tested	26	15	47	40	55
5. African- American Students					
Level 3 or above	91	60	46	42	79
Level 4 or above	45	20	26	16	49
Number of students tested	11	10	35	38	53
6. Asian Students					
Level 3 or above	0	85	80	62	79
Level 4 or above	0	69	55	61	79
Number of students tested	7	13	20	13	14

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	91	85	79	78	90
Level 4 or above	63	61	45	42	73
Number of students tested	68	54	101	111	91
10. Two or More Races identified Students					
Level 3 or above	0	0	64	0	91
Level 4 or above	0	0	43	0	72
Number of students tested	6	8	14	9	11
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: In 2010 and 2011, the Florida Comprehensive Assessment Test (FCAT) was based on the Sunshine State Standards but in 2012 Florida revised the state test to FCAT 2.0, based on the Next Generation Sunshine State Standards. This new version increased the depth and rigor.

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: FCAT
All Students Tested/Grade: 4	Edition/Publication Year: N/A
Publisher: Harcourt & McGraw	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level 3 or above	92	86	66	73	83
Level 4 or above	78	56	32	47	56
Number of students tested	106	109	226	230	224
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Level 3 or above	84	79	52	62	72
Level 4 or above	60	42	22	33	39
Number of students tested	25	42	105	109	100
2. Students receiving Special Education					
Level 3 or above	0	0	26	31	48
Level 4 or above	0	0	11	19	12
Number of students tested	6	5	27	32	25
3. English Language Learner Students					
Level 3 or above	0	55	35	58	64
Level 4 or above	0	36	5	25	27
Number of students tested	0	11	20	31	33
4. Hispanic or Latino Students					
Level 3 or above	100	60	58	74	81
Level 4 or above	65	35	21	44	45
Number of students tested	17	20	43	57	47
5. African- American Students					
Level 3 or above	0	94	43	55	56
Level 4 or above	0	63	20	36	28
Number of students tested	8	16	40	51	43
6. Asian Students					
Level 3 or above	92	0	86	80	86
Level 4 or above	85	0	28	70	43
Number of students tested	13	8	14	10	14
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	93	90	73	82	92
Level 4 or above	85	55	42	54	71
Number of students tested	58	60	112	96	110
10. Two or More Races identified Students					
Level 3 or above	0	0	0	71	0
Level 4 or above	0	0	0	42	0
Number of students tested	7	5	9	14	7
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: In 2010 and 2011, the Florida Comprehensive Assessment Test (FCAT) was based on the Sunshine State Standards but in 2012 Florida revised the state test to FCAT 2.0, based on the Next Generation Sunshine State Standards. This new version increased the depth and rigor.

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** FCAT
All Students Tested/Grade: 5	**Edition/Publication Year:** N/A
Publisher: Harcourt & McGraw	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level 3 or above	94	85	78	80	78
Level 4 or above	77	60	58	55	51
Number of students tested	109	136	225	208	196
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Level 3 or above	92	85	70	65	72
Level 4 or above	77	50	46	36	44
Number of students tested	39	34	111	92	95
2. Students receiving Special Education					
Level 3 or above	0	73	35	36	7
Level 4 or above	0	18	27	14	0
Number of students tested	3	11	26	22	14
3. English Language Learner Students					
Level 3 or above	0	0	35	48	56
Level 4 or above	0	0	18	21	25
Number of students tested	9	8	17	23	16
4. Hispanic or Latino Students					
Level 3 or above	91	77	68	67	77
Level 4 or above	64	50	45	43	48
Number of students tested	22	22	62	48	44
5. African- American Students					
Level 3 or above	87	77	74	70	64
Level 4 or above	73	31	46	30	26
Number of students tested	15	13	43	33	47
6. Asian Students					
Level 3 or above	100	0	92	93	100
Level 4 or above	80	0	77	53	64
Number of students tested	10	6	13	15	14
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	95	86	84	86	86
Level 4 or above	81	62	79	65	66
Number of students tested	58	83	95	103	85
10. Two or More Races identified Students					
Level 3 or above	0	0	82	0	0
Level 4 or above	0	0	54	0	0
Number of students tested	4	5	11	6	5
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: In 2010 and 2011, the Florida Comprehensive Assessment Test (FCAT) was based on the Sunshine State Standards but in 2012 Florida revised the state test to FCAT 2.0, based on the Next Generation Sunshine State Standards. This new version increased the depth and rigor.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: FCAT
All Students Tested/Grade: 3	Edition/Publication Year: N/A
Publisher: Harcourt & McGraw	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level 3 or above	88	84	69	72	79
Level 4 or above	66	61	45	46	50
Number of students tested	124	103	217	219	225
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	1	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Level 3 or above	85	62	58	53	69
Level 4 or above	52	34	30	29	34
Number of students tested	27	29	113	94	105
2. Students receiving Special Education					
Level 3 or above	0	0	50	35	37
Level 4 or above	0	0	14	22	17
Number of students tested	6	7	14	23	30
3. English Language Learner Students					
Level 3 or above	0	0	36	30	64
Level 4 or above	0	0	9	5	24
Number of students tested	3	2	22	20	39
4. Hispanic or Latino Students					
Level 3 or above	81	73	62	64	71
Level 4 or above	50	40	32	29	34
Number of students tested	26	15	47	39	55
5. African- American Students					
Level 3 or above	82	70	46	50	72
Level 4 or above	54	30	25	31	30
Number of students tested	11	10	35	38	53
6. Asian Students					
Level 3 or above	0	92	84	85	79
Level 4 or above	0	54	63	46	57
Number of students tested	7	13	19	13	14
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	91	89	78	80	87
Level 4 or above	75	74	53	55	67
Number of students tested	68	54	101	111	91
10. Two or More Races identified Students					
Level 3 or above	0	0	64	0	91
Level 4 or above	0	0	50	0	73
Number of students tested	6	8	14	9	11
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: In 2010 and 2011, the Florida Comprehensive Assessment Test (FCAT) was based on the Sunshine State Standards but in 2012 Florida revised the state test to FCAT 2.0, based on the Next Generation Sunshine State Standards. This new version increased the depth and rigor.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA		Test: FCAT	
All Students Tested/Grade: 4		Edition/Publication Year: N/A	
Publisher: Harcourt & McGraw			

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level 3 or above	86	81	72	68	81
Level 4 or above	64	55	46	40	54
Number of students tested	106	110	226	228	223
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Level 3 or above	76	81	56	55	70
Level 4 or above	48	50	33	29	33
Number of students tested	25	42	105	107	100
2. Students receiving Special Education					
Level 3 or above	0	0	30	22	38
Level 4 or above	0	0	19	6	13
Number of students tested	6	5	27	32	24
3. English Language Learner Students					
Level 3 or above	0	36	35	48	45
Level 4 or above	0	27	10	10	9
Number of students tested	0	11	20	29	33
4. Hispanic or Latino Students					
Level 3 or above	76	65	67	67	66
Level 4 or above	64	40	32	31	35
Number of students tested	17	20	43	55	47
5. African- American Students					
Level 3 or above	0	81	45	49	65
Level 4 or above	0	38	28	26	28
Number of students tested	8	16	40	51	43
6. Asian Students					
Level 3 or above	92	0	79	80	86
Level 4 or above	69	0	71	50	57
Number of students tested	13	8	14	10	14
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	90	82	81	76	92
Level 4 or above	68	59	57	51	71
Number of students tested	58	61	112	96	109
10. Two or More Races identified Students					
Level 3 or above	0	0	0	71	0
Level 4 or above	0	0	0	50	0
Number of students tested	7	5	9	14	5
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: In 2010 and 2011, the Florida Comprehensive Assessment Test (FCAT) was based on the Sunshine State Standards but in 2012 Florida revised the state test to FCAT 2.0, based on the Next Generation Sunshine State Standards. This new version increased the depth and rigor.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA			**Test:** FCAT		
All Students Tested/Grade: 5			**Edition/Publication Year:** N/A		
Publisher: Harcourt & McGraw					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level 3 or above	89	84	72	71	81
Level 4 or above	60	60	49	40	50
Number of students tested	108	135	225	208	196
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	2	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Level 3 or above	90	74	59	53	74
Level 4 or above	54	44	33	25	39
Number of students tested	39	34	111	92	95
2. Students receiving Special Education					
Level 3 or above	0	36	23	23	29
Level 4 or above	0	18	12	9	14
Number of students tested	3	11	26	22	14
3. English Language Learner Students					
Level 3 or above	0	0	18	17	38
Level 4 or above	0	0	18	0	13
Number of students tested	9	8	17	23	16
4. Hispanic or Latino Students					
Level 3 or above	86	73	66	54	80
Level 4 or above	57	50	34	29	39
Number of students tested	21	22	62	48	44
5. African- American Students					
Level 3 or above	80	69	56	61	72
Level 4 or above	40	16	42	24	37
Number of students tested	15	13	43	33	47
6. Asian Students					
Level 3 or above	90	0	77	60	100
Level 4 or above	50	0	62	26	64
Number of students tested	10	0	13	15	14
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	91	89	82	81	87
Level 4 or above	67	67	60	49	64
Number of students tested	58	82	95	103	85
10. Two or More Races identified Students					
Level 3 or above	0	0	64	0	0
Level 4 or above	0	0	45	0	0
Number of students tested	4	5	11	6	5
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: In 2010 and 2011, the Florida Comprehensive Assessment Test (FCAT) was based on the Sunshine State Standards but in 2012 Florida revised the state test to FCAT 2.0, based on the Next Generation Sunshine State Standards. This new version increased the depth and rigor.