



# **School Improvement Plan**

**Whitman Elementary School**

**Pontiac City School District**

Ms. Wendy Fitzpatrick  
125 W. Montcalm St  
Pontiac, MI 48342-1141

# TABLE OF CONTENTS

Introduction .....	1
<b>Improvement Plan Assurance</b>	
Introduction .....	3
Improvement Plan Assurance .....	4
<b>Title I Schoolwide Diagnostic</b>	
Introduction .....	6
Component 1: Comprehensive Needs Assessment .....	7
Component 2: Schoolwide Reform Strategies .....	16
Component 3: Instruction by Highly Qualified Staff .....	20
Component 4: Strategies to Attract Highly Qualified Teachers .....	21
Component 5: High Quality and Ongoing Professional Development .....	23
Component 6: Strategies to Increase Parental Involvement .....	25
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 2018 - 2019**

Overview ..... 41

Goals Summary ..... 42

    Goal 1: All students will demonstrate proficiency in Mathematics. .... 43

    Goal 2: All students will demonstrate a positive attitude toward learning, instructional staff, and all school stakeholders. .  
    48

    Goal 3: Educational Reform: WHRC will implement the Transformation Reform and Redesign Plan to ensure that all  
    students benefit from high quality instruction. .... 52

    Goal 4: All students will demonstrate proficiency in Science. .... 63

    Goal 5: All students will demonstrate proficiency in Social Studies. .... 65

    Goal 6: : BUDGET - All students at Whitman Elementary will be provided with a safe and supportive environment in  
    which to excel through the attainment of high quality administration, instructional staff, instructional resources and  
    school infrastructure ..... 66

Activity Summary by Funding Source ..... 71

## **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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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, an Oakland Schools representative, 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 and 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, Instructional Learning Cycle 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 and ISD Improvement Facilitator 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 and Spring 2017 for grades 3-6 in ELA and Math, grade 4 Science and grade 5 Social Studies.

## School Improvement Plan

Whitman Elementary School

---

NWEA results for the Fall of 2016 and 2017 in Reading, Language and Math for grades 2-6 and Science in grades 3-6.

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

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

Spring 2017 results: 2% 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% 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

## School Improvement Plan

Whitman Elementary School

---

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.

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

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

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: 3% 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

---

SY 2018-2019

© 2018 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

## School Improvement Plan

Whitman Elementary School

---

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

### 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 and 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 and 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

## School Improvement Plan

Whitman Elementary School

---

from 2015 to 2016.

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, the building instructional coach and school improvement / leadership coach.

As part of the MiExcel Blueprint partnership model, central office staff conduct regular building walkthroughs with the principal. The school improvement/ leadership coach from Oakland Schools will regularly meet and conduct 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.

## School Improvement Plan

Whitman Elementary School

---

### Perception Data

Student perception data indicates 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 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%

### 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 2018-19 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

## School Improvement Plan

Whitman Elementary School

---

-To increase proficiency by 10% in science as measured by NWEA science scores and 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), ILCs, pre/post tests (Quarterly), Brigance (twice a yr.), Fountas and Pinnell (three times a yr.), NWEA (twice a yr.), WIDA (once) and M-Step (once) 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 and discuss ILCs. 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 the Instructional Learning Cycles, 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. Instructional Learning Cycles are implemented to provide specific strategies that support and decrease areas of deficit. 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.

Geography Bowl: Students will challenge each other's knowledge of geography. Community Partners will work in conjunction with the staff and students to provide additional support and resources.

## School Improvement Plan

Whitman Elementary School

---

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-1, and the ITA program will be extended 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

## School Improvement Plan

Whitman Elementary School

---

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.**

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.

**Instructional Learning Cycles (ILC's):** The Instructional Learning Cycle is a period of 8-10 weeks in which there is a particular instructional focus per grade level; teachers exchange teaching practices; students receive pre and post assessments; data is acquired; and instructional decisions are made.

**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), ILCs (three times a yr.), pre/post tests (quarterly), Brigance, Fountas and Pinnell (2-3 times a year), NWEA (three times a yr.), WIDA (once) and M-Step (once) 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

## School Improvement Plan

Whitman Elementary School

---

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.	No	There are no instructional paraprofessionals at Whitman Elementary School.	

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 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 from last year to this year at Whitman Elementary is less than 10%.

### **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 moral 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.

## School Improvement Plan

Whitman Elementary School

---

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.
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.

### **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 moral. If/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 ILC assessments 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 ILC assessments and use results to plan instruction and interventions.

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

3. Instructional Learning Cycles - K-6, 3-4 times per year.

OUTCOME: Instructional planning and increased student proficiency in targeted areas as measured by pre- and post-tests.

4. 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.

5. Fountas & Pinnell and AIMSweb - 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

6. 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.

7. 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, ILCs, 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 2018-19 school year related to engagement, alignment and rigor.

-District training will be provided 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 individual 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).

1. Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress and how to work with educators:

Whitman Elementary School provides assistance to help parents understand the district's curriculum. Parents 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.

### 2. Provide materials and training for parents:

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

### 3. Training for school staff on the importance of parent involvement:

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 classroom, share skills and interests, assist in workshops, and encourage other parents to get involved. The district provides professional development workshops to inform teachers of the value of parental involvement in the school. The staff is provided opportunities to share effective practices with colleagues during selected staff meetings throughout the year.

### 4. Coordinate with parent involvement in other programs in the school:

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. In addition, the following structures are in place to support and promote the coordination of parent programs: The MDHHS Office serves as a communication link between the different programs. The School Improvement Team monitors implementation of parent involvement activities through the continuous improvement process. Feedback from parents will be analyzed and used to plan subsequent workshops or meetings in the future. The Title I Program Administrator reviews all parent meeting workshop agendas and parental feedback to ensure and support effective integration of program activities.

### 5. Provide information 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 in 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.

### 14. Provide other reasonable support as requested:

Whitman Elementary School provides reasonable support as requested by parents. The school provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. 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 services of a translator during parent meetings, workshops, and conferences, as needed.

## School Improvement Plan

Whitman Elementary School

---

### 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 schoolwide 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		

### 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 SY 2018-2019

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:

Instructional Learning Cycles (Grades K-6); All of these students are assessed. The results from baseline data that guides instruction and student grouping. 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 progressed monitored bi-weekly and once students have mastered their projected skill, they will be assessed out (post test) 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 student, if student 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 (Grades K-5); All of these students are assessed. The results from baseline data that guides instruction and student 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 (Grades K-5); All of these students are assessed. The results from baseline data that guides instruction and 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, bilingual/ESL tutors, and intervention specialists. Tier III includes pull outs with the Intervention Specialists, and supplemental instructional time in literacy and mathematics.

## School Improvement Plan

Whitman Elementary School

---

### Reading

Grade Span: K-5

Interventions: Tier 2 determination results from baseline data that guides instruction and student grouping. Intervention: Differentiation of Instruction Procedures, Guided Reading grouping and progress monitoring. Tier 3 Previous interventions did not produce the desired academic gains. Intervention: Core Content Interventionists, community partnership tutors, after school tutorial programs, Instructional Support Team (IST).

### Writing

Grade Span:3-6

Interventions:Tier 2 determination results from baseline data that guides instruction and student grouping. Intervention: Differentiation of Instruction Procedures and progress monitoring on writing conventions. Tier 3 Previous interventions did not produce the desired academic gains. Intervention: Core Content Interventionists, community partnership tutors, after school tutorial programs, Instructional Support Team (IST).

### Math

Grade Span:K-6

Interventions:Tier 2 determination results from baseline data that guides instruction and student grouping. Intervention: Differentiation of Instruction Procedures and progress monitoring. Tier 3 Previous interventions did not produce the desired academic gains. Intervention: Core Content Interventionists, community partnership tutors, after school tutorial programs, Instructional Support Team (IST).

### Science

Grade Span: K-6

Interventions:Tier 2 determination results from baseline data that guides instruction and student grouping. Intervention: Differentiation of Instruction Procedures and progress monitoring. Tier 2 starts the intervention process which includes: Individual or small-group intervention blocks, push-in Intervention Specialists, tutoring by highly-qualified teachers, bilingual/ESL tutors, and intervention specialists. Tier 3 Previous interventions did not produce the desired academic gains. Intervention: Core Content Interventionists, community partnership tutors, after school tutorial programs, Instructional Support Team (IST).

### Social Studies

Grade Span: K-6

Interventions:Tier 2 determination results from baseline data that guides instruction and student grouping. Intervention: Differentiation of Instruction Procedures, Guided Reading grouping and progress monitoring. Tier 2 starts the intervention process which includes: Individual or small-group intervention blocks, push-in Intervention Specialists, tutoring by highly-qualified teachers, bilingual/ESL tutors, and intervention specialists. Tier 3 Previous interventions did not produce the desired academic gains. Intervention: Core Content Interventionists, community partnership tutors, after school tutorial programs, Instructional Support Team (IST).

### **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 the students. Multiple assessment data such as formative, summative, NWEA, and formal scores from M-Step will be analyzed and utilized to guide instruction. Implementation of quarterly ILC will be conducted in reading and math to determine student's level or knowledge.

## School Improvement Plan

Whitman Elementary School

---

Teachers are implementing Math Talk to encourage class discussion to build shared knowledge of the skill. Reader's Workshop helps to determine student's level based on the centered activities. Guided Reading is a strategy that focuses on small group instruction and providing work on their level. Teachers recognize that students' learning styles/ways are different and are on various levels, so providing students a variety of differentiated instruction.

## **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" Goal 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. NWEA Assessment System (SW1)
- q. Monthly Parent Meeting Literature, Refreshments and Interpreters (SW6)
- r. Annual Parent Meeting Literature, Refreshments and Interpreters (SW6)
- s. 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, 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. Grants Compliance & Billing Coordinator (SW10)
- d. Title II Coordinator (SW5)

#### 3. Title III, Part A

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

#### 4. Title IV

- a. Reading/Math Intervention Specialists (SW2, SW3, SW9)
- b. Behavior Intervention Specialists (SW9)
- c. Behavior/Social Emotional Materials/Supplies (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. HS English Language Development Teacher, Training and Materials (SW9)
  - b. HS Reading Intervention Teacher (SW9)
  - c. ELE Reading/Math Intervention Specialists, Training and Materials (SW9)
  - d. ELE STEM Program Contractor and Supplies (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 (SW9)
  - h. Art/Music Intervention (SW9)
  - i. Breakfast Program Supplemental Supplies/Materials (SW2)
3. Section 32d
  - a. Great Start Readiness Program (GSRP - Preschool)
4. Section 35a5
  - a. Reading Intervention Specialists and Materials (SW2, SW3, SW9)
  - b. NWEA testing substitutes (SW8)
5. Section 41
  - a. Bilingual Tutors (SW9)
  - b. EL Supplemental Intervention Materials (SW9)
6. Section 61a1 (Vocational Education/Added Cost)
  - a. Vocational Education Staff and Materials (SW9)
7. Section 104d
  - a. NWEA Assessment System (SW1, SW8)
8. Career Focused Education
  - a. Career Focused Education Staff (SW9)

### NO FUNDS NEEDED

# School Improvement Plan

Whitman Elementary School

---

## 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 (Title I, Section 104d)
- b. Professional Learning Stipends and Substitutes (Title I)
- c. Data Analysis Training (Title I, Title II)

### 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

### 5. Professional Development

- a. Instructional Coaches and Materials (Title II)
- b. Special Education Professional Development (IDEA)
- c. English Learners Oriented Professional Development (SW5)
- d. Professional Learning Communities Stipends and Subs (Title I)
- e. 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)
- f. MTSS Coordinator (Title I)
- g. Title II Coordinator (Title II)

### 6. Parental Involvement

- a. Monthly Parent Meeting Literature, Refreshments and Interpreters (Title I)
- b. Annual Parent Meeting Literature, Refreshments and Interpreters (Title I)
- c. Core Content Area Parent Nights Literature, Refreshments and Interpreters (Title I)

### 7. Preschool Transition

### 8. Assessment Decisions

- a. NWEA Assessment System (Title I)
- b. Professional Learning Communities Substitutes and Stipends (Title I)

## School Improvement Plan

Whitman Elementary School

---

- c. Data Analysis Training (Title II)
- 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. Bilingual Tutors (Title I, Title III, Section 31a, Section 41)
  - k. Alternative Education Teachers and Counselor (Section 31a)
  - l. K-3 Reading/Math Teachers (Section 31a)
  - m. Art/Music Intervention (Section 31a)
  - n. Breakfast Program Supplemental Supplies/Materials (Section 31a)
  - o. Career and Technical Education Teacher Assistants (Title I)
  - p. College and Career Readiness Tutor (Title I)
  - q. College and Career Readiness Specialist (Title I)
  - r. Career Focused Staff (Title I, Section 61a6, CFE)
  - s. Vocational Education Staff and Materials (Title I, Section 61a6, CFE)
  - t. Special Education Psychologists (IDEA)
  - u. Special Education Speech and Language Pathologists (IDEA)
  - v. Behavior Intervention Materials and Specialists (Title I, Title IV)
  - w. Behavior/Social Emotional Materials/Supplies (Title IV)
  - x. At-Risk Social Workers (Title I)
  - y. Special Education Social Workers (IDEA)
  - z. MTSS Coordinator (Title I)
  - aa. Police Authority Officers (Section 31a)
  - bb. Homeless Student Transportation (Section 31a)
  - cc. 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,

## School Improvement Plan

Whitman Elementary School

---

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 schoolwide program by surveying parents, staff and community stakeholders. The school makes sure the programs are aligned with the School Improvement Plan. Data discussion 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 schoolwide programs by analyzing the data (ILC data, M-Step and NWEA) and use more than one comparison to determine students' growth. We also measures 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, we evaluates an instructional program (MDE Program Evaluation Tool) to determine its effectiveness. The programs are established to increase student's level/ achievement. Tier Interventions are in place for Math and ELA and other content areas.

### **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 revise 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 2018 - 2019**

## **Overview**

### **Plan Name**

Whitman School Improvement Plan 2018 - 2019

### **Plan Description**

School Improvement Plan for the 2018 - 2019 School Year

## 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	All students will demonstrate proficiency in Mathematics.	Objectives: 1 Strategies: 3 Activities: 12	Academic	\$103390
2	All students will demonstrate a positive attitude toward learning, instructional staff, and all school stakeholders.	Objectives: 1 Strategies: 2 Activities: 9	Organizational	\$215008
3	Educational Reform: WHRC will implement the Transformation Reform and Redesign Plan to ensure that all students benefit from high quality instruction.	Objectives: 5 Strategies: 12 Activities: 43	Organizational	\$11000
4	All students will demonstrate proficiency in Science.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$0
5	All students will demonstrate proficiency in Social Studies.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$0
6	: BUDGET - All students at Whitman Elementary will be provided with a safe and supportive environment in which to excel through the attainment of high quality administration, instructional staff, instructional resources and school infrastructure	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$1943804

## Goal 1: All students will demonstrate proficiency in Mathematics.

### Measurable Objective 1:

10% of Third, Fourth, Fifth and Sixth grade students will increase student growth in mathematical standards in CCSS in Mathematics by 06/29/2018 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 the Number and Operation Strand: Decimal Fraction Operations, Whole Number Division, Area/Perimeter, Geometric Shapes, and 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](http://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 in the areas of Number and Operations , Inquiry Based Instruction, and Math Workshop during monthly Math PLCs.	Professional Learning	Tier 1	Implement	09/06/2016	06/28/2019	\$14000	Title I Part A	Principal and all instructional staff will participate in the training provided by the Math Coaches, Oakland Schools and some training will be based on individual initiative.

Activity - Exploration of the Number Line	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Whitman Elementary School

Students will explore the use of the number line to develop an understanding of patterns and relationships then make application of their understanding to the concept of Measurement.	Direct Instruction	Tier 1	Implement	09/06/2016	06/28/2019	\$0	No Funding Required	The instructional staff will develop and teach the lesson on the use of the number line. Students will be able to use the number line as a tool of measurement.
--	--------------------	--------	-----------	------------	------------	-----	---------------------	---

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	Implement	09/06/2016	06/28/2019	\$0	No Funding Required	Instructional staff will be responsible of implementing Math Talk in their classrooms. Principal will monitor the implementation of Math Talk.

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.

## School Improvement Plan

Whitman Elementary School

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	Implement	09/06/2016	06/28/2019	\$14415	Title I Part A	The instructional staff is responsible for the use of the EDM games.

Activity - Interactive Use of Promethean Board	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use the promethean board to launch math lessons, engage students interactively with modeling math concepts, and small/whole group discussions.	Technology	Tier 1	Implement	09/06/2016	06/28/2019	\$2000	Title I Part A	All instructional staff will be responsible for the use of technology (Promethean Boards) as part of daily instruction. Teachers will be responsible for reporting maintenance needs and supplies for the Promethean Board in their classrooms.

### Strategy 2:

Models as Tools for Thought - Teachers will teach students that when we want to communicate an idea, we communicate it: through time and across cultures, humans have developed numerals to signify the meaning of counting. Operational symbols like + and - represent actions of combining and comparing. Teacher will develop the concept that models can help to develop their understanding of mathematical thinking.

Category: Mathematics

SY 2018-2019

Page 45

© 2018 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

## School Improvement Plan

Whitman Elementary School

Research Cited: Young Mathematicians At Work, Constructing Number Sense, addition, and Subtraction, Catherine Twomey Fosnot and Maarten Dolk, pages 10-13. When we teach math as an activity of mathematizing one's lived world, students will come to see mathematics as the living discipline it is. They will become a part of the constructive mathematical world.

Tier: Tier 1

Activity - Math Structure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will teach that unitizing underlies the understanding of place value: ten objects become one ten. Unitizing requires the students to use numbers to count not only numbers but groups simultaneously. The whole is thus seen as a group of a number of objects.	Direct Instruction	Tier 1	Implement	09/06/2016	06/28/2019	\$0	No Funding Required	All instructional staff will teach and collaborate with the Math coaches to ensure the concept of unitizing is effectively taught to students. The staff will conduct an ILC on Unitizing.

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).

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

**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.
---	-----------------------	--------	-----------	------------	------------	-----	--------------	--

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 1	Getting Ready	09/06/2016	06/28/2019	\$5000	Title I Part A	All instructional staff will be responsible for implementing flexible groups.

**Strategy 3:**

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 1

## School Improvement Plan

Whitman Elementary School

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
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.	Parent Involvement	Tier 1	Getting Ready	01/29/2015	06/30/2016	\$300	Title I Part A	The Administrator and Math coaches will provide the session on Parents Understanding the CCSS in Mathematics.

## Goal 2: All students will demonstrate a positive attitude toward learning, instructional staff, and all school stakeholders.

### Measurable Objective 1:

demonstrate a behavior that is conducive to learning and create a positive school climate. by 06/29/2018 as measured by tier intervention process, discipline referrals, teacher observational data, and parent feedback..

### Strategy 1:

Positive Behavior Support System - Students will receive classroom presentations on school-wide behavior expectations. The presentations are facilitated by trained staff and peer mentors. Specific behavior expectations are modeled, practiced, and reinforced with re-directions and rewards. In addition, large behavioral posters are

## School Improvement Plan

Whitman Elementary School

placed around the building to support behavioral expectations. Students recite the positive Whitman Creed daily to build student character.

Category: School Culture

Research Cited: "The Multi-tier System of Support: A Comprehensive Framework- the RTI and PBIS approaches each involve targeting specific areas in which students are struggling and applying increasingly intensive research-based interventions until the barriers to learning are addressed.(Bender, 2009) Bender, W. (2009) Beyond the RTI Pyramid Implementation Issues for the First Five Years: Bloomington, IL.: Solution Tree Press

Tier: Tier 1

Activity - WOW Tickets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students received WOW tickets based on School-wide modeled norms of being Safe, Respectful and Responsible. Students can redeem WOW tickets for monthly/weekly rewards.	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/28/2019	\$3500	Title I Part A, Title I Part A	All stakeholders are responsible for implementing Positive Behavior Support Intervention Program.
Activity - CHAMPS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CHAMPS is a proactive and positive approach to classroom management which focuses on expectations for Conversation, Help, Activity, Movement, Participation and can be used within a Response to Intervention Framework to promote positive student attitude and behavior.	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/28/2019	\$1568	Title I Part A, Title I Part A	All stakeholders will be responsible for implementing CHAMPS.
Activity - Opening/Closing Yearly Celebrations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Whitman Elementary School

Opening Celebration is a kick-off rally designed for parents, students and staff to establish positive school climate. Closing celebration is end of the year ceremony to honor students that have demonstrated positive behavior and academic achievement.	Behavioral Support Program	Tier 1	Evaluate	09/06/2016	06/28/2019	\$1000	Title I Part A	All stakeholders will be responsible for implementing the celebrations.
<b>Activity - Extended Positive Behavior Opportunities</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff and community partners will provide additional opportunities for students to demonstrate and earn incentives related to positive behavior.	Behavioral Support Program	Tier 3	Monitor	09/06/2016	06/28/2019	\$25920	Title I Part A	Staff and community partners
<b>Activity - Behavior Interventionist</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The behavioral interventionist will support the implementation of the positive behavior support system, assist with the developing behavior intervention plans for students, and direct interventions in the classroom.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/28/2019	\$66070	Title I Part A	One Behavioral Interventionist who will be responsible for implementing the program and one highly-qualified instructional staff member to oversee the Alternative Learning Center (ALC).
<b>Activity - At- Risk Social Worker</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Whitman Elementary School

The social worker will address targeted groups of students with behavioral goals, plans, intervention, one on one peer mediation, study habits and parent/student behavioral plans. The social worker will establish parent workshops throughout the school year to address behavioral concerns.	Behavioral Support Program	Tier 1	Evaluate	09/06/2016	06/28/2019	\$110950	Title I Part A	An At-Risk social worker will implement the behavioral program.
--	----------------------------	--------	----------	------------	------------	----------	----------------	---

Activity - Parents Workshops/Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent workshops/meetings will provide information on various topics based on parent surveys.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/28/2019	\$0	Title I Part A	Social workers, administrators, teachers and community members

### Strategy 2:

Whitman will create caring relationships with staff, parents, students and community members. - All stakeholders will create an environment that demonstrates awareness of all cultures that fosters cultural competency.

Category: School Culture

Research Cited: "Building Parent-teacher Relationship" by American Federation of Teachers and "Tips for a Better Parent-School Relationships" by Jay Mathews, Washington Post, Tuesday, October 17,2006.

Tier: Tier 1

Activity - Survey parents, students and staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Surveys given to parent, students and staff for perceptual data. Analysis of surveys/data to identify needs and make improvements to the school culture.	Behavioral Support Program	Tier 2	Evaluate	09/06/2016	06/28/2019	\$3000	Title I Part A	All stakeholders

Activity - Establish programs/activities of various cultures throughout the school year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Whitman Elementary School

Throughout the school year, celebrations of various cultures will be implemented (Hispanic/African American programs, etc). Field trips with transportation included will be taken to extend learning, support, and provide real-world experiences beyond the classroom. Trips will include, but not limited to the following: Cranbrook Institute of Arts and Sciences, Detroit Zoo, Michigan Science Center, Charles H. Wright African American Museum, Henry Ford Museum, DIA, Macomb Center of Performing Arts, Meadowbrook Theater, Classic Lanes, Upland Hills Farm, Cook's Dairy Farm, Bower's Farm, Kensington Church, Ann Arbor Hands-On Museum, Blake's Orchard, Camp Copneconic, Halkwood Nature Center, Dinosaur Hill, Hess-Hathaway Park, Lifetown, The Art Experience.	Professional Learning	Tier 1	Implement	09/06/2016	06/28/2019	\$3000	Title I Part A	All stakeholders
--	-----------------------	--------	-----------	------------	------------	--------	----------------	------------------

### Goal 3: Educational Reform: WHRC will implement the Transformation Reform and Redesign Plan to ensure that all students benefit from high quality instruction.

#### Measurable Objective 1:

demonstrate a proficiency Seventy-five percent of teachers will be rated as effective or highly effective on professional competencies by 06/30/2014 as measured by Teacher evaluation.

#### Strategy 1:

Collaborative Evaluation Process - Teachers and administrators will participate in a collaborative process of evaluation that incorporates student growth as a significant factor and identifies strategies to support ongoing practice.

Category:

Research Cited: Transformation Requirement #2

Tier:

Activity - Teacher Self-Reflection and Goal-Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher evaluation process will engage teachers in self-reflection and goal setting in order to improve professional practice.	Policy and Process			09/01/2013	06/30/2016	\$0	No Funding Required	Administrators

Activity - PD on Evaluation Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will participate in training on the Charlotte Danielson teacher evaluation model that is the basis for the district's teacher evaluation process.	Professional Learning			02/01/2014	06/30/2016	\$0	Title II Part A	Administrators, Teachers

## School Improvement Plan

Whitman Elementary School

Activity - Teacher Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and administrators will actively collaborate with co-evaluators during the goal setting and evaluation process. The process will include pre- and post-evaluation/observation conferences, including submission and review of appropriate lesson plans and evidence of implementation of best practices.	Policy and Process			02/03/2014	06/30/2016	\$0	Title II Part A	Administrators, Co-evaluators

Activity - Observations & Evaluations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School administrators will conduct formal and informal observations and classroom walk-throughs to collect data to inform the teacher evaluation process.	Walkthrough			09/01/2013	06/01/2016	\$0	No Funding Required	Administrators

Activity - Student Assessment Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will incorporate the analysis of student assessment data and student work into the teacher evaluation process and will dialogue with teachers about the data during pre- and post-observation conferences.	Policy and Process			09/01/2013	06/30/2016	\$0	No Funding Required	Administrators, Teachers

### Strategy 2:

Identify and Reward or Remove Teachers & Leaders - Administrators will use results of evaluations to identify and reward teachers and leaders who have been found to be effective at raising student achievement or who have contributed to increases in student achievement. Based on results of evaluations, administrators will recommend staff who are rated as "ineffective" for removal.

Category:

Research Cited: Transformation Requirement #3; Consent Agreement Requirement

Tier:

Activity - Monthly Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will conduct monthly recognitions of effective staff using the bulletin board in the main hallway and by making public announcements in the school's newsletter and at parent/community meetings.	Other			09/01/2013	06/30/2016	\$0	No Funding Required	Administrators

Activity - Display Class Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will display class data that show increases in student achievement.	Other			09/01/2013	06/30/2016	\$0	No Funding Required	Staff, as assigned

## School Improvement Plan

Whitman Elementary School

Activity - Celebrations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will hold celebrations of success at least twice a year to recognize staff/classes that have demonstrated increases in student achievement.	Other			09/01/2013	06/30/2016	\$0	No Funding Required	Administrators
Activity - Monitor Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers will monitor instructional improvement of staff and progress students are making toward achieving academic goals periodically throughout the year.	Other			09/01/2013	06/01/2016	\$0	No Funding Required	Administrators, Teachers
Activity - Perception Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will administer surveys to staff, students, parents to gather data on their perceptions of the improvement the school is making as a result of implementing the reform plan.	Other			02/01/2014	06/30/2016	\$0	No Funding Required	Administrators
Activity - Recommend Staff for Removal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and District Administrators will collaborate to recommend staff for removal based on the results of educator performance evaluations, as per the Consent Agreement.	Policy and Process			02/01/2014	06/30/2016	\$0	No Funding Required	School and District Administrators

### Strategy 3:

Recruit & Retain Staff - The District will implement strategies to recruit and retain staff to meet the needs of students in the school.

Category:

Research Cited: Transformation Requirement #5

Tier:

Activity - Outreach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school leaders will implement outreach activities to recruit HQ staff for open positions through job fairs, announcements in newspapers, postings on local, ISD, and state websites.	Recruitment and Retention			01/01/2014	06/30/2016	\$0	Title II Part A	Administrators

## School Improvement Plan

Whitman Elementary School

Activity - Retain Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District & School Leaders will implement strategies to retain staff by providing staff opportunities for career growth and promotion, including: a. Volunteering for special assignments such as SIT, Building MEAP Coordinator, Building Data Specialist, SWIS Facilitator, other leadership roles b. Participation on district-wide leadership committees/teams including the Curriculum Committee, District-wide Data Team, and others	Recruitment and Retention			09/01/2013	06/30/2016	\$0	General Fund	District & School Leaders

### Strategy 4:

Ongoing Job-Embedded PD - School administrators will collaborate with the District to establish a system of on-going, high quality, job-embedded professional development that is based on research and aligns with the needs of students, staff, and the school.

Category:

Research Cited: Transformation Requirement #4

Tier:

Activity - PD on Effective Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional development activities to support implementation of high quality instruction and to increase teacher and leader effectiveness. Professional development will be delivered through various methods including workshops, in-services, conference and in a job-embedded approach during PLC meeting time. Topics to support the reform plan include: 1) Effective instruction/protocols and processes for improving instruction. 2) Cultural Responsive Teaching 3) Data Analysis 4) Instructional Core 5) Visible Learning 6) Lesson Study 7) Higher Order Thinking, Depth of Knowledge, Know-Understand-Do Lesson Planning	Professional Learning			09/01/2013	06/30/2016	\$0	Title II Part A	Staff

Activity - Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Whitman Elementary School

Instructional and content coaches (District & OS) will collaborate with teachers to support implementation of the Instructional Learning Cycle Process during PLC meeting time and during classroom instruction.	Professional Learning			09/01/2013	06/30/2016	\$0	Title II Part A	District
--	-----------------------	--	--	------------	------------	-----	-----------------	----------

### Measurable Objective 2:

collaborate to implement comprehensive instructional reform strategies to strengthen and enrich the academic program for all students and specialized instruction for targeted populations by 06/30/2015 as measured by local and standardized assessments.

### Strategy 1:

Use Data to Implement Instructional Programs - Teachers/PLCs will use data to implement instructional programs and practices that are based on research and aligned from one grade to the next, as well as with state academic standards.

Category:

Research Cited: Transformation Requirement #6

Tier:

Activity - Identify Essential Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze classroom, school-level, and district-level data to identify essential standards that are aligned to state academic standards (common core), aligned from one grade to the next, and address the needs of students.	Teacher Collaboration			02/03/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

Activity - High Quality Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate in PLCs to study results of common assessments, unit assessments, and informal/formative classroom assessments to identify the strengths and needs of students and to select strategies/activities that match students needs in order to provide high quality instruction.	Teacher Collaboration			09/01/2013	06/30/2016	\$0	No Funding Required	Teachers

Activity - Content Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students how to use active reading strategies to increase comprehension of informational and literary text.	Direct Instruction			09/01/2014	06/30/2016	\$0	No Funding Required	Teachers

Activity - Grouping Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative assessment data to group students for instruction in all content areas. Groups will include whole class instruction, small group, flexible, and cooperative groups.	Direct Instruction			09/01/2013	06/30/2016	\$0	No Funding Required	Teachers

## School Improvement Plan

Whitman Elementary School

Activity - Administrator/Teacher Review of Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will review assessment data of students with individual staff on a quarterly basis to monitor the progress of students over time and the impact of instruction on student learning.	Policy and Process			02/03/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers
Activity - Schoolwide Data on Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data specialist will generate reports on student assessment results to show schoolwide growth of students and will share the reports with staff. Staff will create Data Walls to display achievement growth data on a monthly basis, Sept. - June.	Policy and Process			02/03/2014	06/30/2016	\$0	No Funding Required	Administrator, Data Specialist
Activity - Class Size Reduction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Per the approval of the district's request for a waiver of MDE's class size reduction requirements, the District will hire and place additional teachers in grades K-6 to reduce student:teacher ratio, where possible, to 30:1.	Policy and Process			03/03/2014	06/30/2016	\$0	Title II Part A	District Administrators
Activity - Co-teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom and special education teachers will collaborate in implementing a co-teaching model of instruction using data to identify the needs of students and to design and deliver instruction to support students in accessing the general education and mastering grade-level concepts and skills.	Teacher Collaboration			09/01/2013	06/30/2016	\$0	Special Education	Teachers
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will meet at least 2 hours to implement the Instructional Learning Cycle , including the use of data to differentiate and design instruction and interventions for students, and to participate in job-embedded professional learning activities that address identified needs of teachers.	Teacher Collaboration			09/01/2013	06/30/2016	\$0	No Funding Required	Teachers, PLCs
Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Whitman Elementary School

Instructional/content coaches (District and OS) will assist and support PLCs/teachers in implementing the ILC process and in designing and delivering effective instructional and assessment practices based on assessment data. Coaches will work with teachers in their classrooms as well as during PLC time, SIT/staff meetings, and/or before or after school.	Professional Learning			09/01/2013	06/30/2016	\$0	Title II Part A	District & OS Coaches
<b>Activity - Monitoring Instruction</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Principals will monitor the implementation of instructional programs and practices through classroom observations and walk-throughs and will conduct conference with teachers about student growth using assessment results and artifacts of student work.	Walkthrough			02/16/2014	06/30/2016	\$0	No Funding Required	Principals, Teachers

### Strategy 2:

Use Data to Inform & Differentiate Instruction - District and school leaders will promote the continuous use of student data (formative, interim, summative assessment data and student work) to inform and differentiate instruction to meet the academic needs of individual students and groups of students

Category:

Research Cited: Transformation Requirement #7, Consent Agreement

Tier:

<b>Activity - Instructional Learning Cycle</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers/PLCs will implement the Instructional Learning Cycle process to use assessment data and student work to guide lesson planning & instructional delivery. Teachers/PLCs will use the district's ILC protocol to document student assessment results (pre/post), decisions made regarding instructional and intervention plans to address students' needs, and reflections on next steps.	Teacher Collaboration			09/01/2013	06/30/2016	\$0	No Funding Required	Teachers, PLCs

### Strategy 3:

Alternative Learning Environment--International Technology Academy - International Technology Academy is an alternative learning environment where students acquire 21st Century Skills through a Project Based Learning (PBL) approach. The curriculum is aligned to district standards (common core) and incorporates the use of technology as a way to engage students in learning.

Category:

Research Cited: van den Broek, G. (2012), "Innovative Research-Based Approaches to Learning and Teaching", OECD Education Working Papers, No. 79, OECD

Publishing.

Bain, R. B. (2000). *Into the Breach: Using Research and Theory to Shape History Instruction*. In *Knowing, Teaching, and Learning History: National*

SY 2018-2019

© 2018 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

## School Improvement Plan

Whitman Elementary School

and International Perspectives. New York: New York University Press.

Mayer, R. (2010), "Learning with technology", in The Nature of Learning: Using Research to Inspire Practice, OECD Publishing.

Tier:

Activity - Getting Ready: PBL Training PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WHRC & ITA teachers and staff will attend professional development for retraining for returning WHRC & ITA staff on Project-based learning, 21st century learning skills. Administrators will secure ongoing training for staff on new technology, hardware and software, applications, etc.	Professional Learning	Tier 1	Getting Ready	09/01/2013	06/30/2016	\$0	Title II Part A	Administrators and Staff
Activity - Getting Ready: Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and redesign course offerings to accommodate accelerated learning needs of students.	Curriculum Development	Tier 1	Getting Ready	03/03/2014	06/30/2016	\$0	General Fund	Curriculum Leaders
Activity - Getting Ready: Infrastructure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase additional wireless access points to ensure that students can access online learning needed to support PBL curriculum.	Technology			09/01/2013	06/30/2016	\$0	General Fund	Staff District Administrators
Activity - Getting Ready: Recruit Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create protocols to recruit students to enroll in ITA program.	Other			02/28/2014	06/30/2016	\$0	No Funding Required	Staff Administrator, School Leaders
Activity - Getting Ready: Auxiliary Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators, Counselor and School Leaders will work on implementing programs for WHRC & ITA students in specialty areas (ie. STEM, OTECH, Robotics)	Extra Curricular			08/01/2013	06/30/2016	\$0	Title I Part A	Staff Administrator, Counselor, School Leaders

## School Improvement Plan

Whitman Elementary School

Activity - Implementation: Project-Based Student Led Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement project-based, student-led learning in their classroom instruction. Projects will incorporate the use of technology as a resource for students.	Direct Instruction			08/31/2012	06/30/2016	\$0	No Funding Required	Staff Teachers
Activity - Implementation: PLCs Implement ILC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will meet a minimum of 2 hours for monthly data review and to implement the Instructional Learning Cycle, including the use of data to differentiate and design instruction and interventions for students, and to participate in job-embedded professional learning activities that address identified needs of teachers. Teachers will co-plan projects across the content areas. Coaches will provide assistance and support teachers' professional learning.	Teacher Collaboration			12/02/2013	06/30/2016	\$0	No Funding Required	Staff District Staff, Administrators, PLCs
Activity - Implementation: Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will continue to provide teachers with coaching services to support teachers in implementing the ILC process including implementation of the project-based curriculum, designing effective instruction, using assessment data, and incorporating the use of technology as a tool for learning.	Professional Learning			01/01/2014	06/30/2015	\$0	Title II Part A	Staff District and school leaders
Activity - Monitor/Evaluate: Monitor Student Learning, Adjust Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Leaders & PLCs will study evidence of student learning and implementation of project-based instruction to review strategies and activities to see if they need to be modified due to lack of progress in student achievement outcomes.	Teacher Collaboration			01/06/2014	06/30/2015	\$0	No Funding Required	Staff School Leaders, PLCs

### Measurable Objective 3:

collaborate to extend the school year by 10 days for the 2013-2014 school year; add 5 Saturdays for staff professional development; and balance the calendar for the 2014-2015 school year. by 02/28/2014 as measured by A signed agreement between the District and the Pontiac Education Association;

### Strategy 1:

Implementation - PLCs will use protocols to guide the job-embedded professional learning opportunities for the staff.

The leadership team and principal will develop high-yield instructional learning tasks to maximize the additional days of instruction.

Category:

Research Cited: Richard DuFour:What It Takes: How a Professional Learning Community Responds When Kids Don't Learn.

Tier:

## School Improvement Plan

Whitman Elementary School

Activity - Monitoring & Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collecting process data on the effect of increased instructional learning time; both student achievement data and the effectiveness of adult implementation of high-yield instructional tasks.	Policy and Process			02/28/2014	08/04/2014	\$5000	Title II Part A	District Administration, Principal and School Leadership Team

Activity - Culturally Responsive Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive professional development provided by the District on Culturally Responsive Teaching strategies that acknowledges and supports diversity in delivering instruction.	Professional Learning			02/03/2014	08/04/2014	\$0	Title II Part A	District, Building administrators and instructional staff

### Strategy 2:

Family & Community Engagement - The District will provide professional development on the Influence of Poverty on students and families for the instructional staff. The information will help the staff better understand how to meet the needs of all students.

Category:

Research Cited: Ruby Payne, The Effect of Poverty on Student Learning.

Tier:

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will hold regular and frequent parent/family meeting to update them on the academic progress of students. In addition, meetings will also focus on activities that parent can do to support the achievement goals for their children at home. Parent are needed as partners for rapid student achievement.	Parent Involvement			02/03/2014	06/30/2016	\$6000	Title I Part A	Principal, staff, parents, volunteers and community leaders.

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

## School Improvement Plan

Whitman Elementary School

Principal and instructional staff will develop an instructional delivery plan that trains and support all community volunteers. The plan will provide structure to how academic support should be delivered that is aligned with the school and district improvement goals. It will be focused and a reinforcement of classroom instruction.	Academic Support Program			02/03/2014	06/30/2016	\$0	No Funding Required	Principal and Instructional staff.
--	--------------------------	--	--	------------	------------	-----	---------------------	------------------------------------

### Measurable Objective 4:

collaborate to sustain implementation of educational reform over time by 07/01/2014 as measured by district/school process indicators.

### Strategy 1:

Educational Reform Survey - All district staff will complete the ERS Survey ,annually, to ensure that they are receiving the technical and related support to sustain the reform efforts identified by the District Improvement Plan.

Category:

Tier:

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of ERS survey annually	Policy and Process			02/19/2014	06/30/2016	\$0	No Funding Required	District Administration and Building Principal

### Measurable Objective 5:

collaborate to sustain and increase student enrollment by 06/30/2014 as measured by smaller classes and improved instruction.

### Strategy 1:

Foreign Language - District will hire foreign language teachers to begin instruction for students (K-6) by July of 2014. Foreign language will start for all elementary school students in the Fall of 2014.

Category:

Tier:

Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan**

Whitman Elementary School

District, English Language Learners and Foreign Language Staff will develop a curriculum that provides the necessary foundational skills for beginning foreign language at the elementary levels.	Curriculum Development			02/28/2014	08/29/2014	\$0	Title II Part A	District Central Administration and Foreign Language staff and English Language Learners staff.
---	------------------------	--	--	------------	------------	-----	-----------------	---

**Strategy 2:**

Latchkey - The District will plan and design Latchkey Programs that meet the needs of the parents and community.

Category:

Tier:

Activity - Implementation of Latchkey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The latchkey will include learning activities that developmentally appropriate to reinforce early literacy skills and additional support for grade level math and reading. It will also provide a safe and orderly environment for students of working parents.	Academic Support Program			09/02/2014	07/04/2016	\$0	Other	District, Principal and Director of Early Childhood Site.

**Goal 4: All students will demonstrate proficiency in Science.**

**Measurable Objective 1:**

10% of Fourth, Fifth and Sixth grade students will increase student growth in learning targets in Science by 06/29/2018 as measured by NWEA..

**Strategy 1:**

Inquiry Based Curriculum - Whitman will implement, K-6, a viable inquiry based science curriculum that is aligned to state's standards.

Category: Science

Research Cited: The BSCS 5 E Instructional Model: Origins and Effectiveness . Colorado Springs, CO

Tier: Tier 1

Activity - Supplementary Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Whitman Elementary School

Science instructional materials will be purchased for science experimentation and to enhance and accelerate learning for all students.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/28/2019	\$0	Title I Part A	Central Office (PSD) and administrator
--	--------------------------	--------	---------------	------------	------------	-----	----------------	--

### Strategy 2:

Analyze and interpret data - Teachers will receive professional development in instructional strategies and data analysis.

Category: Science

Research Cited: CRESST - National Center for Research on Evaluation, Standards, and Student Testing (<http://www.cse.ucla.edu>); Northwest Regional Educational Laboratory (<http://educationnorthwest.org>)

Tier: Tier 1

Activity - Science Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will craft opportunities for students to research/evaluate information through a school-wide Science Fair. All students will have the opportunity to create an individual/group project.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/28/2019	\$0	Title I Schoolwide	All instructional staff, support staff, and administrator.

Activity - Science Fair Work Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided the opportunity to participate in after school Science Fair work sessions to provide support to help students create their individual/group science projects through the use of appropriate practices and technology. Students will be provided a science board and individual support to develop and display their science projects.	Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/28/2019	\$0	Title I Schoolwide	Science Fair Committee

### Strategy 3:

Parent Involvement/Awareness for Science Curriculum - Parents will be encouraged to become actively involved in their child's academic progress in science to reinforce science content at home.

Category: Science

Research Cited: Discovery Education Science Fair Central -[school.discoveryeducation.com/sciencefaircentral](http://school.discoveryeducation.com/sciencefaircentral)

Tier: Tier 1

## School Improvement Plan

Whitman Elementary School

Activity - Family Science Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to learn more about the scientific method using problem-solving, writing, and critical thinking as their students develop science projects.	Parent Involvement	Tier 1	Getting Ready	09/06/2016	06/28/2019	\$0	Title I School Improvement (ISI)	The Science Fair Committee

## Goal 5: All students will demonstrate proficiency in Social Studies.

### Measurable Objective 1:

10% of Third, Fourth, Fifth and Sixth grade students will increase student growth in the areas of historical, economic and geographic perspectives in Social Studies by 06/29/2018 as measured by formative and summative assessments..

### Strategy 1:

Inquiry Driven Curriculum - Teachers will implement a viable, standards-based, inquiry-driven social studies curriculum through the use of data to implement and inform research based-instructional practices and to differentiate instruction.

Category: Social Studies

Research Cited: Wiggins, G. & McTighe, J. (2005). Understanding By Design. Alexandria, Va.

EDC- Education Development Center - Learning and Teaching Division

Tier: Tier 1

Activity - Collaborative Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate twice a month to plan using the district's lesson plan template for information text with the support of the ELA coaches.	Curriculum Development	Tier 1	Implement	09/06/2016	06/28/2019	\$0	Title I Part A	Administrators, teachers and instructional coach

### Strategy 2:

Evidence-based thinking and writing in social studies - Teachers will receive professional development on Common Core State Standards for literacy in social studies.

Category: Social Studies

Research Cited: EDC - Education Development Center - Learning and Teaching Division (<http://ltd.edc.org/>)

Tier: Tier 1

## School Improvement Plan

Whitman Elementary School

Activity - Evidence-Based Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use best practices to meet Common Core State Standards for writing in social studies.	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/28/2019	\$0	Title I Part A	All instructional staff
Activity - Modeling using Promethean Board and other technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will provide direct instruction, modeling, guided practice through the use of technologies to enhance student learning. All instruction staff will have access to a functioning Promethean Board in order to properly and effectively deliver instruction.	Technology	Tier 1	Implement	09/06/2016	06/28/2019	\$0	Title I Part A	All instructional staff

### Strategy 3:

Parent involvement for social studies - Parents will be invited to participate in an international night.

Category: Social Studies

Research Cited: International Night | Bureau of Educational and Cultural Affairs (<http://eca.state.gov/about-bureau>)

Tier: Tier 1

Activity - International Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to participate in an International Night highlighting the various cultures within our school community. Different stations/tables will be set up to disseminate information on the cultures being highlighted with an international potluck dinner as a culminating activity.	Parent Involvement	Tier 1	Getting Ready	09/06/2016	06/28/2019	\$0	Title I Part A	All instructional staff

**Goal 6: : BUDGET - All students at Whitman Elementary will be provided with a safe and supportive environment in which to excel through the attainment of high quality administration, instructional staff, instructional resources and school infrastructure**

### Measurable Objective 1:

demonstrate student proficiency (pass rate) of 85% in all area by 06/30/2017 as measured by State Assessment.

## School Improvement Plan

Whitman Elementary School

### Strategy 1:

Attainment, Development, Support and Retention of High Quality Administration - The district will attain a school leader and corresponding leader support team that will effectively lead a schools' instructional staff in improving student achievement according to State Assessment by:

- Promoting collaborative problem solving and open communication
- Collecting, analyzing, and using data to identify school needs
- Using data to identify and plan for needed changes in the instructional program
- Implementing and monitoring the school improvement plan
- Using systems thinking to establish a clear focus on attaining student achievement goals
- Managing daily operations of the school

Category: Other - Administration

Tier: Tier 1

Activity - Attainment of a Principal Leader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Schools will attain a principal leader who will effectively lead a school in improving student achievement according to State Assessment.	Recruitment and Retention, Other - Attainment	Tier 1	Monitor	07/01/2016	06/30/2017	\$85000	Other	Human Resources, Curriculum Offices

Activity - Support and Retention - School Office	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Schools and the Principal Leader will support and retain a main office staff (along with office supplies/materials/resources) that will effectively and collaboratively work with a principal leader in managing the school.	Recruitment and Retention, Materials, Other - High Quality Administration and corresponding materials/supplies/resources	Tier 1	Monitor	07/01/2016	06/30/2017	\$100000	Other	Human Resources, Principal Leader

Activity - Development of Administrative Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Schools will provide professional learning to school administrative staff in order to provide increased school leadership and management.	Professional Learning	Tier 1	Monitor	07/01/2016	06/30/2017	\$75000	Other	Human Resources, Principal Leader, Curriculum Offices

## School Improvement Plan

Whitman Elementary School

### Strategy 2:

Attainment, Development, Support and Retention of High Quality Instructional, Support and Career/College Readiness Staff - The district will attain, develop, support and retain High Quality Instructional Staff (and needed/supplementary Instructional/Assessment/Monitoring Supplies, Materials and Resources) that will effectively work collaboratively with their school principal leader and corresponding leader support team in improving student achievement according to State Assessment.

Category: Other - School Staffing, Programs, Instructional/Assessment/Monitoring Supplies, Materials and Resources

Tier: Tier 1

Activity - Attainment and Support of Instructional/Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Schools and the Principal Leader will attain an Instructional/Support staff (along with instructional supplies/materials/programs/resources/assessment-monitoring system) that will effectively and collaboratively work with a principal leader in improving student achievement.	Behavioral Support Program, Recruitment and Retention, Academic Support Program, Materials, Supplemental Materials, Other - School Staffing, Programs, Instructional/Assessment/Monitoring Supplies, Materials and Resources, Direct Instruction	Tier 1	Monitor	07/01/2016	06/30/2017	\$1500000	Other	Human Resources, Principal Leader, Curriculum and Grants Offices

Activity - Development of Instructional/Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Schools and the Principal Leader will provide professional learning to school instructional/support staff needed in improving student achievement.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$75000	Other	Human Resources, Principal Leader, Curriculum Offices

## School Improvement Plan

Whitman Elementary School

### Strategy 3:

Attainment and Maintenance of High Quality School Infrastructures and Systems - The district will assure that all school infrastructures and systems required for improvement of student achievement according to State Assessment are adequately and effectively in place. Category

Category: Other - Operational Services and Academic Support Program

Tier: Tier 1

Activity - Attainment and Maintenance of Operational Services and Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Schools will attain and maintain technology advancement, transportation and security services and resources conducive in improving student achievement.	Technology , Other - Operational Services	Tier 1		07/01/2016	06/30/2017	\$100000	Other	Technology , Security and Student Services Offices

Activity - Attain and Maintain School Completion and Advancement Programs, Materials and Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Schools will attain and maintain dual enrollment and high school completion services, materials and resources conducive in improving student achievement.	Academic Support Program, Materials, Career Preparation /Orientation	Tier 1		07/01/2016	06/30/2017	\$0	Other	Principal Leader and Student Services

### Strategy 4:

Student, Parent and Community Engagement and Involvement - The district will provide student, parent and community opportunities for engagement and involvement thru events and materials that will reinforce improvement in student achievement according to State Assessment. Category

Category: Other - Engagement and Involvement

Tier: Tier 1

Activity - Positive Behavioral Intervention & Supports Events and Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

**School Improvement Plan**

Whitman Elementary School

Principal Leader and Staff will provide students and parents behavioral events and resources conducive in improving student achievement.	Behavioral Support Program, Community Engagement, Supplemental Materials, Parent Involvement	Tier 1	Monitor	07/01/2016	06/30/2017	\$1000	Other	Principal Leader and School Staff
<b>Activity - Parent Events and Resource</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Principal Leader and Staff will provide parents parental events and resources conducive in improving student achievement.	Community Engagement, Supplemental Materials, Parent Involvement			07/01/2016	06/30/2017	\$7804	Other	Principal Leader and School Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.
Collaborative Lesson Planning	Teachers will collaborate twice a month to plan using the district's lesson plan template for information text with the support of the ELA coaches.	Curriculum Development	Tier 1	Implement	09/06/2016	06/28/2019	\$0	Administrators, teachers and instructional coach

**School Improvement Plan**

Whitman Elementary School

Interactive Use of Promethean Board	Teacher will use the promethean board to launch math lessons, engage students interactively with modeling math concepts, and small/whole group discussions.	Technology	Tier 1	Implement	09/06/2016	06/28/2019	\$2000	All instructional staff will be responsible for the use of technology (Promethean Boards) as part of daily instruction. Teachers will be responsible for reporting maintenance needs and supplies for the Promethean Board in their classrooms.
Behavior Interventionist	The behavioral interventionist will support the implementation of the positive behavior support system, assist with the developing behavior intervention plans for students, and direct interventions in the classroom.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/28/2019	\$66070	One Behavioral Interventionist who will be responsible for implementing the program and one highly-qualified instructional staff member to oversee the Alternative Learning Center (ALC).

## School Improvement Plan

Whitman Elementary School

CHAMPS	CHAMPS is a proactive and positive approach to classroom management which focuses on expectations for Conversation, Help, Activity, Movement, Participation and can be used within a Response to Intervention Framework to promote positive student attitude and behavior.	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/28/2019	\$1068	All stakeholders will be responsible for implementing CHAMPS.
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.
WOW Tickets	Students received WOW tickets based on School-wide modeled norms of being Safe, Respectful and Responsible. Students can redeem WOW tickets for monthly/weekly rewards.	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/28/2019	\$1500	All stakeholders are responsible for implementing Positive Behavior Support Intervention Program.
Implementation	The school will hold regular and frequent parent/family meeting to update them on the academic progress of students. In addition, meetings will also focus on activities that parent can do to support the achievement goals for their children at home. Parent are needed as partners for rapid student achievement.	Parent Involvement			02/03/2014	06/30/2016	\$6000	Principal, staff, parents, volunteers and community leaders.
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

Survey parents, students and staff	Surveys given to parent, students and staff for perceptual data. Analysis of surveys/data to identify needs and make improvements to the school culture.	Behavioral Support Program	Tier 2	Evaluate	09/06/2016	06/28/2019	\$3000	All stakeholders
Modeling using Promethean Board and other technology	Instructional staff will provide direct instruction, modeling, guided practice through the use of technologies to enhance student learning. All instruction staff will have access to a functioning Promethean Board in order to properly and effectively deliver instruction.	Technology	Tier 1	Implement	09/06/2016	06/28/2019	\$0	All instructional staff
International Night	Parents will be invited to participate in an International Night highlighting the various cultures within our school community. Different stations/tables will be set up to disseminate information on the cultures being highlighted with an international potluck dinner as a culminating activity.	Parent Involvement	Tier 1	Getting Ready	09/06/2016	06/28/2019	\$0	All instructional staff
Getting Ready: Auxiliary Programs	Administrators, Counselor and School Leaders will work on implementing programs for WHRC & ITA students in specialty areas (ie. STEM, OTECH, Robotics)	Extra Curricular			08/01/2013	06/30/2016	\$0	Staff Administrator, Counselor, School Leaders
Teacher Training in Mathematical Content	Teachers will receive professional development in the areas of Number and Operations , Inquiry Based Instruction, and Math Workshop during monthly Math PLCs.	Professional Learning	Tier 1	Implement	09/06/2016	06/28/2019	\$14000	Principal and all instructional staff will participate in the training provided by the Math Coaches, Oakland Schools and some training will be based on individual initiative.

## School Improvement Plan

Whitman Elementary School

Establish programs/activities of various cultures throughout the school year	Throughout the school year, celebrations of various cultures will be implemented (Hispanic/African American programs, etc). Field trips with transportation included will be taken to extend learning, support, and provide real-world experiences beyond the classroom. Trips will include, but not limited to the following: Cranbrook Institute of Arts and Sciences, Detroit Zoo, Michigan Science Center, Charles H. Wright African American Museum, Henry Ford Museum, DIA, Macomb Center of Performing Arts, Meadowbrook Theater, Classic Lanes, Upland Hills Farm, Cook's Dairy Farm, Bower's Farm, Kensington Church, Ann Arbor Hands-On Museum, Blake's Orchard, Camp Copneconic, Halkwood Nature Center, Dinosaur Hill, Hess-Hathaway Park, Lifetown, The Art Experience.	Professional Learning	Tier 1	Implement	09/06/2016	06/28/2019	\$3000	All stakeholders
WOW Tickets	Students received WOW tickets based on School-wide modeled norms of being Safe, Respectful and Responsible. Students can redeem WOW tickets for monthly/weekly rewards.	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/28/2019	\$2000	All stakeholders are responsible for implementing Positive Behavior Support Intervention Program.
Supplementary Materials	Science instructional materials will be purchased for science experimentation and to enhance and accelerate learning for all students.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/28/2019	\$0	Central Office (PSD) and administrator
Parents Workshops/Meeting	Parent workshops/meetings will provide information on various topics based on parent surveys.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/28/2019	\$0	Social workers, administrators, teachers and community members
CHAMPS	CHAMPS is a proactive and positive approach to classroom management which focuses on expectations for Conversation, Help, Activity, Movement, Participation and can be used within a Response to Intervention Framework to promote positive student attitude and behavior.	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/28/2019	\$500	All stakeholders will be responsible for implementing CHAMPS.

## School Improvement Plan

Whitman Elementary School

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.	Parent Involvement	Tier 1	Getting Ready	01/29/2015	06/30/2016	\$300	The Administrator and Math coaches will provide the session on Parents Understanding the CCSS in Mathematics.
Evidence-Based Writing	Teachers will use best practices to meet Common Core State Standards for writing in social studies.	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/28/2019	\$0	All instructional staff
Extended Positive Behavior Opportunities	Staff and community partners will provide additional opportunities for students to demonstrate and earn incentives related to positive behavior.	Behavioral Support Program	Tier 3	Monitor	09/06/2016	06/28/2019	\$25920	Staff and community partners
Math Games EDM	The instructional staff will utilize the EDM Games to reinforce mathematical concepts.	Other - Independent/Partner Practice	Tier 1	Implement	09/06/2016	06/28/2019	\$14415	The instructional staff is responsible for the use of the EDM games.
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 1	Getting Ready	09/06/2016	06/28/2019	\$5000	All instructional staff will be responsible for implementing flexible groups.
At- Risk Social Worker	The social worker will address targeted groups of students with behavioral goals, plans, intervention, one on one peer mediation, study habits and parent/student behavioral plans. The social worker will establish parent workshops throughout the school year to address behavioral concerns.	Behavioral Support Program	Tier 1	Evaluate	09/06/2016	06/28/2019	\$110950	An At-Risk social worker will implement the behavioral program.

## School Improvement Plan

Whitman Elementary School

Opening/Closing Yearly Celebrations	Opening Celebration is a kick-off rally designed for parents, students and staff to establish positive school climate. Closing celebration is end of the year ceremony to honor students that have demonstrated positive behavior and academic achievement.	Behavioral Support Program	Tier 1	Evaluate	09/06/2016	06/28/2019	\$1000	All stakeholders will be responsible for implementing the celebrations.
-------------------------------------	---	----------------------------	--------	----------	------------	------------	--------	---

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring Instruction	Principals will monitor the implementation of instructional programs and practices through classroom observations and walk-throughs and will conduct conference with teachers about student growth using assessment results and artifacts of student work.	Walkthrough			02/16/2014	06/30/2016	\$0	Principals, Teachers
Celebrations	School staff will hold celebrations of success at least twice a year to recognize staff/classes that have demonstrated increases in student achievement.	Other			09/01/2013	06/30/2016	\$0	Administrators
Observations & Evaluations	School administrators will conduct formal and informal observations and classroom walk-throughs to collect data to inform the teacher evaluation process.	Walkthrough			09/01/2013	06/01/2016	\$0	Administrators
Getting Ready: Recruit Students	Create protocols to recruit students to enroll in ITA program.	Other			02/28/2014	06/30/2016	\$0	Staff Administrator, School Leaders
Administrator/Teacher Review of Data	Administrators will review assessment data of students with individual staff on a quarterly basis to monitor the progress of students over time and the impact of instruction on student learning.	Policy and Process			02/03/2014	06/30/2016	\$0	Administrators, Teachers
Content Literacy	Teachers will teach students how to use active reading strategies to increase comprehension of informational and literary text.	Direct Instruction			09/01/2014	06/30/2016	\$0	Teachers
Teacher Self-Reflection and Goal-Setting	The teacher evaluation process will engage teachers in self-reflection and goal setting in order to improve professional practice.	Policy and Process			09/01/2013	06/30/2016	\$0	Administrators
Display Class Data	School staff will display class data that show increases in student achievement.	Other			09/01/2013	06/30/2016	\$0	Staff, as assigned

## 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	Implement	09/06/2016	06/28/2019	\$0	Instructional staff will be responsible of implementing Math Talk in their classrooms. Principal will monitor the implementation of Math Talk.
Grouping Students	Teachers will use formative assessment data to group students for instruction in all content areas. Groups will include whole class instruction, small group, flexible, and cooperative groups.	Direct Instruction			09/01/2013	06/30/2016	\$0	Teachers
Monthly Recognition	Administrators will conduct monthly recognitions of effective staff using the bulletin board in the main hallway and by making public announcements in the school's newsletter and at parent/community meetings.	Other			09/01/2013	06/30/2016	\$0	Administrators
Recommend Staff for Removal	School and District Administrators will collaborate to recommend staff for removal based on the results of educator performance evaluations, as per the Consent Agreement.	Policy and Process			02/01/2014	06/30/2016	\$0	School and District Administrators
Implementation: PLCs Implement ILC	PLCs will meet a minimum of 2 hours for monthly data review and to implement the Instructional Learning Cycle, including the use of data to differentiate and design instruction and interventions for students, and to participate in job-embedded professional learning activities that address identified needs of teachers. Teachers will co-plan projects across the content areas. Coaches will provide assistance and support teachers' professional learning.	Teacher Collaboration			12/02/2013	06/30/2016	\$0	Staff District Staff, Administrators, PLCs
Implementation: Project-Based Student Led Instruction	Teachers will implement project-based, student-led learning in their classroom instruction. Projects will incorporate the use of technology as a resource for students.	Direct Instruction			08/31/2012	06/30/2016	\$0	Staff Teachers
Student Assessment Data	Administrators will incorporate the analysis of student assessment data and student work into the teacher evaluation process and will dialogue with teachers about the data during pre- and post-observation conferences.	Policy and Process			09/01/2013	06/30/2016	\$0	Administrators, Teachers

# School Improvement Plan

Whitman Elementary School

Community Volunteers	Principal and instructional staff will develop an instructional delivery plan that trains and support all community volunteers. The plan will provide structure to how academic support should be delivered that is aligned with the school and district improvement goals. It will be focused and a reinforcement of classroom instruction.	Academic Support Program			02/03/2014	06/30/2016	\$0	Principal and Instructional staff.
Perception Data	Staff will administer surveys to staff, students, parents to gather data on their perceptions of the improvement the school is making as a result of implementing the reform plan.	Other			02/01/2014	06/30/2016	\$0	Administrators
Identify Essential Standards	Staff will analyze classroom, school-level, and district-level data to identify essential standards that are aligned to state academic standards (common core), aligned from one grade to the next, and address the needs of students.	Teacher Collaboration			02/03/2014	06/30/2016	\$0	Administrators, Teachers
Exploration of the Number Line	Students will explore the use of the number line to develop an understanding of patterns and relationships then make application of their understanding to the concept of Measurement.	Direct Instruction	Tier 1	Implement	09/06/2016	06/28/2019	\$0	The instructional staff will develop and teach the lesson on the use of the number line. Students will be able to use the number line as a tool of measurement.
Monitor/Evaluate: Monitor Student Learning, Adjust Program	School Leaders & PLCs will study evidence of student learning and implementation of project-based instruction to review strategies and activities to see if they need to be modified due to lack of progress in student achievement outcomes.	Teacher Collaboration			01/06/2014	06/30/2015	\$0	Staff School Leaders, PLCs
Professional Learning Communities	PLCs will meet at least 2 hours to implement the Instructional Learning Cycle, including the use of data to differentiate and design instruction and interventions for students, and to participate in job-embedded professional learning activities that address identified needs of teachers.	Teacher Collaboration			09/01/2013	06/30/2016	\$0	Teachers, PLCs
Monitor Improvement	Administrators and teachers will monitor instructional improvement of staff and progress students are making toward achieving academic goals periodically throughout the year.	Other			09/01/2013	06/01/2016	\$0	Administrators, Teachers

## School Improvement Plan

Whitman Elementary School

Instructional Learning Cycle	Teachers/PLCs will implement the Instructional Learning Cycle process to use assessment data and student work to guide lesson planning & instructional delivery. Teachers/PLCs will use the district's ILC protocol to document student assessment results (pre/post), decisions made regarding instructional and intervention plans to address students' needs, and reflections on next steps.	Teacher Collaboration			09/01/2013	06/30/2016	\$0	Teachers, PLCs
High Quality Instruction	Teachers will collaborate in PLCs to study results of common assessments, unit assessments, and informal/formative classroom assessments to identify the strengths and needs of students and to select strategies/activities that match students needs in order to provide high quality instruction.	Teacher Collaboration			09/01/2013	06/30/2016	\$0	Teachers
Implementation	Completion of ERS survey annually	Policy and Process			02/19/2014	06/30/2016	\$0	District Administration and Building Principal
Math Structure	The teachers will teach that unitizing underlies the understanding of place value: ten objects become one ten. Unitizing requires the students to use numbers to count not only numbers but groups simultaneously. The whole is thus seen as a group of a number of objects.	Direct Instruction	Tier 1	Implement	09/06/2016	06/28/2019	\$0	All instructional staff will teach and collaborate with the Math coaches to ensure the concept of unitizing is effectively taught to students. The staff will conduct an ILC on Unitizing.
Schoolwide Data on Student Growth	Data specialist will generate reports on student assessment results to show schoolwide growth of students and will share the reports with staff. Staff will create Data Walls to display achievement growth data on a monthly basis, Sept. - June.	Policy and Process			02/03/2014	06/30/2016	\$0	Administrator, Data Specialist

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

## School Improvement Plan

Whitman Elementary School

Getting Ready: Curriculum	Review and redesign course offerings to accommodate accelerated learning needs of students.	Curriculum Development	Tier 1	Getting Ready	03/03/2014	06/30/2016	\$0	Curriculum Leaders
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.
Getting Ready: Infrastructure	Purchase additional wireless access points to ensure that students can access online learning needed to support PBL curriculum.	Technology			09/01/2013	06/30/2016	\$0	Staff District Administrators
Retain Staff	District & School Leaders will implement strategies to retain staff by providing staff opportunities for career growth and promotion, including: a. Volunteering for special assignments such as SIT, Building MEAP Coordinator, Building Data Specialist, SWIS Facilitator, other leadership roles b. Participation on district-wide leadership committees/teams including the Curriculum Committee, District-wide Data Team, and others	Recruitment and Retention			09/01/2013	06/30/2016	\$0	District & School Leaders

### Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

## School Improvement Plan

Whitman Elementary School

Co-teaching	Classroom and special education teachers will collaborate in implementing a co-teaching model of instruction using data to identify the needs of students and to design and deliver instruction to support students in accessing the general education and mastering grade-level concepts and skills.	Teacher Collaboration			09/01/2013	06/30/2016	\$0	Teachers
-------------	---	-----------------------	--	--	------------	------------	-----	----------

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Fair	Teachers will craft opportunities for students to research/evaluate information through a school-wide Science Fair. All students will have the opportunity to create an individual/group project.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/28/2019	\$0	All instructional staff, support staff, and administrator.
Science Fair Work Sessions	Students will be provided the opportunity to participate in after school Science Fair work sessions to provide support to help students create their individual/group science projects through the use of appropriate practices and technology. Students will be provided a science board and individual support to develop and display their science projects.	Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/28/2019	\$0	Science Fair Committee

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Behavioral Intervention & Supports Events and Resources	Principal Leader and Staff will provide students and parents behavioral events and resources conducive in improving student achievement.	Behavioral Support Program, Community Engagement, Supplemental Materials, Parent Involvement	Tier 1	Monitor	07/01/2016	06/30/2017	\$1000	Principal Leader and School Staff

## School Improvement Plan

Whitman Elementary School

Implementation of Latchkey	The latchkey will include learning activities that developmentally appropriate to reinforce early literacy skills and additional support for grade level math and reading. It will also provide a safe and orderly environment for students of working parents.	Academic Support Program			09/02/2014	07/04/2016	\$0	District, Principal and Director of Early Childhood Site.
Attainment and Support of Instructional/Support Staff	Pontiac Schools and the Principal Leader will attain an Instructional/Support staff (along with instructional supplies/materials/programs/resources/assessment-monitoring system) that will effectively and collaboratively work with a principal leader in improving student achievement.	Behavioral Support Program, Recruitment and Retention, Academic Support Program, Materials, Supplemental Materials, Other - School Staffing, Programs, Instructional Assessment/Monitoring Supplies, Materials and Resources, Direct Instruction	Tier 1	Monitor	07/01/2016	06/30/2017	\$1500000	Human Resources, Principal Leader, Curriculum and Grants Offices
Attainment and Maintenance of Operational Services and Resources	Pontiac Schools will attain and maintain technology advancement, transportation and security services and resources conducive in improving student achievement.	Technology, Other - Operational Services	Tier 1		07/01/2016	06/30/2017	\$100000	Technology, Security and Student Services Offices
Attainment of a Principal Leader	Pontiac Schools will attain a principal leader who will effectively lead a school in improving student achievement according to State Assessment.	Recruitment and Retention, Other - Attainment	Tier 1	Monitor	07/01/2016	06/30/2017	\$85000	Human Resources, Curriculum Offices

## School Improvement Plan

Whitman Elementary School

Parent Events and Resource	Principal Leader and Staff will provide parents parental events and resources conducive in improving student achievement.	Community Engagemen t, Supplemen tal Materials, Parent Involvement			07/01/2016	06/30/2017	\$7804	Principal Leader and School Staff
Development of Administrative Staff	Pontiac Schools will provide professional learning to school administrative staff in order to provide increased school leadership and management.	Professiona l Learning	Tier 1	Monitor	07/01/2016	06/30/2017	\$75000	Human Resources, Principal Leader, Curriculum Offices
Attain and Maintain School Completion and Advancement Programs, Materials and Resources	Pontiac Schools will attain and maintain dual enrollment and high school completion services, materials and resources conducive in improving student achievement.	Academic Support Program, Materials, Career Preparation /Orientation	Tier 1		07/01/2016	06/30/2017	\$0	Principal Leader and Student Services
Development of Instructional/Support Staff	Pontiac Schools and the Principal Leader will provide professional learning to school instructional/support staff needed in improving student achievement.	Professiona l Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$75000	Human Resources, Principal Leader, Curriculum Offices
Support and Retention - School Office	Pontiac Schools and the Principal Leader will support and retain a main office staff (along with office supplies/materials/resources) that will effectively and collaboratively work with a principal leader in managing the school.	Recruitmen t and Retention, Materials, Other - High Quality Administrati on and correspondi ng materials/s upplies/res ources	Tier 1	Monitor	07/01/2016	06/30/2017	\$100000	Human Resources, Principal Leader

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

## School Improvement Plan

Whitman Elementary School

Family Science Night	Parents will be invited to learn more about the scientific method using problem-solving, writing, and critical thinking as their students develop science projects.	Parent Involvement	Tier 1	Getting Ready	09/06/2016	06/28/2019	\$0	The Science Fair Committee
----------------------	---	--------------------	--------	---------------	------------	------------	-----	----------------------------

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coaching	Instructional/content coaches (District and OS) will assist and support PLCs/teachers in implementing the ILC process and in designing and delivering effective instructional and assessment practices based on assessment data. Coaches will work with teachers in their classrooms as well as during PLC time, SIT/staff meetings, and/or before or after school.	Professional Learning			09/01/2013	06/30/2016	\$0	District & OS Coaches
Outreach	District and school leaders will implement outreach activities to recruit HQ staff for open positions through job fairs, announcements in newspapers, postings on local, ISD, and state websites.	Recruitment and Retention			01/01/2014	06/30/2016	\$0	Administrators
Implementation: Coaching Support	School leaders will continue to provide teachers with coaching services to support teachers in implementing the ILC process including implementation of the project-based curriculum, designing effective instruction, using assessment data, and incorporating the use of technology as a tool for learning.	Professional Learning			01/01/2014	06/30/2015	\$0	Staff District and school leaders
Teacher Evaluation	Staff and administrators will actively collaborate with co-evaluators during the goal setting and evaluation process. The process will include pre-and post-evaluation/observation conferences, including submission and review of appropriate lesson plans and evidence of implementation of best practices.	Policy and Process			02/03/2014	06/30/2016	\$0	Administrators, Co-evaluators
Getting Ready: PBL Training PD	WHRC & ITA teachers and staff will attend professional development for retraining for returning WHRC & ITA staff on Project-based learning, 21st century learning skills. Administrators will secure ongoing training for staff on new technology, hardware and software, applications, etc.	Professional Learning	Tier 1	Getting Ready	09/01/2013	06/30/2016	\$0	Administrators and Staff

## School Improvement Plan

Whitman Elementary School

Getting Ready	District, English Language Learners and Foreign Language Staff will develop a curriculum that provides the necessary foundational skills for beginning foreign language at the elementary levels.	Curriculum Development			02/28/2014	08/29/2014	\$0	District Central Administration and Foreign Language staff and English Language Learners staff.
Coaching Support	Instructional and content coaches (District & OS) will collaborate with teachers to support implementation of the Instructional Learning Cycle Process during PLC meeting time and during classroom instruction.	Professional Learning			09/01/2013	06/30/2016	\$0	District
PD on Evaluation Model	Teachers and administrators will participate in training on the Charlotte Danielson teacher evaluation model that is the basis for the district's teacher evaluation process.	Professional Learning			02/01/2014	06/30/2016	\$0	Administrators, Teachers
PD on Effective Instruction	Staff will participate in professional development activities to support implementation of high quality instruction and to increase teacher and leader effectiveness. Professional development will be delivered through various methods including workshops, in-services, conference and in a job-embedded approach during PLC meeting time. Topics to support the reform plan include: 1) Effective instruction/protocols and processes for improving instruction. 2) Cultural Responsive Teaching 3) Data Analysis 4) Instructional Core 5) Visible Learning 6) Lesson Study 7) Higher Order Thinking, Depth of Knowledge, Know-Understand-Do Lesson Planning	Professional Learning			09/01/2013	06/30/2016	\$0	Staff
Monitoring & Evaluation	Collecting process data on the effect of increased instructional learning time; both student achievement data and the effectiveness of adult implementation of high-yield instructional tasks.	Policy and Process			02/28/2014	08/04/2014	\$5000	District Administration, Principal and School Leadership Team
Culturally Responsive Teaching	All staff will receive professional development provided by the District on Culturally Responsive Teaching strategies that acknowledges and supports diversity in delivering instruction.	Professional Learning			02/03/2014	08/04/2014	\$0	District, Building administrators and instructional staff

**School Improvement Plan**

Whitman Elementary School

Class Size Reduction	Per the approval of the district's request for a waiver of MDE's class size reduction requirements, the District will hire and place additional teachers in grades K-6 to reduce student:teacher ratio, where possible, to 30:1.	Policy and Process			03/03/2014	06/30/2016	\$0	District Administrators
----------------------	--	--------------------	--	--	------------	------------	-----	-------------------------