



School Improvement Plan

Whitman Elementary School

Pontiac City School District

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TABLE OF CONTENTS

Introduction.....	1
Improvement Plan Assurance	
Introduction.....	3
Improvement Plan Assurance.....	4
Title I Schoolwide Diagnostic	
Introduction.....	6
Component 1: Comprehensive Needs Assessment.....	7
Component 2: Schoolwide Reform Strategies.....	16
Component 3: Instruction by Highly Qualified Staff.....	19
Component 4: Strategies to Attract Highly Qualified Teachers.....	20
Component 5: High Quality and Ongoing Professional Development.....	22
Component 6: Strategies to Increase Parental Involvement.....	24
Component 7: Preschool Transition Strategies.....	29
Component 8: Teacher Participation in Making Assessment Decisions.....	30
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards.....	31
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources... 34	
Evaluation:.....	39

Whitman School Improvement Plan - 2019 - 2020

Overview 41

Goals Summary 42

 Goal 1: The school will install the instructional infrastructure system of the blueprint to ensure that high-quality curriculum, assessment and instructional practices are occurring within every building..... 43

 Goal 2: The school the instructional infrastructure system of the blueprint to ensure that high quality curriculum, assessment, and instructional practices are occurring at Whitman in Math..... 50

 Goal 3: The school will install the Student Support Network System of the Blueprint to ensure that all students have access to necessary school emotional, nutritional, and health support that allow access to learning..... 58

 Goal 4: The school will install a talent management system of the blueprint to ensure that effective staff with turnaround competencies are placed at Whitman..... 61

Activity Summary by Funding Source..... 64

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment (CNA) was conducted by the Building Turnaround Network Team (BTNT) with input from the entire staff during debriefing sessions. Whitman's BTNT is comprised of school administrators, teachers, behavior interventionist, and parent liaison. The BTNT meets at least twice a month to review, collect, and analyze data. During the meetings, the BTNT representatives will review the results from assessment data, behavioral data, attendance data, perception data, and process data for the school year. Teachers have an opportunity to review and analyze the academic assessment data during their PLC Meetings and monthly planning time. The administrator provided a summary of student demographic data based on the first and second student count results. The BTNT analyzes the trend in student enrollment, collects and analyzes perception data twice a year.

PLCs identify, analyze and gather a variety of data, including M-Step, NWEA, core curriculum assessments, spelling inventory, San Diego Quick Assessment, Fountas and Pinnell, Brigance Math Placement Test, WIDA, and teacher-generated assessments.

Reported in this component for the CNA is NWEA, M-STEP, Fountas and Pinnell, WIDA, and report card data. Parents, staff, and students are surveyed at the beginning and end of each school year. This data is used to improve the culture and climate throughout that school year. Perception data collected at the end of the year is used to strategize for the upcoming school year.

The BTNT distributes parent surveys at the beginning of the school year. This data is collected, disaggregated, analyzed, and prioritized so that the needs are addressed throughout the school year. During the data team meetings, the school parent liaison or a representative attends the meetings.

We have examined our data to determine our targeted populations of students that are farthest from the state standards and priority content areas. The targeted populations are Black/African-American and Hispanic/Latino students. These student populations and content areas of concern become the basis for the goals and plans, objectives, and selected research-based instructional strategies.

The Whitman BTNT receives support/guidance from Oakland Schools (OS) content coaches to ensure that our school-wide plan meets all of the requirements of Title I Regulations and improve the academic achievement of all students.

Based on the data analyzed, we developed long-term goals in reading, writing, math, science and social studies. We carefully researched best practices and instructional strategies that meet the needs of all students, specifically our targeted populations to close the existing achievement gaps and move students toward our Annual Measurable Objectives (AMO) of 85% proficiency in all content areas by 2022.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

The BTNT studied the following assessment results:

MSTEP results for the Spring 2016-2017 for grades 3-6 in ELA and Math, grade 4 Science and grade 5 Social Studies.

SY 2018-2019.NWEA results for the Fall of 2015 and 2016 in Reading, Language and Math for grades 2-6 and Science in grades 3-6. During 2015,

Whitman Elementary for the former WHRC Elementary.

MATH GOAL: All Whitman students will demonstrate proficiency in mathematics.

Math M-STEP results by grade level.

Grade 3

Spring 2015 results: 1.3% advanced; 7.7% proficient; 23.1% partially proficient; 67.9% not proficient

SY 2019-2020

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School Improvement Plan

Whitman Elementary School

Spring 2016 results: 1% advanced; 8% proficient; 23% partially proficient; 68% not proficient

Spring 2017 results: 2.0% advanced, 10% proficient, 31% partially proficient, 58% not proficient

Grade 4

Spring 2015 results: 2.8% proficient; 26.8% partially proficient; 70.4% not proficient

Spring 2016 results: 0% advanced; 3% proficient; 20% partially proficient; 77% not proficient

Spring 2017 results: 5% advanced, 15% proficient, 19% partially proficient, 61% not proficient

Grade 5

Spring 2015 results: 0% proficient; 14% partially proficient; 86% not proficient

Spring 2016 results: 3% advanced; 0% proficient; 8% partially proficient; 89% not proficient

Spring 2017 results: 1.0% advanced, 9% proficient, 23% partially proficient, 67% not proficient

Grade 6

Spring 2015 results: 6.5% proficient; 19.6% partially proficient; 73.9% not proficient

Spring 2016 results: 0% advanced; 7% proficient; 22% partially proficient; 71% not proficient

Spring 2017 results: 3% advanced, 13% proficient, 16% partially proficient, 69% not proficient

Math NWEA data by grade

Grade 2:

Fall 2015 mean: 165.6

Fall 2016 mean: 165.5

Fall Norm: 176.9

Grade 3:

Fall 2015 mean: 180

Fall 2016 mean: 184.1

Fall Norm: 190.4

Grade 4

Fall 2015 mean: 184.6

Fall 2016 mean: 192.4

Fall Norm: 201.9

Grade 5

Fall 2015 mean: 189.7

Fall 2016 mean: 197.5

Fall Norm mean: 211.4

Grade 6

Fall 2015 mean: 201.2

Fall 2016 mean: 201.8

Fall Norm: 217.6

June 2017

2017 NWEA

Whitman entered into a 3 year partnership agreement June 2017 with the Michigan Department of Education. The proficiency and growth targets are listed below.

School Improvement Plan

Whitman Elementary School

2 year proficiency targets: 32% of full year students will be at or above grade level norm on the NWEA Reading assessment; 25% of full year students will be at or above the grade level norm on the NWEA Math assessment.

3-year proficiency targets: 37% of full year students will be at or above the grade level norm on the NWEA Reading assessment; 30% of full year students will be at or above the grade level norm on the NWEA Math assessment.

Spring 2016 % At or above grade level norm RIT: Math 5% and Reading 13%

Spring 2017 at or above Grade Level Norm RIT (Baseline) Math 15%, Reading 19%

Spring 2018 at or above Grade Level Norm RIT (1 year progress) Math 31%, Reading 32%

2 year Growth Target: K-12 60% of full year students will show 1.25 years or more growth

3 year Growth Target: K-12 60% of full year students will show 1.25 years or more growth

Fall 2016 to Spring 2017 (Baseline) 26% of students had 1.25 growth in math, 20% of students had 1.25 growth in reading

Fall 2017 to Spring 2018 (Baseline) 41% of students had 1.25 growth in math, 40% of students had 1.25 growth in reading

Math Gap Statements:

MSTEP-2016

Grade 3: 9% of students were at or above proficient, a gap of 36.2% from the state proficiency level of 45.2%.

Grade 4: 3% of students were at or above proficient, a gap 41% from the state proficiency level of 44%

Grade 5: 1% of students were at or above proficient, a gap of 30.8% from the state proficiency level of 33.8%

Grade 6: 7% of students were at or above proficient, a gap of 25.8% from the state proficiency level of 32.8%

MSTEP-2017

Grade 3: 2% of students were at or above proficient, a gap of 44.8% from the state proficiency level of 46.8%.

Grade 4: 5% of students were at or above proficient, a gap 37% from the state proficiency level of 42%

Grade 5: 1% of students were at or above proficient, a gap of 34% from the state proficiency level of 35%

Grade 6: 3% of students were at or above proficient, a gap of 31.2% from the state proficiency level of 34.2%

ELA GOAL - All Whitman students will become proficient readers.

MSTEP ELA results by grade level

Grade 3

Spring 2015 results: 3.8% advanced; 7.7% proficient; 12.8% partially proficient; 75.6% not proficient

Spring 2016 results: 2.5% advanced; 8% proficient; 15% partially proficient; 75% not proficient

Spring 2017 results: 2% advanced; 7% proficient; 37% partially proficient; 54% not proficient

Grade 4

Spring 2015 results: 7% proficient; 21.1% partially proficient; 71.8% not proficient

Spring 2016 results: 3% advanced; 5% proficient; 18% partially proficient; 74% not proficient

Spring 2017 results: 5% advanced; 15% proficient; 19% partially proficient; 61% not proficient

School Improvement Plan

Whitman Elementary School

Grade 5

Spring 2015 results: 3.1% advanced; 10.9% proficient; 12.5% partially proficient; 73.4% not proficient

Spring 2016 results: 0% advanced; 6% proficient; 15% partially proficient; 70% not proficient

Spring 2017 results: 2% advanced; 17% proficient; 23% partially proficient; 58% not proficient

Grade 6

Spring 2015 results: 2.2% advanced; 20.4% proficient; 20.4% partially proficient; 57% not proficient

Spring 2016 results: 3.4% advanced; 17% proficient; 26% partially proficient; 53% not proficient

Spring 2017 results: 2% advanced; 7% proficient; 37% partially proficient; 54% not proficient

NWEA ELA data by grade (Reading and Language Usage assessments are administered)

READING

Grade 2:

Fall 2015: 159

Fall 2016: 164

Fall Norm: 174.7

Grade 3:

Fall 2015: 175.3

Fall 2016: 180

Fall Norm: 188.3

Grade 4:

Fall 2015: 182.8

Fall 2016: 189.5

Fall Norm: 198.2

Grade 5:

Fall 2015: 184.9

Fall 2016: 192.1

Fall Norm: 205.7

Grade 6

Fall 2015: 198.3

Fall 2016: 198.7

Fall Norm: 211

2017 NWEA

Whitman entered into a 3 year partnership agreement June 2017 with the Michigan Department of Education. The proficiency in growth targets are listed below.

2 year Proficiency Targets: 32% of full year students will be at or above the grade level norm on the NWEA Reading Assessment; 25% of full year students will be at or above the grade level norm on the NWEA Math assessment.

3 year Proficiency Targets: 37% of full year students will be at or above the grade level norm on the NWEA Reading Assessment; 30% of full year students will be at or above the grade level norm on the NWEA Math assessment.

School Improvement Plan

Whitman Elementary School

Spring 2016 % At or Above Grade Level Norm RIT: Math 5%, Reading 13%

Spring 2017 % At or Above Grade Level Norm RIT (Baseline) Math 15%, Reading 19%

Spring 2018 % At or Above Grade Level Norm RIT (1 Year Progress) Math 31%, Reading 32%

2 Year Growth Target: K-12 60% of full year students will show 1.25 yrs. or more growth

3 Year Growth Target: K-12 60% of full year students will show 1.25 yrs. or more growth

Fall 2016 to Spring 2017 (Baseline) 26% of students had 1.25 growth in math, 20% of students had 1.25 growth in reading

Fall 2017 to Spring 2018 (Baseline) 41% of students had 1.25 growth in math, 40% of students had 1.25 growth in reading

LANGUAGE USAGE

Grade 2:

Fall 2015: 165.2

Fall 2016: 167

Fall Norm: 174.5

Grade 3

Fall 2015: 180.4

Fall 2016: 183.3

Fall Norm: 189.4

Grade 4

Fall 2015: 185.1

Fall 2016: 189.8

Fall Norm: 198.8

Grade 5

Fall 2015: 188.5

Fall 2016: 193.3

Fall Norm: 205.6

Grade 6

Fall 2015: 199.7

Fall 2016: 199.2

Fall Norm: 210.7

2017 NWEA

Whitman entered into a 3 year partnership agreement June 2017 with the Michigan Department of Education. The proficiency in growth targets are listed below.

2 year Proficiency Targets: 32% of full year students will be at or above the grade level norm on the NWEA Reading Assessment; 25% of full year students will be at or above the grade level norm on the NWEA Math assessment.

3 year Proficiency Targets: 37% of full year students will be at or above the grade level norm on the NWEA Reading Assessment; 30% of full year students will be at or above the grade level norm on the NWEA Math assessment.

School Improvement Plan

Whitman Elementary School

Spring 2016 % At or Above Grade Level Norm RIT: Math 5%, Reading 13%

Spring 2017 % At or Above Grade Level Norm RIT (Baseline) Math 15%, Reading 19%

Spring 2018 % At or Above Grade Level Norm RIT (1 Year Progress) Math 31%, Reading 32%

2 Year Growth Target: K-12 60% of full year students will show 1.25 yrs. or more growth

3 Year Growth Target: K-12 60% of full year students will show 1.25 yrs. or more growth

Fall 2016 to Spring 2017 (Baseline) 26% of students had 1.25 growth in math, 20% of students had 1.25 growth in reading

Fall 2017 to Spring 2018 (Baseline) 41% of students had 1.25 growth in math, 40% of students had 1.25 growth in reading

ELA Gap Statements:

MSTEP-2016

Grade 3: 10.5% of students were at or above proficient, a gap of 35.5% from the state proficiency level of 46%.

Grade 4: 8% of students were at or above proficient, a gap 38.3% from the state proficiency level of 46.3%

Grade 5: 6% of students were at or above proficient, a gap of 44.6% from the state proficiency level of 50.6%

Grade 6: 20% of students were at or above proficient, a gap of 25% from the state proficiency level of 45%

MSTEP-2017

Grade 3: 2% of students were at or above proficient, a gap of 42.1% from the state proficiency level of 44.1%.

Grade 4: 5% of students were at or above proficient, a gap 39.2% from the state proficiency level of 44.2%

Grade 5: 2% of students were at or above proficient, a gap of 49.1% from the state proficiency level of 51.1%

Grade 6: 5% of students were at or above proficient, a gap of 38.6% from the state proficiency level of 43.6%

SOCIAL STUDIES GOAL: All students will demonstrate proficiency in Social Studies

Social Studies MSTEP Results - Grade 5 (only grade tested for MSTEP/Social Studies) reflected a slight increase in the number of not-proficient students.

Spring 2015 results: 0% advanced; 3.2% proficient; 38.1% partially proficient; 58.75 not proficient.

Spring 2016 results: 0% advanced; 0% proficient; 33% partially proficient; 67% not proficient.

Spring 2017 results: 1% advanced; 1% proficient; 28% partially proficient; 70% not proficient.

Social Studies Gap Statement:

MSTEP-2016

Grade 5: 0% of students at or above proficiency and a gap of 18.9% below the state proficiency level

MSTEP-2017

Grade 5: 1% of students at or above proficiency and a gap of 20.6% below the state proficiency level

SCIENCE GOAL: All student - will demonstrate proficiency in Science.

Science MSTEP results - Grade 4 (only grade tested for MSTEP/Science) reflected a slight decrease in the number of not-proficient students from 2015 to 2016.

School Improvement Plan

Whitman Elementary School

Spring 2015 results: 0% advanced; 0% proficient; 2.8% partially proficient; 97.2% not proficient.

Spring 2016 results: 0% advanced; 0% proficient; 5% partially proficient; 95% not proficient.

Spring 2017 results: 3% advanced; 2% proficient; 17% partially proficient; 78% not proficient.

NWEA Science data by grade

Grade 3

Fall 2015: 179.3

Fall 2016: 183.3

Fall Norm: 187.5

Grade 4

Fall 2015: 184

Fall 2016: 190.2

Fall Norm: 194.6

Grade 5

Fall 2015: 186.4

Fall 2016: 191

Fall Norm: 200.2

6

Fall 2015: 195.6

Fall 2016: 195.5

Fall No

Science Gap Statements:

MSTEP-2016

Grade 4: 0% of students at or above proficiency and a gap of 14.7% below the state proficiency level.

MSTEP-2017

Grade 4: 3% of students at or above proficiency and a gap of 11.6% below the state proficiency level.

NWEA

Whitman students in grades 3-5 grew by 4-6 RIT points on the Fall science NWEA test. Whitman students were below the fall norm by 4-9 RIT points by grade level.

Program/Process:

During 2018-19, Whitman will continue to conduct monthly grade level team meetings involving teachers, building principal.

As part of the MiExcel Blueprint partnership model, central office staff will conduct regular building walkthroughs with the principal. Also as part of the Blueprint model, the Building Turnaround Network was established in 2016-17. This included regular updates from the three key building committees reflecting both district and building goals: Attendance committee, Academic/Data committee and Behavior/PBIS committee. The Helping Hands Partnership meetings will take place throughout the school year, which includes regular updates from each goal/committee area to the community partners.

Perception Data

Student perception data from Whitman indicates the majority of students feel that their teachers have high expectations for them. Whitman must continue to establish, implement and monitor visions of high quality instruction and intense student support network to ensure successful classroom and school-wide expectations as it relates to culture and climate. Whitman must also establish these same

School Improvement Plan

Whitman Elementary School

expectations to ensure the success of all students.

There is not enough data to conclude parent perception of Whitman Elementary. Overall in the district parents feel that their schools have high expectations for academic success.

Demographic Data

Whitman's enrollment for the 2017 school year was approximately 530 students. There is a steady stream of students that move in and out of the Pontiac School District. The challenges are meeting the needs of students that are often behind academically as a result of their transient status. We have developed instructional protocols that allow us to impact student growth no matter how long students are in attendance.

Program planning is also impacted by the transient nature of the student population served.

2016-2017 data:

Gender:

Female 45%

Male 55%

Ethnicity:

Hawaiian/Pacific Islander 0.2%

Asian American 3%

Black or African American 61%

Hispanic or Latino 25%

White 11%feel that their schools have high expectations for academic success.

ATTENDANCE:

During the 2015-16 school year, the majority of students missed 10 or more days of school and approximately 10 students had perfect attendance. Attendance improved significantly during the 2016-2017 school year, with approximately 25 students recognized for perfect or exceptional attendance. Whitman also had among the best attendance rates of other district schools, with averages of 90-95% attendance for each month of the 2016-2017 school year. The daily attendance rate increased during 2016-17 to 93%, from 90% the year prior. Whitman has a strong Attendance committee as part of the Building Turnaround Network, which monitors attendance monthly, has many student incentive programs, and regularly communicates with individual students and parents regarding the importance of school attendance.

DISCIPLINE:

From 2014-2015 to 2015-2016 school year, Whitman saw an increase in disciplinary incidents, specifically student physical conflicts and student insubordination. The student population of over 650 students during 2015-2016 school year. During 2016-2017, the student enrollment for Whitman decreased. There were approximately 300 disciplinary incidents resulting in suspension during the 2016-2017 school year. Review of discipline data will continue to be a building goal and focus of our Building Turnaround Network Team and Culture/Climate committee (PBIS Team).

CONCLUSIONS

In order to support the district's annual measurable objectives of 85% proficiency in all content areas by 2022, our goals for Whitman students for 2017-18 are:

- To increase proficiency by 10% in ELA as measured by NWEA reading/language scores and local assessments
- To increase proficiency by 10% in math as measured by NWEA math scores and local assessments
- To increase proficiency by 10% in science as measured by local assessments
- To increase proficiency by 10% in social studies as measured by local assessments

We will continue to monitor the performance of our key sub groups, Black/African-American students and Hispanic/Latino students. We will continue to provide professional development to support instruction through curriculum and assessment training, content and data-driven instructional coaching, and grade level collaboration through the ILC process. Additionally, we hope to have more consistent reading/math intervention services for students. Beginning with the 2016-2017 school year, we offered additional programming options for students. This includes the ITA program extending to all grades K-6, and a new International Language Academy (ILA) for grades K-1. Increasing student learning opportunities was noted within our perception data.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Teachers use progress monitoring (monthly), intervention plans (daily), PLCs (monthly), pre/post tests, Brigance (twice a yr.), Fountas and Pinnell (three times a yr.), NWEA (twice a yr.), WIDA (once a yr.) and M-Step (once a yr.) to determine if student needs are being met. Progress monitoring and intervention plans enable teachers to adjust instructional strategies. PLCs allow teachers to collaborate at grade level to develop and analyze common pre and post tests. We are looking for growth toward proficiency.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

The entire school population receives instruction from classroom teachers based on the disaggregation of data results from pre and post tests in reading and/or math, and formative and summative assessment results. These assessment results include: WIDA, Fountas and Pinnell, M-Step, Brigance Math Placement Test, Core Assessments, and NWEA. Differentiation of instruction is implemented to meet the needs of students. Hands-on activities are also integrated into instruction. The goals address these needs by focusing on each goal/content area, and implementing research-based strategies across all content areas. Special recognition is addressed using several different approaches.

A MTSS (Multi-Tiered System of Support) is in place to meet the needs of at-risk students. Each tier group will receive small group instruction provided by the classroom teacher or an Instructional Interventionist. Tier I includes instruction in class by highly qualified teachers and support staff. At Tier II, student receive classroom instruction by the HQ teacher with additional support in areas where they need slightly more instruction to master the skills, and Tier III students are in need of intensive support with additional direct instruction from an Instructional Interventionist and other support staff. Individualized interventions will be delivered to at-risk students.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

During the school day, enrichment activities will be implemented to include computer lab and science projects.

Highly qualified instructional staff will deliver a multi-Tiered system of support (MTSS).

During the literacy block: Tier I students will receive 90-120 minutes of literacy instruction. Tier II students will receive additional reading interventions from the classroom teacher, reading interventionist and special education staff. Tier III students (including our identified subgroups) will receive additional daily support.

Reading: The following strategies will be used: Guided Reading, grouping students for instruction and Close and Critical Reading. During Guided Reading teachers will use multiple reading strategies to build fluency, comprehension and vocabulary. Students will be grouped according to their instructional reading level and teachers will address specific strategies. Close and Critical Reading will be used in small groups to help students attack and critically read complex text.

Writing: During the literacy block and in conjunction with reading instruction, students are expected to create an associated writing piece using the Writer's Workshop model.

Math: Teachers follow the Everyday Math Curriculum, as well as, utilize Math Talk strategies during their 90-minute math instruction.

Tier I students will receive 90 minutes of math instruction. Tier II students will receive additional math interventions from the classroom teacher, math interventionist, and special education staff. Tier III students (including our identified subgroups) will receive additional support daily

Math Talk supports mathematical thinking and a format that provides different ways to organize students for conversation and ideas, which in turn, creates a classroom where respect and equal access to participation are valued.

Science: Teachers integrate science into their ELA instruction through the use of science related informational text -- allowing teachers to teach students strategies for reading informational text and science content.

Science Fair: Students will participate in a school wide science fair which will allow every student the opportunity to apply hands-on, minds on science learning in a real world problem solving context. The Science Fair will enhance science process skills that include: predicting/hypothesizing, identifying and controlling variables, gain experience using scientific tools, and analyzing data.

Social Studies: Teachers integrate social studies content into their ELA instruction through the use of social studies related informational text -- allowing teachers to teach students strategies for reading informational text and social studies content.

Culture/Climate: The staff connects often throughout the school year for leisure activities (i.e., sporting events; staff breakfasts and lunches) and other team building exercises. Also, a staff member provides an inspirational insight during staff meetings or via email. We understand that if we cannot work together...we cannot win together. For student morale, we host grade level and school-wide town hall meetings. Also, in conjunction with our community partners and the MDHHS Success Coach, we reward students for achieving identified academic.

attendance, and behavioral goals.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

The following research-based methods and strategies will increase the quality and quantity of instruction:

Literacy Development Method: Used for early reading development, this strategy is beneficial for diverse classrooms because it combines all four language skills, which include: listening, speaking, reading, and writing. This impacts quality of instruction.

Project Based Learning: A student-centered classroom approach in which students are allotted extended time to acquire a deeper knowledge by actively investigating and responding to real-world challenges and problems. This impacts the quality of instruction.

Close and Critical Reading: Using this strategy will stretch students' capacity to read and understand the purpose in reading. This strategy will be used daily in small group instruction. This increases the quantity of instruction.

Progress Monitoring: This strategy is used to monitor the rate of growth a student needs to make to meet their identified achievement goals. Progress monitoring is done regularly (weekly, biweekly, or monthly) using easily administered assessments. This impacts the quantity of instruction.

Response to Intervention (RTI): Provides direct instruction and interventions to match student's needs. This layered approach accelerates progress and closes the achievement gap between struggling learners and their peers, while creating confident and engaged learners. This impacts the quantity of instruction.

Cross Curricular Teaching: Accelerates deeper learning by combining relevant content and engaging the whole student. Students begin to see knowledge as interdependent rather than isolated subjects. This will enable students to achieve higher level critical thinking. This impacts the quality of instruction.

Math Talk: Students are actively participating in mathematical discussions involving multiple strategies to collaboratively discover solutions to solve mathematical problems. This impacts the quality of instruction.

Additionally, extended learning programs will be available to students. The International Language Academy will be offered to grades K-3, and the ITA program will be offered to grades K-6. This impacts the quality and quantity of instruction.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

The research-based reform strategies were chosen because they address the needs of the entire student population as identified in the Comprehensive Needs Assessment. The overarching needs are increased scores in English/Language Arts, Mathematics, Science, and Social Studies. Thus, RTI, progress monitoring, Close and Critical Reading, Cross Curricular Integration and Math Talk will assist in closing the achievement gap(s) of our entire student population and subgroups (i.e., Black/African-American students and Hispanic/Latino students).

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

School Improvement Plan

Whitman Elementary School

The following are school-wide strategies that will provide intervention for students who need the most instructional support. Close and Critical Reading: Utilizes students' capacity to read and understand the purpose in reading. This strategy will be used daily in small group instruction in ELA, science and social studies.

Response to Intervention (RTI): Provides direct instruction and interventions to match student's needs. This layered approach accelerates progress and closes the achievement gap between struggling learners and their peers, while creating confident and engaged learners in all content areas.

Cross Curricular Teaching: Accelerates deeper learning by combining relevant content and engaging the whole student. Students begin to see knowledge as interdependent rather than isolated subjects. This will enable students to achieve higher level critical thinking in all content areas.

Guided Instruction: Includes of Guided Reading and Math Talk -- students are actively participating in classroom dialogue involving multiple strategies to collaboratively discover solutions to solve mathematical problems and improve both fluency and comprehension of text.

Progress Monitoring: This strategy is used to monitor the rate of growth a student needs to make to meet their identified achievement goals.

Progress monitoring is done regularly (weekly, biweekly, or monthly) using easily administered assessments in all content areas.

Professional Learning Communities (PLC's): The staff meets regularly to discuss demographic, academic, behavioral, and perception data and make data-driven suggestions and decisions.

In addition to the academic interventions for students, we also have a Behavior Interventionist who presents lessons in classes for conflict resolution and other social skills through push in and pullout groups; a parent liaison who supports the students and families through training classes, fundraisers, and service referrals; Positive Behavior Intervention Support (PBIS) in which two teachers and a committee implement this program throughout the school that includes a student store, monthly rewards, end-of-the-year celebration and more.

5. Describe how the school determines if these needs of students are being met.

Teachers use progress monitoring (monthly), intervention plans, PLCs (monthly), pre/post tests (quarterly), Brigance, Fountas and Pinnell (2-3 times a year), NWEA (three times a yr.), WIDA (once a yr.) and M-Step (once a yr.) to determine if student needs are being met.

Progress monitoring and intervention plans enable teachers to adjust instructional strategies. PLC's allow teachers to collaborate at grade level to develop and analyze common pre and post tests and construct or exchange instructional strategies geared student growth and academic proficiency.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Each new paraprofessional goes through a pre-employment screening process. The highly qualified requirements include the following to have either 60 college credit hours or have completed and passed the WorkKeys test. i	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All of Whitman Elementary teachers meet the NCLB/ESSA requirements for being highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

The teacher turnover rate from last year to this year at Whitman Elementary is less than 60%

2. What is the experience level of key teaching and learning personnel?

Whitman Elementary has 27 teaching and learning personnel, they have a wide range of experience levels of teaching for grades K-6:

8 teachers have 1-5 years experience;

6 teachers have 6-10 years experience;

and 13 teachers have 10 or more years experience.

16 teachers have a Master's Degree or higher and the other 11 teachers have a BA/BS.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Based on staff perception data, Whitman Elementary empowers staff to lead and have input in decision making areas. Whitman Elementary has an administrator who sees the importance of every staff member working together as a team. High morale is a focus, Whitman Elementary celebrates staff members in various ways including relationship building activities, staff breakfast, staff lunches and professional development opportunities. Building a positive climate and culture attracts high quality teachers. We strive to provide a safe and conducive learning environment for all.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

The School District of the City of Pontiac has undertaken the following initiatives to attract and retain highly qualified teachers:

1. Posting vacancies on a variety of websites and platforms including JobSpot, MASA website, Indeed.com, WSU, Michigan State Univ, Oakland University, relevant subject matter State organizations (Michigan Music Teachers Association, Michigan Association for Special Educators, for example), Oakland County Applitrak.

2. Candidates are interviewed by a team from Human Resources and the principal or designee of the selected school. In addition there are three phases to the interview process: Round 1: interview; Round 2: Behavioral and Performance Task Interview; Round 3: Fit To School (Candidate tours and job shadows for a portion of the day to determine if a fit is found).

3. We look for applicants that have experience with urban school districts, especially our student Interns who are in an Urban Cohort, these students have proven to be some of our most successful hires.

4. We pair each new teacher with a subject matter mentor and give them specific time to foster a safe relationship where they can exchange concerns and support the new staff member. We hope to be able to give a stipend to the mentors, and will move forward with doing so in the 2018-2019 school year.

School Improvement Plan

Whitman Elementary School

5. We orient new staff on basic District information including; student attendance /grade processes, evaluation, Human Resource supports, and district technology use. This creates a good foundation for new staff.
6. Onboarding will take place at the Curriculum and School site level to reach out to all new staff the first, third and 6th week of employment to see how things are going and to let them know we are there to support their efforts.
7. When an employee resigns, we do a brief written exit interview to see what we can improve upon for the next hire.
8. Provide an opportunity to earn a retention bonus
9. Provide an opportunity to receive a recruitment bonus

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

At Whitman Elementary, most teachers want to continue to work at the school due to the school's focus on relationships, safety and high interest of morale. If and when a teacher leaves Whitman Elementary, it is due to layoffs or poor evaluations.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

1. Reading Data Analysis and Instructional Planning-- During grade level and PLC meetings, teachers will review results of NWEA, Fountas and Pinnell, universal screeners, and use results to plan and instruction and interventions.

OUTCOME: Individualized student interventions in reading, overall increased student proficiency in reading.

2. Math Data Analysis and Instructional Planning - During grade level and PLC meetings, teacher will review results of NWEA, common unit assessments, and use results to plan instruction and interventions.

OUTCOME: Individualized student interventions in math, overall increased student proficiency in math.

3. Reader's Workshop/Guided Reading - ongoing support/coaching during the PLC process throughout the year and through IRRE coaches. Teachers will continue to attend workshops at Oakland Schools and participate in district literacy-related professional development.

OUTCOME: Increased student reading skills.

4. Fountas & Pinnell - Ongoing teacher training will be provided by the district and Oakland Schools. Teachers will meet as grade level teams after assessments to analyze data and plan instruction.

OUTCOME: Student growth in literacy skills and independent reading levels

5. Science - Teachers will continue to attend Science related Workshops at Oakland Schools. District/building level Professional Development with review of updated Atlas units and materials will be part of the PLC process throughout the year. Teachers will receive feedback and coaching from the district and IRRE coaches.

OUTCOME: Increased instructional capacity and student learning in Science.

6. Social Studies - Teachers will continue to attend Social Studies related Workshops at Oakland Schools. District/Building level Professional Development with review of updated Atlas units and materials will be part of the PLC process throughout the year. Teachers will receive feedback and coaching from the district staff and IRRE coaches.

OUTCOME: Increased instructional capacity and student learning in Social Studies.

2. Describe how this professional learning is "sustained and ongoing."

-After assessment cycles (Fountas and Pinnell, NWEA, universal screeners) follow-up grade level data analysis and instructional planning will occur throughout the year.

-Ongoing training from IRRE (Institute for Research and Reform in Education) will take place during the 2017-18 school year related to engagement, alignment and rigor.

-District training will be provided and related to new universal screening tools to progress monitor students in reading.

-Teachers will receive coaching through district, Oakland Schools, and IRRE coaches. Feedback is provided to individuals after informal walkthroughs and during PLCs/grade level dialogues. Feedback will be content-specific, as well as related to engagement, alignment and rigor.

-Individual coaching is offered to all teachers from Oakland Schools content-specific coaches and the building instructional coach. This may include instructional observation, feedback, modeling, data analysis, instructional planning, etc.

-Teachers will attend content-specific workshops throughout the school year when offered at Oakland Schools or within the district.

School Improvement Plan

Whitman Elementary School

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

At the beginning of the school year, during the Annual Education Report (AER) and throughout the school year, parents complete interest and perception surveys to gauge what is important to them as parents. Parents are invited to be a part of our school improvement team. The concerns of the parents are strongly considered while designing the school wide plan.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

While implementing the school wide plan, we contact parents when we come across components that directly impact the families at our school. Parents are reminded that their involvement is in alignment with the school improvement plan. We also have a partnership with the Michigan Department of Health and Human Services (MDHHS) office which is located in our building. They work closely with all parents and offer a variety of resources to families to increase parental involvement.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents play an important role in the evaluation of the schoolwide plan. They receive surveys at parent-teacher conferences to evaluate and give input as to how they think the school is successfully accomplishing the goals outlined in the plan. This information is given to the school's data team to be disaggregated and converted into revisions to the schoolwide program if necessary. We provide an open door policy with parents to share their thoughts on the school's improvement plan.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

(C-1) Whitman Elementary School offers an annual meeting to inform parents of their school's curriculum. All parents of participating children are invited and encouraged to attend. Parents will be informed of their school's curriculum and receive a syllabus or a summary of the essential concepts and skills taught at each grade level. The syllabus explains the state's common core achievement standards, the state and local assessments, Title I requirements, how to monitor their child's progress, and how to work with educators to support their child's education. These are distributed at curriculum night and during parent-teacher conferences.

(C-2) Whitman Elementary Offers a flexible number of meetings that are held during various times of the day which provides parents with materials and training to help them work with their children to improve their academic achievement. The MDHHS office provides opportunities for parents to attend parenting workshops and activities based on the school's assessed areas of need and parent/family interests throughout

School Improvement Plan

Whitman Elementary School

the year. Such training could include literacy training and using technology, as appropriate, to foster parental involvement.

(C-3) Whitman with the assistance of the MDHHS office assists with communications to inform parents of upcoming workshops and activities. Parents are provided access to current, reputable literature and materials on a variety of topics relevant to school topics. Materials are provided in a format that is understandable to parents and is offered in Spanish and other languages as needed.

(C-4) Whitman Elementary School will provide all parents to participate in a meeting to review the school's curriculum and a summary of the essential concepts and skills taught at each grade level.

(C-4a) Whitman sends out monthly information in both English and Spanish to inform parents about upcoming programs and events. Staff members are available to respond to parents' questions or provide information on specific programs or activities to parents as needed.

(C-4b) Whitman holds curriculum night, family nights, and parent-teacher conferences to share assessment results and other pertinent information to keep parents knowledgeable of their children(s) academic levels and assessment results.

(C-5) Parents will receive a survey during Whitman's curriculum night, family nights, and parent-teacher conferences to provide feedback or concerns.

(D) Whitman Elementary School encourages the coordination of the Title I parent involvement program and activities with the Bilingual/ESL program, the MDHHS Office and other programs for parents. They share information, co-sponsor workshops, and encourage attendance and/or participating in activities that serve the needs of one or more groups in the community.

(D-1) Whitman Elementary School trains all staff members to understand the importance of the contributions that parents can make in the classroom. Parents have opportunities to volunteer in the classrooms, share skills and interests, assist in workshops, and encourage other parents to get involved.

(D-2) Whitman regularly sends out reminders of upcoming events, as well as, monthly calendars in both English and Spanish to maintain an open line of communication between parents and school staff

(D-2a) Parent-teacher conferences are held twice a year to share student progress, disseminate and discuss Whitman's Parent Teacher Compact.

(D-2b) Whitman provides report cards to all students/parents quarterly to communicate each student's academic progress and achievement results.

(D-2c) Parents have opportunities to volunteer in classrooms, share skills and interests, assist in workshops and special events, as well as, participate in field trips.

(D-2d) Whitman Elementary School provides full opportunities for the participation for all parents to communicate with teachers/staff members. Special consideration is made to ensure that parents with limited English proficiency and parents with disabilities. Informational documents are translated into languages that parents can understand and that are most prevalent in our community (Spanish, Arabic, and Hmong as needed). Moreover, Whitman provides the services of a translator during parent meetings, workshops, and conferences, as needed.

School Improvement Plan

Whitman Elementary School

- (E) Whitman Elementary School encourages the coordination of the Title I parent involvement program and activities with the Bilingual/ESL program, the MDHHS Office and our many community partners to ensure involvement in building capacity.
- (E-1) Parents will be informed of their school's curriculum and receive a syllabus or a summary of the essential concepts and skills taught at each grade level. The syllabus explains the state's common core achievement standards, the state and local assessments, how to monitor their child's progress, and how to work with educators to support their child's education.
- (E-2) Parents will be exposed to technology training and materials to improve their children's academic growth in all content areas.
- (E-3) Whitman Elementary School trains all staff members to understand the importance of the contributions that parents can make. We do this through continuous professional development in coordination with Oakland Schools, community partnerships, and vested stakeholders.
- (E-4) The MDHHS Office serves as a communication link between the different programs. The School Improvement Team monitors the implementation of parent involvement activities through feedback from parents that are analyzed. The Title I Program Administrator reviews all parent meeting workshop agendas and parental feedback to ensure and support the effective integration of program activities.
- (E-5) Whitman Elementary School makes all information related to school and parent programs accessible to parents in an understandable format. All written and verbal information can be translated into a variety of languages through the district's bilingual department.
- (E-6) Parents may be involved in the development of teachers, principals, and other educators to improve the effectiveness of training.
- (E-7) Whitman will build partnerships that will be able to provide funding for literacy training.
- (E-8) Whitman in partnership with the MDHHS Office serves as a link between parents and the school by providing assistance with transportation to participate in school-related meetings and training sessions.
- (E-9) Whitman will work toward implementing training to encourage the involvement of other parents.
- (E-10) The school provides full opportunities for the participation of parents through phone conferencing, home visits, and providing flexible scheduling of meetings.
- (E-11/12) Whitman may research and adopt a parent-teacher organization that will improve parent involvement
- (E-13) Whitman has strong community partnerships that aid in parent involvement activities that are linked to businesses in the community.
- (E-14) Whitman Elementary School provides reasonable support as requested by parents. The school provides full opportunities for the participation of parents.

(F) ACCESSIBILITY: Provide information through school reports in a format that is understandable to parents
Whitman Elementary School makes all information related to school and parent programs accessible to parents in an understandable format. All written and verbal information can be translated into a variety of languages through the district's bilingual department. The staff members are available to respond to parents' questions or provide information on specific programs or activities to parents as needed.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Whitman Elementary's Building Turnaround Network Team (BTNT) /Leadership Team meets regularly to evaluate the schoolwide plan. The team collaborates and finds ways to evaluate parental involvement at our school, through surveys and other forms of communication. The team also meets with the District Turnaround Network Team (DTNT) to communicate growth, progress and address any concerns at Whitman. We also assess how well the school is doing regarding parental involvement in the whole process.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The results of the evaluation are reviewed and used to make school-wide plan revisions that include, but are not limited to: safety concerns, instructional practices, student procedures and processes.

8. Describe how the school-parent compact is developed.

The school-parent compact is usually developed in 3-4 sessions. These sessions include staff members and parents. Parent needs, expectations, and desires are shared. Based on parent surveys of their needs and expectations of the school and parent conversations with staff members, this data is taken and incorporated into the development of the school-parent compact.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

The School-Parent Compact was introduced and given to parents at our Open House in the fall. The relationship building component of the plan continues to be carried out at parent-teacher conferences and on-going throughout the year. Moreover, parents are reminded of their expectations of the school and the school's expectations of them.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

N/A, Whitman Elementary School is a K-5 grade school.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Whitman Parent Student Teacher Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

During the Annual Education Report (AER) Meeting that is held at the beginning of the school year, the previous year's data is shared in user-friendly language with parents and other stakeholders. Also, as other assessments are given throughout the school year (M-STEP, NWEA, WIDA, etc.), the data is explained to the students and a parent report is given during parent-teacher conferences or are sent home to those parents who cannot attend the conferences. For our ESL population, phone calls are made and meetings are held to translate and explain student data in their native languages.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

A transition visit is completed for all preschool students to visit their kindergarten home school in the spring for the upcoming school year. All elementary schools participate with the Pre-School's Open House where information booths of each school are provided for parents to gather information about each school. Parent letters are sent home to all incoming kindergarten students in the summer welcoming them to their new school. Incoming kindergarten parents are invited in the early fall to our Annual Education Report/Open House Day at the school. Throughout the year, incoming/future pre-school students will be invited to attend all Whitman Elementary School events (parent meetings, family fun nights, parent workshops). This gives families opportunities to build relationships with the Whitman family as well as enhance academic and social skills for students.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

During the transition visit, kindergarten teachers provide information to all preschool parents, the scope of kindergarten curriculum, and what they are to know and learn when entering as well as what they will need to know as a first grader. Incoming preschool parents are invited to attend a parent meeting at the end of the school year to discuss curriculum. Incoming parents will have an opportunity to attend all workshops and parent meetings throughout the upcoming school year to enrich their knowledge before their child becomes a kindergartner. Events that will be extended to preschool parents throughout the year will include: curriculum night, open house, etc.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers provide input in school-based academic assessments through teacher-generated pre and post assessments, having representatives on the district's curriculum council, selecting students to receive intervention services, and communicating with parents about educational decisions. The information is shared in grade level instructional meetings, school committee meetings, staff meetings, and professional development sessions. The teacher-generated ideas are shared through collegial conversation and emails.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers have data sessions at least twice a month in which they analyze data from the students in their classes and establish instructional teaching targets and strategies collaboratively. Teachers use the Problem Solving Protocol of the MIExcel Blueprint in which there are 3 components: 1) Make a hypothesis on the data. 2) Actually look at the data says. 3) Construct an Action Plan with instructional targets and strategies. Therefore, this data analysis helps to improve the academic achievement of all students.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

In all content areas:

The students are selected based on what their scores are when assessed through pre and post, teacher-generated assessments. If the students do not reach the desired scores, the teacher will identify a specific instructional strategy, re-adjust instruction and reteach if necessary. Moreover, these students will receive the following Tier 2 services: additional classroom interventions, assignment of core content interventionist (Math or ELA), extra instructional practice with community partnership tutors (ELA). Students will be placed into flexible groups and progressed monitored bi-weekly and once students have mastered their projected skill groups will be re-evaluated based on mastery from the various tiers. If gains have not been made in a period of time, students are referred to Instructional Support Team (IST) for additional support, after implementation of intervention strategies recommended from the IST team for approx. 6-8 weeks and no improvement occurs, students are referred to the special education team. The team will evaluate the student and if he/she doesn't qualify for special education services, IST will provide the student with a 504 plan for additional support.

Teacher-generated Formative and Summative Assessments are administered to students, grades K-5. The results from baseline data are used to guide and inform instruction and develop flexible instructional grouping. The students are selected based on what their scores are when assessed. If the students do not reach the desired scores, the teacher will re-adjust instruction and reteach as necessary. Moreover, these students will receive the following Tier 2 services: assignment of core content interventionist, extra instructional practice with community partnership tutors, and classroom interventions.

Fountas & Pinnell assessments are administered to students grades K-5. The results from baseline data guides and informs instruction and flexible student grouping. The students are selected based on what their scores are when assessed through pre and post assessments. If the students do not reach the desired scores, they will receive the following Tier 2 services: assignment of core content interventionist, extra instructional practice with community partnership tutors, and classroom interventions.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Timely, effective, additional assistance is provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level in the following ways: Tiers will be utilized to provide assistance. Tier II starts the intervention process which includes: Individual or small-group intervention blocks, push-in Intervention Specialists, tutoring by highly-qualified teachers, ESL teacher, bilingual/ESL tutors, and intervention specialists. Tier III includes pull outs with the Intervention Specialists, and supplemental instructional time in literacy and mathematics.

Reading

Grade Span: K-5

Interventions: Tier 2: Is based upon the results from baseline data that guides instruction and student grouping.

Intervention: Differentiation of Instructional Practices, Guided reading groups and progress monitoring. Individual or small-group intervention

blocks, push-in Intervention Specialists, ESL teacher, bilingual/ESL tutors, after school tutorial programs, and intervention specialists.

Tier 3: Previous interventions did not produce the desired academic gains.

Intervention: Core Content Interventionists, tutoring by highly qualified teachers, Special Education Support, Multi-Tiered System of Supports (MTSS).

Writing

Grade Span:3-5

Interventions:Tier 2 is based upon the results from baseline data that guides instruction and student grouping.

Intervention: Differentiation of Instructional Practices and progress monitoring on writing conventions.

Tier 3 Previous interventions did not produce the desired academic gains.

Intervention: Core Content Interventionists, tutoring by Highly Qualified Teachers, Special Education Support, and Multi-Tiered Support Systems (MTSS).

Math

Grade Span:K-5

Interventions:Tier 2 is based upon the results from baseline data that guides instruction and student grouping.

Intervention: Differentiation of Instructional Practices, progress monitoring individual or small-group intervention blocks, push-in Intervention Specialists, bilingual/ESL tutors, after school tutorial programs, and intervention specialists.

Tier 3 Previous interventions did not produce the desired academic gains.

Intervention: Core Content Interventionists, tutoring by highly qualified teachers, Special Education Support, Multi-Tiered System of Supports (MTSS).

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Students' individual needs are addressed through differentiated instruction in the classroom in the following ways:

Research-based intervention strategies will be implemented by classroom teachers, Intervention Specialists, and highly-qualified tutors to suit the individual needs of all students. Multiple assessment data such as formative, summative, NWEA, and formal scores from M-Step, and WIDA will be analyzed and utilized to guide instruction. Teachers are implementing Math Talk to encourage class discussion to build shared knowledge of the skill. Reader's Workshop provides students time to read at their individual reading levels and practice targeted reading strategies and skills. Guided Reading is direct instruction that focuses on the 5 Essential Components of Effective Reading

Instruction: phonemic awareness, phonics, fluency, comprehension, and vocabulary.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

FEDERAL

1. Title I, Part A

- a. K-12 Supplemental Online Learning Tools (School Wide "SW" Component 2)
- b. K-8 Tier I/Tier II Intervention Teachers (SW2, SW3, SW9)
- c. 6-8 Tier III Intervention Teachers (SW9)
- d. Reading/Math Intervention Specialists and Materials (SW2, SW3, SW9)
- e. Behavior Intervention Specialists and Materials (SW9)
- f. Homeless Student Supplies (SW9)
- g. Bilingual Tutors (SW9)
- h. Career and Technical Education Teacher Assistants (SW9)
- i. College and Career Readiness Tutor (SW9)
- j. College and Career Readiness Specialist (SW9)
- k. At-Risk Social Workers (SW9)
- l. Professional Learning Stipends and Substitutes (SW1, SW5, SW8)
- m. MTSS Coordinator (SW1, SW2, SW5, SW9)
- n. Grants Compliance & Billing Coordinator (SW10)
- o. Grants Compliance & Billing Specialist (SW10)
- p. Monthly Parent Meeting Literature, Refreshments and Interpreters (SW6)
- q. Annual Parent Meeting Literature, Refreshments and Interpreters (SW6)
- r. Core Content Area Parent Nights Literature, Refreshments and Interpreters (SW6)

2. Title II, Part A

- a. Instructional Coaches and Materials (SW5)
- b. Instructional/Non-Instructional Staff Supplemental training in Instructional Strategies, High Quality Instruction, Leadership, Assessment, Data Analysis, Intervention topics (academic and behavior/social-emotional: AARI, LLI, Phonics, SIOP, MTSS/RTI, PBIS, CHAMPS, pastoral care, restorative practices, etc.) provided by Instructional Coaches, Literacy/Math Coaches, Data Coordinator, MDE, Oakland Schools and other local educational training organizations (SW5)
- c. Title II Coordinator (SW5)
- d. Retention and Recruitment Bonuses (SW4)

3. Title III, Part A

- a. Bilingual Tutors (SW9)
- b. English Learners Oriented Professional Development (SW5)
- c. English Learners Supplemental Materials (SW9)

4. Title IV

- a. Reading/Math Intervention Specialists/Teachers and Materials (SW2, SW3, SW9)
- b. Behavior Intervention Specialists (SW9)
- c. Behavior/Social Emotional Materials/Supplies (SW9)
- d. Safety Training (SW9)

School Improvement Plan

Whitman Elementary School

5. Fresh Fruit and Vegetables Program (FFVP)
 - a. During the Day Afternoon Snack for elementary students
6. Child and Adult Care Food Program (CACFP)
 - a. Afterschool Programs Snack/Supper for students
7. School Nutrition Program (SNP) and Community Eligibility Programs (CEP)
 - a. During the Day Breakfast and Lunch FREE for all students
8. IDEA - (Special Education Funding)
 - a. Special Education Phycologists (SW9)
 - b. Special Education Speech and Language Pathologists (SW9)
 - c. Special Education Social Workers (SW9)
 - d. Special Education Professional Development (SW5)

STATE AND LOCAL

1. Section 21h
 - a. ELE STEM Program Contractor and Supplies (SW9)
 - b. Data Instructional Coach (SW1, SW5, SW8)
 - c. Behavior Intervention Specialists (SW9)
 - d. HS PBIS Initiatives (SW9)
 - e. Teacher Leader/Coach (SW5)
 - f. After/Before/Summer Tutorial Program (SW9)
2. Section 31A
 - a. Bilingual Tutors (SW9)
 - b. ESL Teachers (SW9)
 - c. Police Authority Officers (SW9)
 - d. Alternative Education Teachers and Counselor (SW9)
 - e. Homeless Student Transportation (SW9)
 - f. Homeless Student Supplies (SW9)
 - g. K-3 Reading/Math Teachers and Materials (SW9)
 - h. Art/Music Intervention (SW9)
 - i. Breakfast Program Supplemental Supplies/Materials (SW2)
 - j. Parental Involvement Software Subscription (SW6)
 - k. NWEA Assessment System (SW1)
3. Section 32d
 - a. Great Start Readiness Program (GSRP - Preschool)
4. Section 35a5
 - a. Reading Intervention Materials and Training (SW2, SW3, SW5, SW9)
 - b. NWEA testing substitutes (SW8)
 - c. Summer Literacy Program (SW9)
5. Section 41
 - a. Bilingual Tutors (SW9)
6. Section 61a1 (Vocational Education/Added Cost)
 - a. Vocational Education Staff and Materials (SW9)
7. Section 104d
 - a. NWEA Assessment System (SW1, SW8)

School Improvement Plan

Whitman Elementary School

8. Career Focused Education

- a. Career Focused Education Staff (SW9)

NO FUNDS NEEDED

1. No Funds Needed

- a. Current Employee Recognitions (SW4)

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

1. Comprehensive Needs Assessment

- a. NWEA Assessment System (Section 31a, Section 104d)
- b. Professional Learning Stipends and Substitutes (Title I)
- c. Data Analysis Training (Title I, Title II, Section 21h)

2. Schoolwide Reform Strategies

- a. K-12 Supplemental Online Learning (Title I)
- b. K-8 Tier I/Tier II Intervention Teachers (Title I)
- c. Reading/Math Intervention Specialists and Materials (Title I, Title IV, Section 35a5)
- d. During the Day Afternoon Snack for Elementary Students (FFVP)
- e. During the Day Breakfast and Lunch FREE for all students (CEP)

3. Highly Qualified Staff (Instruction)

- a. K-8 Tier I/Tier II Intervention Teachers (Title I)
- b. Reading/Math Intervention Specialists and Materials (Title I, Title IV, Section 35a5)

4. Attract and Retain Highly Qualified Staff

- a. Current Employee Recognitions (No Funds)
- b. Restructuring of Salary Schedules (General Funds)
- c. Retention and Recruitment Bonuses (Title II)

5. Professional Development

- a. Instructional Coaches and Materials (Title II)
- b. Data Instructional Coach (Section 21h)
- c. Special Education Professional Development (IDEA)
- d. English Learners Oriented Professional Development (SW5)
- e. Professional Learning Communities Stipends and Subs (Title I)
- f. Instructional/Non-Instructional Staff Supplemental training in Instructional Strategies, Leadership, Assessment, Data Analysis, Intervention topics (academic and behavior/social-emotional: AARI, Phonics, SIOP, MTSS/RTI, PBIS, CHAMPS, pastoral care, restorative practices, etc.) provided by Instructional Coaches, Literacy/Math Coaches, Data Coordinator, MDE, Oakland Schools and other local educational training organizations (SW5)
- g. MTSS Coordinator (Title I)
- h. Title II Coordinator (Title II)
- i. Data Instructional Coach (Section 21h)

6. Parental Involvement

- a. Parent Events/Initiatives Literature, Refreshments and Interpreters (Title I, GSRP)

School Improvement Plan

Whitman Elementary School

- b. Annual Parent Meeting Literature, Refreshments and Interpreters (Title I)
- c. Core Content Area Parent Nights Literature, Refreshments and Interpreters (Title I)
- d. Parental Involvement Software Subscription (Section 31a)
- 7. Preschool Transition
 - a. Elementary School Parent and Student Visits (General Fund)
- 8. Assessment Decisions
 - a. NWEA Assessment System (Title I)
 - b. Professional Learning Communities Substitutes and Stipends (Title I)
 - c. Data Analysis Training (Title II)
 - d. Data Instructional Coach (Section 21h)
- 9. Timely & Additional Assistance
 - a. Core Content Intervention Specialists (Title I)
 - b. K-8 Tier I/Tier II Intervention Teachers (Title I)
 - c. 6-8 Tier III Intervention Teachers (Title I)
 - d. ESL Teachers (Section 31a)
 - e. HS English Language Development Teacher, Training and Materials (Section 21h)
 - f. HS Reading Intervention Teacher (Section 21h)
 - g. ELE Reading/Math Intervention Specialists, Training and Materials (Section 21h)
 - h. ELE STEM Program Contractor and Supplies (Section 21h)
 - i. Reading/Math Intervention Specialists and Materials (Title I, Title IV, Section 35a5)
 - j. After/Before/Summer Tutorial Program (Section 21h)
 - k. Summer Literacy Program (Section 35a5)
 - l. Bilingual Tutors (Title I, Title III, Section 31a, Section 41)
 - m. Alternative Education Teachers and Counselor (Section 31a)
 - n. K-3 Reading/Math Teachers (Section 31a)
 - o. Art/Music Intervention (Section 31a)
 - p. Breakfast Program Supplemental Supplies/Materials (Section 31a)
 - q. Career and Technical Education Teacher Assistants (Title I)
 - r. College and Career Readiness Tutor (Title I)
 - s. College and Career Readiness Specialist (Title I)
 - t. Career Focused Staff (Title I, Section 61a6, CFE)
 - u. Vocational Education Staff and Materials (Title I, Section 61a6, CFE)
 - v. Special Education Psychologists (IDEA)
 - w. Special Education Speech and Language Pathologists (IDEA)
 - x. Behavior Intervention Materials and Specialists (Title I, Title IV)
 - y. Behavior/Social Emotional Materials/Supplies (Title IV)
 - z. At-Risk Social Workers (Title I)
 - aa. HS PBIS Initiatives (Section 21h)
 - bb. Special Education Social Workers (IDEA)
 - cc. MTSS Coordinator (Title I)
 - dd. Police Authority Officers (Section 31a)
 - ee. Homeless Student Transportation (Section 31a)
 - ff. Homeless Student Supplies (Title I and Section 31a)
- 10. Coordination & Integration of Federal, State and Local Resources

- a. Grants Compliance & Billing Coordinator (Title I, Title II)
- b. Grants Compliance & Billing Specialist (Title I, Title II)

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- 1. Students receive a daily free breakfast and lunch thru the Community Eligibility Provision Program (CEP);
- 2. Students receive a daily snack between lunch and school dismissal thru the Fresh Fruit and Vegetable Program (FFVP);
- 3. Students receive a meal thru the Child and Adult Care Food Program (CACFP) if they participate in our alternative education program, athletics programs, and afterschool enrichment program funded via the 21st Century Community Learning Centers Grant;
- 4. Police Authority Officers, Behavior Intervention Specialists and At-Risk Social Workers work with students to prevent and minimize truancy, assist with social and emotional behaviors that limit the student's academic achievement results;
- 5. A Preschool Program (GSRP) is provided to 272 students;
- 6. Vocation and Technical Education, dual Enrollment and Job training opportunities are provided to HS students.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

Our school reviews and monitors annually the implementation of the school wide program by surveying parents, staff and community stakeholders. The school makes sure the programs are aligned with the School Improvement Plan. Data discussions are held throughout the school year to measure student's growth and achievement.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Our school evaluates the results achieved by the school wide programs by analyzing the data (M-Step, WIDA and NWEA) and use more than one comparison to determine students' growth. We also measure growth by evaluating Title 1 programs to ensure its benefits.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

School Improvement Team monitors and reviews the process of our instructional processes and programs to determine how beneficial the programs are and analyze its data to measure growth with student achievement. Staff, parents and stakeholders complete surveys to evaluate programs to obtain feedback. Annually, the school improvement team evaluates the instructional program (MDE Program Evaluation Tool) to determine its effectiveness. The programs are established to increase student's level of achievement. Tier Interventions are in place for Math and ELA.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Quarterly, our school reviews and revises the plan, when necessary. Data drives these decisions of revisions. After analyzing assessment and perception data, the School Improvement Team determines if the plan needs to be revised, this ensures continuous improvement of students in the programs.

Whitman School Improvement Plan - 2019 - 2020

Overview

Plan Name

Whitman School Improvement Plan - 2019 - 2020

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	The school will install the instructional infrastructure system of the blueprint to ensure that high-quality curriculum, assessment and instructional practices are occurring within every building.	Objectives: 1 Strategies: 4 Activities: 13	Academic	\$67699
2	The school the instructional infrastructure system of the blueprint to ensure that high quality curriculum, assessment, and instructional practices are occurring at Whitman in Math	Objectives: 1 Strategies: 3 Activities: 12	Academic	\$103390
3	The school will install the Student Support Network System of the Blueprint to ensure that all students have access to necessary school emotional, nutritional, and health support that allow access to learning.	Objectives: 1 Strategies: 5 Activities: 5	Academic	\$0
4	The school will install a talent management system of the blueprint to ensure that effective staff with turnaround competencies are placed at Whitman.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: The school will install the instructional infrastructure system of the blueprint to ensure that high-quality curriculum, assessment and instructional practices are occurring within every building.

Measurable Objective 1:

A 60% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in Reading in English Language Arts by 06/13/2018 as measured by NWEA..

Status	Progress Notes	Created On	Created By
Not Met	Need percentage for 2019 - 2020 school year - Dr. Laverette	June 01, 2019	Letha Powell

Strategy 1:

Ambitious Teaching of Reading - Reading comprehension skills improves when teachers systematically guide students to attend to story elements and model the thought process behind each strategy. A good reading comprehension program includes; a systematic approach to introducing vocabulary and background information, specific strategies with cumulative review and practice, the integration of the skills during passage reading.

Category: English/Language Arts

Research Cited: Bos and Vaughn, 1998: Mathes, Fuchs and Fuchs, 1997: Taylor, Harris, Pearson, and Garcia, 1995

Jitendra and Gardill, 1994

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	Are the Instructional Learning Cycles still in place???	June 01, 2019	Letha Powell

Activity - Professional Learning Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Whitman Elementary School

Teacher will participate in Professional Learning Communities (PLC) to have dialogue about teaching and learning, analyze individual classroom data, and reflect on teaching practices. The school data team will update all stakeholders on school-wide data analysis.	Professional Learning	Tier 1	Monitor	09/03/2019	06/30/2020	\$25000	Title I Part A	Instructional staff will be required to participate in the PLCs, as the forum for discussions about teaching and learning based on the results of NWEA, MAP Skills, and grade level assessments.
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Activity - Think-A-Louds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Think-A-Louds introduces reading strategies to teach thinking and problem solving. This instructional strategy allows the teacher to model how good readers think about text as they read. This use of explicit modeling of reading strategies will benefit students as they strive for deeper understanding of what they read.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	No Funding Required	All instructional staff will use the "Think-A-Loud" strategy to enhance the quantity and quality of instruction.

Activity - Monitoring Student Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Whitman Elementary School

PLC teams will collect and study student artifacts and assessment results as a part of the developing focused instruction to reach targeted goals for students and teachers. Data will be collected, aggregated and reviewed at the classroom and building levels to inform instruction and intervention planning.	Teacher Collaboration	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Title II Part A	Principal, teachers, data team, and support staff.
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Activity - Reading and Writing Intervention Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will set aside a thirty minute block three times a week to allow for reading and writing intervention instructional mini-lessons that is focused on a specific skill.	Direct Instruction	Tier 2	Monitor	09/03/2019	06/30/2020	\$0	Title I Part A	All instructional staff will implement reading and writing intervention groups based on data determined by NWEA, Fontas and Pinnell and/or classroom assessments.

Activity - Raz-Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raz-Kids is a software program that provides developmentally appropriate leveled books at 27 reading levels to increase comprehension and fluency. Students can read texts at their level and in their areas of interest anytime with 24/7 Web access to the practice they need to become better, more confident readers.	Technology	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Title I Part A	All instructional staff

School Improvement Plan

Whitman Elementary School

Strategy 2:

Balanced Literacy - Teachers will implement a balanced literacy approach which includes modeled reading and writing, shared reading and writing, guided reading, peer partners and independent reading and writing. Teachers will gradually shift responsibility to the students, which allows them to become actively involved in the learning process using skills directly taught.

Category: English/Language Arts

Research Cited: According to Balanced Literacy: A Handbook for Educators , Stabiner and Chassin research has shown that the balanced literacy approach is the most effective method for reading instruction. This approach pushes beyond their comfort zone and provide several supports to practice new strategies and moves them toward fluency.

Tier: Tier 1

Activity - Teachers will use Differentiated Grouping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated Grouping allows the teacher to place students into flexible groups based on their instructional level, to differentiate the instruction, allowing students to work with their peers during guided reading.	Direct Instruction	Tier 1	Implement	09/01/2019	06/30/2020	\$0	General Fund	All instructional staff will implement the Differentiated Grouping as a part of school wide intervention . The building administrator or will monitor the implementation of the strategy.

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Whitman Elementary School

Guided Reading is designed to teach students at their instructional level. Grouping can occur between and across grade levels. Students will receive targeted-intense interventions to develop their skills and knowledge, rapidly. This approach uses research-based reading materials, providing teacher editions that contain clear instruction for the teachers and explicit instruction for students. Guided reading will be used by all subgroups, including students with disabilities and English Language Learners. Whitman implemented an inclusion model of instruction and seeks to engage all students with mastery of the Common Core State Standards.	Direct Instruction	Tier 2	Implement	09/06/2016	06/28/2019	\$5000	Title I Part A	All instructional staff will be responsible for implementing guided reading strategies as a comprehensive approach to balanced literacy.
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Activity - Think-A-Louds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Think-A-Loud Strategy introduces the concept of making "thinking visible" to assist students in developing problem-solving skills in reading. The teacher introduces a concept and verbally walks the students through how she/he thinks as a reader. This strategy allows the teacher to model what good readers think about when they read. This explicit model of reading strategy will benefit students as they seek a deeper understanding of reading concepts.	Direct Instruction	Tier 2	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	All instructional staff and support staff will use the "Think Aloud" strategy to reinforce the development of critical thinking skills when reading.

Status	Progress Notes	Created On	Created By
Not Completed	This activity is part of Strategy 1.	June 01, 2019	Letha Powell

School Improvement Plan

Whitman Elementary School

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff and community partners will provide supplementary interventions to students who have not mastered grade level proficiency.	Supplemental Materials	Tier 2	Monitor	09/03/2019	06/30/2020	\$37699	Title I Part A	The building administrator, instructional staff, and community partners will be responsible for implementing the Tutoring Program.

Activity - Integrated Technology for Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use technology to enhance reading instruction and to increase student engagement during small/whole group lessons and reading instruction.	Technology	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Title I School Improvement (ISI)	All instructional staff, technology integration specialist, and administrators.

Strategy 3:

Differentiated Instruction - Teachers will conduct the following activities:

Assess all students at the beginning of the year for initial screening to determine their instructional levels.

Prepare lessons at the appropriate instructional levels based on screening data.

Provide content area instruction for informational text.

Collect and analyze student work/ artifacts to determine the acquisition of skills or knowledge.

Collaborate on data at the classroom level, grade level and building level.

Category: English/Language Arts

SY 2019-2020

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School Improvement Plan

Whitman Elementary School

Research Cited: 2) Ainsworth, L. and Viegut, D. (2006) Common Formative Assessments: how to connect standards-based instruction and assessment. Thousand Oak, CA: Corwin Press.

Explores the implementation of a system of common formative assessments: alignment of standards to assessments, development/refinement of quality tools, collaborative scoring/analysis of results.

3) White, Stephen H. (2011). Beyond the Numbers: Making Data Work for Teachers & School Leaders. Englewood, Colorado: Lead and Learn Press.

Tier: Tier 2

Activity - Monitoring Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide small group instruction based on the data, progress monitoring groups daily, weekly or bi-weekly depending on the instructional level and need for interventions.	Direct Instruction	Tier 2	Monitor	09/03/2019	06/30/2020	\$0	General Fund	Principal, Instructional Staff, and support staff

Activity - Raz-Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raz-Kids is a software program that provides developmentally appropriate leveled books at 27 reading levels to increase comprehension and fluency. Students can read texts at their level and in their areas of interest anytime with 24/7 Web access to the practice they need to become better, more confident readers.	Technology	Tier 2	Implement	09/03/2019	06/30/2020	\$0	Title I Part A	All instructional staff

Strategy 4:

Parent Involvement/Awareness for Literacy - Whitman will invite parents to attend a Family Fun night for literacy.

Category: English/Language Arts

Research Cited: Chicago journals- www.jstor.org/discover; Oxford Journal: Social Forces- sf.oxfordjournals.org

Tier: Tier 1

School Improvement Plan

Whitman Elementary School

Activity - Literacy Family Fun Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will participate in modeled activities by teachers that involve literacy game stations to increase literacy proficiency and support at home.	Parent Involvement	Tier 2	Getting Ready	09/03/2019	06/30/2020	\$0	Title I School Improvement (ISI)	The Administrator and Reading coaches will provide the session on Parents Understanding the CCSS in Reading and the provide information concerning the 3rd grade reading law.

Goal 2: The school the instructional infrastructure system of the blueprint to ensure that high quality curriculum, assessment, and instructional practices are occurring at Whitman in Math

Measurable Objective 1:

60% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will increase student growth in mathematical standards in CCSS in Mathematics by 06/30/2020 as measured by NWEA. .

Strategy 1:

Delivery of Everyday Math Curriculum - Teachers will implement EDM Games/ Math workshop a minimum of 20 minutes for 3-4 times per week to reinforce concepts and skills focused on Number and Operation Strand: Decimal Fraction Operations, Whole Number Division, Measurement and Data: Represent and interpret data,

School Improvement Plan

Whitman Elementary School

relate addition and subtraction to length, measure and estimate lengths in standards units and work with time and money. Geometric measurement and problem solving: Reason with shapes and their attribute, draw and identify lines and angles, classify shapes by properties of their lines and angles, graph points on the coordinate planes to solve real-world and mathematical problems, classify two dimensional figures into categories based on their properties.

Area/Perimeter, Geometric Shapes, and problem solving. Properties of 2D/3D shapes and angles.

Category: Mathematics

Research Cited: Everyday Math is a research-based instructional program that build upon the mathematical experiences of the students. All students are capable of learning more mathematics in a more challenging curriculum. Manipulatives, models, mathematical tools, real life context, and group work with discussion help to expand student learning capacity.

www.nycenet.edu, The Center for Elementary Mathematics and Science Education, The University of Chicago

Tier: Tier 1

Activity - Teacher Training in Mathematical Content	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development training in the areas of Measurement and data, and the development of teacher learning cohorts, Inquiry Based Instruction, NWEA Map Skills and Math Workshop during monthly Math PLCs as well as implementing a Saturday Teacher Learning Institute.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$14000	Title I Part A	Principal and all instructional staff will participate in the training provided by Oakland Schools. Additional instructional support will be available to teachers who chose to partake in Whitman's Saturday Teacher Learning Institute.

School Improvement Plan

Whitman Elementary School

Activity - Number and Operations in Base Ten	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use place value understanding and properties of operations to perform multi-digit addition, subtraction, multiplication and division.	Direct Instruction	Tier 3	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	The instructional staff will attend professional development and training on various teaching strategies to provide students with tools and techniques to perform multi-digit operations in base ten.

Activity - Math Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Math Talk in their classroom using the five math talk moves; Revoicing, Agree/Disagree, Add On, Restate, and Wait Time as a component of the Math Workshop Approach.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	No Funding Required	Instructional staff will be responsible for implementing Math Talk in their classrooms. Principal will monitor the use of Math Talk.

School Improvement Plan

Whitman Elementary School

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After School Tutoring for math will provide supplemental interventions for students that are performing below the MDE proficiency levels.	Direct Instruction	Tier 3	Implement	09/06/2016	06/28/2019	\$37699	Title I Part A	The building administrator and instructional staff will implement the After School Tutoring Program.

Status	Progress Notes	Created On	Created By
Not Applicable	This activity does not apply.	May 31, 2019	Letha Powell

Activity - Math Games EDM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional staff will utilize the EDM Games to reinforce mathematical concepts.	Other - Independent/Partner Practice	Tier 1	Monitor	09/03/2019	06/30/2020	\$14415	Title I Part A	The instructional staff is responsible for the use of the EDM games.

Activity - Classroom Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Whitman Elementary School

Teacher will use technology to enhance math instruction, to launch math lessons, to increase student engagement during small/whole group instruction.	Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$2000	Title I Part A	All instructional staff will be responsible for the use of technology as part of daily instruction.
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Strategy 2:

Core Practices - Ambitious mathematical instruction is guided by a set of principles about children and the art of teaching. These include; viewing children as sense-makers, and understanding students as individuals and learners. All students will be provided and receive equitable access to rigorous academic work and be responsive to the requirements of the school environment.

Category: Mathematics

Research Cited: Teacher Education by Design (TEDD) is a project of the University of Washington's College of Education supported by the Bill and Melinda Gates Foundation. http://tedd.org/?tedd_activity=ambitious-math-teaching

Tier: Tier 1

Activity - Make Sense of Problems and Persevere in Solving Them	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are engaged in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies. Therefore, deepening their understanding of mathematical concepts and procedures as tools for problem solving.	Direct Instruction	Tier 1	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	All instructional staff and interventionists will use best practices to and draw from the Ambitious Math Instruction Core Practices.

School Improvement Plan

Whitman Elementary School

Activity - Survey of the Enacted Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will take the Survey of the Enacted Curriculum (SEC) in order to identify where they spend their instructional time teaching. The SEC compares the CCSS with what the staff is teaching. It is important for staff to align their instruction to the CCSS .	Curriculum Development	Tier 1		09/05/2013	06/30/2016	\$29376	Title I Part A	All instructional staff will use the information to align their curriculum with the Common Core State Standards (CCSS).

Status	Progress Notes	Created On	Created By
Not Applicable	SCC was used under the State of Michigan Consent Agreement.	June 01, 2019	Letha Powell

Activity - Instructional Learning Cycle	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Whitman Elementary School

Teachers will conduct ILCs that focus on math targets twice a year. The target will be determined by the Data Team collection and analysis of math formative and summative assessment data.	Professional Learning	Tier 1	Implement	09/06/2016	06/28/2019	\$0	General Fund	All instructional staff including Special Education Teachers, ancillary staff, and administration will participate in the Instructional Learning Cycle Process. Staff will collaborate about the effectiveness of their instruction.
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Status	Progress Notes	Created On	Created By
Not Applicable	Are Instructional Learning Cycles still in place??	June 01, 2019	Letha Powell

Activity - Grouping in Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided professional development on how to use flexible groups during math instruction. Grouping will facilitate the effective use of differentiated instruction to meet the needs of all learners.	Direct Instruction	Tier 2	Monitor	09/03/2019	06/30/2020	\$5000	Title I Part A	All instructional staff will be responsible for implementing flexible groups.

Strategy 3:

School Improvement Plan

Whitman Elementary School

Parent Involvement in Math Support - Parents will participate in workshops to help them understand and reinforce the Standards for Mathematical Practice. The focus of the workshops will be on the different emphasis on how math is taught in classroom today. Parents need to know how the Everyday Math Series is structured and aligned to the Common Core State Standards in Mathematics. In addition, parents can learn how to best support their students with homework and Home/Study Links.

Category: Mathematics

Research Cited: Parents play a critical role in establishing the importance of school. When they are actively engaged in the school programs; student achievement increases significantly, graduation rates increase, attendance, and the attitude toward schools improves. Southwest Educational Development Laboratory (2002).

Tier: Tier 2

Activity - Family Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be provided a workshop on the components of the Everyday Math Series. They will see a model lesson, have a review of math concept taught, and participate in the lesson discussion. After the lesson the teacher will discuss how parents can support the concept development outside of class. They will have a workshop based on this lesson protocol.	Parent Involvement	Tier 1	Getting Ready	09/06/2016	06/28/2019	\$600	Title I Part A	Instructional staff will plan and conduct the parent workshop. They will also provide the lesson follow-up activities for the parents.

Activity - Parent Involvement in Understanding the CCSS for Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Whitman Elementary School

Parents will be provided an informational session on The 8 Standards of Practice for Mathematics. The purpose of the session is to increase parents understanding of the rigor and depth of knowledge that students are expected to know and be able to do in the content area of math. Parents will know what experiences and approaches to use in helping students build prior knowledge in mathematics.	Materials, Parent Involvement, Community Engagement, Direct Instruction	Tier 3	Implement	10/01/2019	06/30/2020	\$300	Title I Part A	The Administrator and Math coaches will provide the session on Parents Understanding the CCSS in Mathematics.
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Goal 3: The school will install the Student Support Network System of the Blueprint to ensure that all students have access to necessary school emotional, nutritional, and health support that allow access to learning.

Measurable Objective 1:

95% of All Students will demonstrate a behavior to increase student attendance in Practical Living by 06/30/2020 as measured by student information attendance reports.

Status	Progress Notes	Created On	Created By
Not Met	Please help... We are trying to fit your wording for goal 2 objective 1 concerning attendance into the objective but the wording is doubling, so can you fix this.	June 07, 2019	Letha Powell

Strategy 1:

Demonstrating awareness of emotions - Teachers will read stories with students to introduce words or phrases to describe ideas or feelings.

Category: Learning Support Systems

Research Cited: A Guide for Families with Children Birth - 8 years social and emotional health (Michigan Department of Health and Human Services)

Aligning Preschool through High School Social and Emotional Learning Standards: A Critical and Doable Next Step (Zinsser, Weissberg, Dusenbury) (Nov, 2013).

Tier: Tier 1

School Improvement Plan

Whitman Elementary School

Activity - Using Literature to recognize and label emotions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be able to identify the emotions felt by characters in the story and discuss how they were affected by those emotions and how they might act differently. Students can also role-play and discuss situations that might trigger emotions.	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$0	No Funding Required	All instructional staff, behavioral support staff, administrators, and stakeholders.

Strategy 2:

Self Management: Students identify and manage - Students will grow in the capacity to avoid harming themselves others or things around them when expressing feelings, needs, and opinions. Students will utilize techniques to calm themselves ie: self talk, walk away, seek help, and/or meditation.

Category: Learning Support Systems

Research Cited: Center on Social and Emotional Foundations for Early Learning (CSEFEL), cesfel.vanderbilt.edu/.

Dusenbury, L., Zadrazil, J., Weissveberg, R.P., Goren, P., Domitrovich, C., & Mart, A. (2015). Developing a Blueprint for Education and Social and Emotional Learning, Preschool through High School: The Case for State Learning Standards.

Tier: Tier 2

Activity - Using Literature to Problem Solve and how to use Conflict Resolution Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach and encourage problem solving and the use of conflict resolution skills through literature and videos ie; Hey Little Ant (Hannah Hoose and Phillip Hoose, 1998), and Video: The Ant Bully (2006 Directed by: John A. Davis). Teachers will model self talk and discuss how they are using it, when students experience a stressful situation.	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$0	Other	All instructional staff, behavioral support staff, and administrator.

School Improvement Plan

Whitman Elementary School

Strategy 3:

Social Awareness - Teachers will create a positive environment where children show kindness through their actions and words. Teachers will provide opportunities that encourage problem solving and use of conflict resolution skills by pre-planning intentional activities.

Category: Learning Support Systems

Research Cited: "Today's youth is growing up in a multi-cultural world that requires them to have knowledge and skills to question, problem solve, listen to diverse perspectives, make decisions, and act as socially responsible participants in our democracy." (Patti and Tobin, 2003).

Tier: Tier 1

Activity - Feeling Charades - (K - 2) and Perspective Scenario (3 - 5)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
(K - 2) Students brainstorm a list of age appropriate behaviors that they feel would hurt others and a list of behaviors that make others feel good. Then a pair of students pick an emotion or feeling to act out. (3 - 5) Teachers and students brainstorm different scenarios that will produce positive and negative feelings. A group of students act out a skit that is connected to a brainstormed scenario while the other students are sitting in different parts of the room for the skit. Students will then move to a different area of the room to view the skit again. By moving, students will be able to notice what they perceive differently by being in a different location of the room. Teachers will help students notice the difference perspective makes.	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$0	No Funding Required	All instructional staff, behavioral support staff, and administrator

Strategy 4:

Relationship Skills - Use of positive communication in social skills to interact effectively with others - Effectively and appropriately communicative needs want and ideas, demonstrate cooperative behaviors and good sportsmanship in group activities: listen, encourage, acknowledge opinions, compromise, and reach a consensus.

Category: Learning Support Systems

Research Cited: SEL-Ted, Cultural Resiliency & Equity Massachusetts Consortium for SEL in Teacher Education <http://www.seltedconsortium.com/sel-ted-cultural-resilience-equity.html>.

Tier: Tier 1

School Improvement Plan

Whitman Elementary School

Activity - Word of Character	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a building, teachers and students develop and create individual classroom "words of character" interactive word walls.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	All instructional staff, behavior support staff, and administrator

Strategy 5:

Responsible Decision Making - Students will develop, implement, and model effective decision making skills. This will enable them to responsibly deal with daily academic and social situations.

Category: Learning Support Systems

Research Cited: Collaborative for Academic, Social, and Emotional Learning. (2015). Social and Emotional Learning for Competencies. Chicago, IL: author: A.

Retrieved from casel.org/social-and-emotional-learning/core-competencies/

Tier: Tier 1

Activity - Choose your own ending book	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read a "Choose your own Ending" book as a class, and brainstorm what the positive versus negative ending of the choice is for each option.	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$0	No Funding Required	All instructional staff, Behavior support staff, and administrator

Goal 4: The school will install a talent management system of the blueprint to ensure that effective staff with turnaround competencies are placed at Whitman.

School Improvement Plan

Whitman Elementary School

Measurable Objective 1:

collaborate to increase teacher retention to 90% by 06/30/2020 as measured by human resources reports.

Strategy 1:

Teacher Retention - Administrators will provide opportunities for teachers to collaborate with colleagues; extra induction support, ongoing professional development, and expanded career opportunities; support for working with students, curricular support for high standards, and supportive school leadership.

Category: School Culture

Research Cited: Research Spotlight on Recruitment and Retention

NEA Reviews of the Research on Best Practices in Education: <http://www.nea.org/tools/16977.htm>

The Workplace Matters

Teacher Quality, Retention, and Effectiveness: Susan Moore Johnson; Harvard Graduate School of Education; July 2006

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are provided built in time to meet within grade levels and across grade levels to analyze data, and reflect on instructional strategies.	Recruitment and Retention	Tier 1	Implement	09/03/2019	06/01/2020	\$0	Other	Instructional staff, interventionist, and principal.

Activity - New Teacher Support Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Whitman Elementary School

<p>New teachers will be linked to a mentor to assist with daily, weekly, and monthly tasks. These tasks will be accomplished through teacher to teacher planning, assessment support, and daily routines.</p>	<p>Recruitment and Retention</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Other</p>	<p>Instructional staff and building administrator</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Choose your own ending book	Read a "Choose your own Ending" book as a class, and brainstorm what the positive versus negative ending of the choice is for each option.	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$0	All instructional staff, Behavior support staff, and administrator
Think-A-Louds	A Think-A-Loud Strategy introduces the concept of making "thinking visible" to assist students in developing problem-solving skills in reading. The teacher introduces a concept and verbally walks the students through how she/he thinks as a reader. This strategy allows the teacher to model what good readers think about when they read. This explicit model of reading strategy will benefit students as they seek a deeper understanding of reading concepts.	Direct Instruction	Tier 2	Implement	09/03/2019	06/30/2020	\$0	All instructional staff and support staff will use the "Think Aloud" strategy to reinforce the development of critical thinking skills when reading.

School Improvement Plan

Whitman Elementary School

<p>Feeling Charades - (K - 2) and Perspective Scenario (3 - 5)</p>	<p>(K - 2) Students brainstorm a list of age appropriate behaviors that they feel would hurt others and a list of behaviors that make others feel good. Then a pair of students pick an emotion or feeling to act out. (3 - 5) Teachers and students brainstorm different scenarios that will produce positive and negative feelings. A group of students act out a skit that is connected to a brainstormed scenario while the other students are sitting in different parts of the room for the skit. Students will then move to a different area of the room to view the skit again. By moving, students will be able to notice what they perceive differently by being in a different location of the room. Teachers will help students notice the difference perspective makes.</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>All instructional staff, behavioral support staff, and administrator</p>
<p>Make Sense of Problems and Persevere in Solving Them</p>	<p>Students are engaged in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies. Therefore, deepening their understanding of mathematical concepts and procedures as tools for problem solving.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>All instructional staff and interventionists will use best practices to and draw from the Ambitious Math Instruction Core Practices. .</p>
<p>Word of Character</p>	<p>As a building, teachers and students develop and create individual classroom "words of character" interactive word walls.</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>All instructional staff, behavior support staff, and administrator</p>

School Improvement Plan

Whitman Elementary School

Math Talk	Teachers will implement Math Talk in their classroom using the five math talk moves; Revoicing, Agree/Disagree, Add On, Restate, and Wait Time as a component of the Math Workshop Approach.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Instructional staff will be responsible for implementing/modeling Math Talk in their classrooms. Principal will monitor the use of Math Talk.
Think-A-Louds	Think-A-Louds introduces reading strategies to teach thinking and problem solving. This instructional strategy allows the teacher to model how good readers think about text as they read. This use of explicit modeling of reading strategies will benefit students as they strive for deeper understanding of what they read.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	All instructional staff will use the "Think-A-Loud" strategy to enhance the quantity and quality of instruction.
Number and Operations in Base Ten	Students will use place value understanding and properties of operations to perform multi-digit addition, subtraction, multiplication and division.	Direct Instruction	Tier 3	Implement	09/03/2019	06/30/2020	\$0	The instructional staff will attend professional development and training on various teaching strategies to provide students with tools and techniques to perform multi-digit operations in base ten.

School Improvement Plan

Whitman Elementary School

Using Literature to recognize and label emotions	Students will be able to identify the emotions felt by characters in the story and discuss how they were affected by those emotions and how they might act differently. Students can also role-play and discuss situations that might trigger emotions.	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$0	All instructional staff, behavioral support staff, administrators, and stakeholders.
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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
New Teacher Support Network	New teachers will be linked to a mentor to assist with daily, weekly, and monthly tasks. These tasks will be accomplished through teacher to teacher planning, assessment support, and daily routines.	Recruitment and Retention	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$0	Instructional staff and building administrator
Using Literature to Problem Solve and how to use Conflict Resolution Skills	Teachers will teach and encourage problem solving and the use of conflict resolution skills through literature and videos ie; Hey Little Ant (Hannah Hoose and Phillip Hoose, 1998), and Video: The Ant Bully (2006 Directed by: John A. Davis). Teachers will model self talk and discuss how they are using it, when students experience a stressful situation.	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$0	All instructional staff, behavioral support staff, and administrator.
Professional Learning Communities	Teachers are provided built in time to meet within grade levels and across grade levels to analyze data, and reflect on instructional strategies.	Recruitment and Retention	Tier 1	Implement	09/03/2019	06/01/2020	\$0	Instructional staff, interventionist, and principal.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring Student Data	PLC teams will collect and study student artifacts and assessment results as a part of the developing focused instruction to reach targeted goals for students and teachers. Data will be collected, aggregated and reviewed at the classroom and building levels to inform instruction and intervention planning.	Teacher Collaboration	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Principal, teachers, data team, and support staff.

School Improvement Plan

Whitman Elementary School

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring Differentiated Instruction	Teachers will provide small group instruction based on the data, progress monitoring groups daily, weekly or bi-weekly depending on the instructional level and need for interventions.	Direct Instruction	Tier 2	Monitor	09/03/2019	06/30/2020	\$0	Principal, Instructional Staff, and support staff
Teachers will use Differentiated Grouping	Differentiated Grouping allows the teacher to place students into flexible groups based on their instructional level, to differentiate the instruction, allowing students to work with their peers during guided reading.	Direct Instruction	Tier 1	Implement	09/01/2019	06/30/2020	\$0	All instructional staff will implement the Differentiated Grouping as a part of school wide intervention. The building administrator will monitor the implementation of the strategy.
Instructional Learning Cycle	Teachers will conduct ILCs that focus on math targets twice a year. The target will be determined by the Data Team collection and analysis of math formative and summative assessment data.	Professional Learning	Tier 1	Implement	09/06/2016	06/28/2019	\$0	All instructional staff including Special Education Teachers, ancillary staff, and administration will participate in the Instructional Learning Cycle Process. Staff will collaborate about the effectiveness of their instruction.

School Improvement Plan

Whitman Elementary School

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Technology	Teacher will use technology to enhance math instruction, to launch math lessons, to increase student engagement during small/whole group instruction.	Technology	Tier 1	Implement	09/03/2019	06/30/2020	\$2000	All instructional staff will be responsible for the use of technology as part of daily instruction.
Guided Reading	Guided Reading is designed to teach students at their instructional level. Grouping can occur between and across grade levels. Students will receive targeted-intense interventions to develop their skills and knowledge, rapidly. This approach uses research-based reading materials, providing teacher editions that contain clear instruction for the teachers and explicit instruction for students. Guided reading will be used by all subgroups, including students with disabilities and English Language Learners. Whitman implemented an inclusion model of instruction and seeks to engage all students with mastery of the Common Core State Standards.	Direct Instruction	Tier 2	Implement	09/06/2016	06/28/2019	\$5000	All instructional staff will be responsible for implementing guided reading strategies as a comprehensive approach to balanced literacy.
Reading and Writing Intervention Groups	Teachers will set aside a thirty minute block three times a week to allow for reading and writing intervention instructional mini-lessons that is focused on a specific skill.	Direct Instruction	Tier 2	Monitor	09/03/2019	06/30/2020	\$0	All instructional staff will implement reading and writing intervention groups based on data determined by NWEA, Fontas and Pinnell and/or classroom assessments.

School Improvement Plan

Whitman Elementary School

After School Tutoring	Instructional Staff and community partners will provide supplementary interventions to students who have not mastered grade level proficiency.	Supplemental Materials	Tier 2	Monitor	09/03/2019	06/30/2020	\$37699	The building administrator, instructional staff, and community partners will be responsible for implementing the Tutoring Program.
Parent Involvement in Understanding the CCSS for Math	Parents will be provided an informational session on The 8 Standards of Practice for Mathematics. The purpose of the session is to increase parents understanding of the rigor and depth of knowledge that students are expected to know and be able to do in the content area of math. Parents will know what experiences and approaches to use in helping students build prior knowledge in mathematics.	Materials, Parent Involvement, Community Engagement, Direct Instruction	Tier 3	Implement	10/01/2019	06/30/2020	\$300	The Administrator and Math coaches will provide the session on Parents Understanding the CCSS in Mathematics.
Professional Learning Community	Teacher will participate in Professional Learning Communities (PLC) to have dialogue about teaching and learning, analyze individual classroom data, and reflect on teaching practices. The school data team will update all stakeholders on school-wide data analysis.	Professional Learning	Tier 1	Monitor	09/03/2019	06/30/2020	\$25000	Instructional staff will be required to participate in the PLCs, as the forum for discussions about teaching and learning based on the results of NWEA, MAP Skills, and grade level assessments.

School Improvement Plan

Whitman Elementary School

Raz-Kids	Raz-Kids is a software program that provides developmentally appropriate leveled books at 27 reading levels to increase comprehension and fluency. Students can read texts at their level and in their areas of interest anytime with 24/7 Web access to the practice they need to become better, more confident readers.	Technology	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	All instructional staff
After School Tutoring	After School Tutoring for math will provide supplemental interventions for students that are performing below the MDE proficiency levels.	Direct Instruction	Tier 3	Implement	09/06/2016	06/28/2019	\$37699	The building administrator and instructional staff will implement the After School Tutoring Program.
Teacher Training in Mathematical Content	Teachers will receive professional development training in the areas of Measurement and data, and the development of teacher learning cohorts, Inquiry Based Instruction, NWEA Map Skills and Math Workshop during monthly Math PLCs as well as implementing a Saturday Teacher Learning Institute.	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$14000	Principal and all instructional staff will participate in the training provided by Oakland Schools. Additional instructional support will be available to teachers who chose to partake in Whitman's Saturday Teacher Learning Institute.

School Improvement Plan

Whitman Elementary School

Family Math Night	Parents will be provided a workshop on the components of the Everyday Math Series. They will see a model lesson, have a review of math concept taught, and participate in the lesson discussion. After the lesson the teacher will discuss how parents can support the concept development outside of class. They will have a workshop based on this lesson protocol.	Parent Involvement	Tier 1	Getting Ready	09/06/2016	06/28/2019	\$600	Instructional staff will plan and conduct the parent workshop. They will also provide the lesson follow-up activities for the parents.
Raz-Kids	Raz-Kids is a software program that provides developmentally appropriate leveled books at 27 reading levels to increase comprehension and fluency. Students can read texts at their level and in their areas of interest anytime with 24/7 Web access to the practice they need to become better, more confident readers.	Technology	Tier 2	Implement	09/03/2019	06/30/2020	\$0	All instructional staff
Grouping in Math Instruction	Staff will be provided professional development on how to use flexible groups during math instruction. Grouping will facilitate the effective use of differentiated instruction to meet the needs of all learners.	Direct Instruction	Tier 2	Monitor	09/03/2019	06/30/2020	\$5000	All instructional staff will be responsible for implementing flexible groups.
Math Games EDM	The instructional staff will utilize the EDM Games to reinforce mathematical concepts.	Other - Independent/Partner Practice	Tier 1	Monitor	09/03/2019	06/30/2020	\$14415	The instructional staff is responsible for the use of the EDM games.
Survey of the Enacted Curriculum	Staff will take the Survey of the Enacted Curriculum (SEC) in order to identify where they spend their instructional time teaching. The SEC compares the CCSS with what the staff is teaching. It is important for staff to align their instruction to the CCSS.	Curriculum Development	Tier 1		09/05/2013	06/30/2016	\$29376	All instructional staff will use the information to align their curriculum with the Common Core State Standards (CCSS).

School Improvement Plan

Whitman Elementary School

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Family Fun Night	Parents will participate in modeled activities by teachers that involve literacy game stations to increase literacy proficiency and support at home.	Parent Involvement	Tier 2	Getting Ready	09/03/2019	06/30/2020	\$0	The Administrator and Reading coaches will provide the session on Parents Understanding the CCSS in Reading and the provide information concerning the 3rd grade reading law.
Integrated Technology for Direct Instruction	Teachers will use technology to enhance reading instruction and to increase student engagement during small/whole group lessons and reading instruction.	Technology	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	All instructional staff, technology integration specialist, and administrators.