A. General Information

### District Identification Information

<table>
<thead>
<tr>
<th>District Name: Minneapolis Public Schools</th>
<th>Phone: 612-668-0690</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number: Special District #1</td>
<td></td>
</tr>
<tr>
<td>Superintendent: Michael Goar</td>
<td>Email: <a href="mailto:Michael.Goar@mpls.k12.mn.us">Michael.Goar@mpls.k12.mn.us</a></td>
</tr>
<tr>
<td>District Contact: Nicole Norton</td>
<td>Email: <a href="mailto:Nicole.Norton@mpls.k12.mn.us">Nicole.Norton@mpls.k12.mn.us</a></td>
</tr>
<tr>
<td>District Address: 1250 W. Broadway Ave</td>
<td>Fax: 612-668-0685</td>
</tr>
<tr>
<td>Minneapolis, MN 55411</td>
<td></td>
</tr>
</tbody>
</table>

### School Identification and Contact Information

<table>
<thead>
<tr>
<th>School Name: WHITTIER INTERNATIONAL</th>
<th>Phone: 612.668.4170</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number: 289</td>
<td></td>
</tr>
<tr>
<td>Principal: Anne DePerry</td>
<td>Email: <a href="mailto:Anne.Deperry@mpls.k12.mn.us">Anne.Deperry@mpls.k12.mn.us</a></td>
</tr>
<tr>
<td>School Address: 315 West 26th St.</td>
<td></td>
</tr>
<tr>
<td>Other School Contact: Terry Keinbaum</td>
<td>Other School Contact Bridget Rettke Berg</td>
</tr>
<tr>
<td></td>
<td>Email:</td>
</tr>
</tbody>
</table>

**Title I Status:** School wide Title I

### School Designation and Ratings

<table>
<thead>
<tr>
<th>School Designation: Focus</th>
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<tbody>
<tr>
<td>Multiple Measure Rating: 28.62%</td>
</tr>
<tr>
<td>Focus Rating: 17.23%</td>
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</table>

### School Demographics: School Year 2015

<table>
<thead>
<tr>
<th>Grade Configuration: H5-5</th>
<th>Total Students: 640</th>
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</thead>
<tbody>
<tr>
<td>Native American: 2 %</td>
<td>Limited English Proficient: 39 %</td>
</tr>
<tr>
<td>African American: 40 %</td>
<td>Special Education: 11 %</td>
</tr>
<tr>
<td>Asian: 4 %</td>
<td>Free/Reduced Lunch: 66 %</td>
</tr>
<tr>
<td>Hispanic: 28 %</td>
<td>All Students: 100 %</td>
</tr>
<tr>
<td>Caucasian: 27 %</td>
<td></td>
</tr>
</tbody>
</table>
Executive Summary

Vision:
All Whittier International students will become independent and global thinkers through inquiry and action.

Mission:

Description of School and Community:
Whittier International Elementary School is located in the Whittier Neighborhood and serves a diverse group of 675 High 5 through 5th grade students. As of the 2010 census, 15,427 people live in the Whittier community. Whittier demographics currently are as follows:
- Native American 1.72%
- African American 39.53%
- Asian 3.59%
- Hispanic 28.28%
- Caucasian 26.88%
- Limited English Proficient 39.06%
- Special Education 10.78%
- Free/Reduced Lunch 66.09%

The Whittier community consists of multiple visual and performing artists. The School is attached to Whittier Community Park. Our location provides Whittier’s students direct access to the park’s facilities. Our school’s focus is on raising student achievement in both reading and math for all students. We provide rigorous instruction and clear expectations for our students and emphasize that effort creates ability. In addition, Whittier is an authorized International Baccalaureate, Primary Years Programme, (IB-PYP), whose mission is to inspire and educate young people in a supportive environment, that promotes academic excellence, confidence, creativity, and global understanding. This is achieved through the implementation of six, grade-level specified, Units of Inquiry. The six IB-PYP Units of Inquiry are: Who We Are, Where We Are In Place And Time, How We Express Ourselves, How The World Works, How We Organize Ourselves and Sharing The Planet. This framework incorporates these principal subject areas: language; social studies; mathematics; science and technology; the arts; personal, social and physical education. The IB-PYP model instills students with an international perspective that nurtures students to become inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, balanced, and reflective. Organizations within our community that partner with Whittier are: Target Corporation, MacPhail Center for Music, Children’s Theatre Company, Minneapolis Institute of Arts, Art Buddies, Jungle theater, Minneapolis College of Art and Design, Plymouth Congregational Church, and Arts for Academic Achievement.

Overview of School Improvement Plan (this includes a summary of the goals, strategies and professional development within the plan, as well as how the school will address the MMR/FR designation)
Whittier International school has been designated a Focus school by MDE's MMR system. As a result of this, we have identified specific targets to achieve in reading and math as measured by the annual MCA-III. The percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA at Whittier will increase from 41% in 2015 to 46% in 2016, to 51% in 2017. While in math, the percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Math MCA at Whittier will increase from 43% in 2015, to 48% in 2016, and to 53% in 2017.

Although our ultimate goal is to have 80% or more of all students proficient in reading and math by 2018 we feel the goals stated above reflect high expectations yet are achievable. As part of a district-wide strategic planning process Whittier School will focus on four school improvement strategies for the next 3-5 years. Embedded in these strategies will be Action Steps that offer support and guidance toward attaining specific school goals. These strategies include the following:

1. Professional Learning Communities (PLCs) that will meet for 90 minutes once a week throughout the school year. The PLCs will focus on examining student work, reviewing student assessment data, and ensuring that instruction is aligned to individual student need. PLCs will effectively measure the fidelity of classroom-level implementation of evidence-based instructional practices. The goal of this strategy is to provide ongoing job-embedded professional development and implement the continuous use of student data to inform instructional practice in the classroom.

2. Implement the IB-PYP curricular framework to align the IB criteria for rigorous planners to provide learning experiences for all students that are standards-based, conceptual, and trans disciplinary. In math this will include utilizing the curriculum guides that are directly aligned to MN standards in Kindergarten through Fifth grade. In addition, teachers will be reviewing state standards and writing student-friendly learning targets aligned to MN standards in all grade levels. The goal of this strategy is to effectively implement a comprehensive, research-based, vertically aligned instructional program for all students. This will also support the process of creating and implementing a comprehensive system of formative and summative data collection to track student progress and results and to drive decision-making.

3. Family Engagement strategies that regularly engage the school community to inform them of progress toward the design and implementation of instruction and interventions to meet student need and to give them an opportunity to provide input. Family engagement strategies will also seek to provide ongoing mechanisms for family and community involvement in school activities, volunteer opportunities, and other forms of community support. Whittier School will engage school staff and the surrounding community to share reform leadership in the planning phase as well as throughout implementation. The goal of this strategy is to provide appropriate social-emotional and community-oriented services and supports for students and families.

4. Student Engagement strategies that focus on student centered, constructivist approach to learning. The goal of this strategy is to establish schedules and strategies that provide increased learning time for all students. To maintain the integrity of IB-PYP, all learners will be engaged in inquiry throughout the school day. Implementation of the above strategies will include content material aligned with the grade-level six Units of Inquiry.
School Leadership Team

Stakeholders, including staff, families and community members must be represented in the school improvement planning process. This section describes in detail the process for including stakeholders and identifies those represented members who have input into the development, implementation and evaluation of the school improvement plan.

Development:

Whittier has staff representatives on its Instructional Leadership Team, the team members elicit feedback from their team and disseminate information to teams. The ILT created and administers staff surveys annually to elicit feedback for the SIP development. The leadership team wrote the SIP and will continually review its content with PTA and Whittier Site Council. The SIP will be presented to the entire staff via staff meetings and email. SIP goals will be part of the agenda at PDPLCs, ILT, and staff meetings. The content of the SIP will also be presented to Parent and community member reps QUARTERLY at the Whittier Leadership Team meetings and State of the School meetings. Members were able to make comments and provided constructive feedback.

Implementation:

Staff are required to implement the instructional strategies outlined in the SIP while parents and community members support instruction in the classroom through volunteering, assisting with homework and projects, and attending celebrations conferences. Progress toward SIP goals is reviewed on a monthly basis at ILT as well as in PDPLCs and is reported out by ILT to associate Superintendent on the district driven schedule.

Evaluation of strategies:

The SIP will be reviewed on an ongoing basis by the Instructional Leadership Team. Members of this team will compare the SIP goals to actual instructional practices and building needs based on several sources of current data. The Professional Development schedule will also be reviewed to determine whether the needs reflected in the classroom observation notes are properly being addressed and meeting the needs of students. This will be done through continuous classroom observations by members of the Instructional Leadership Team as well as regular sharing from PDPLC leaders about progress toward goals. PDPLCs will create SMART goals that directly support overall school SIP goals.

Describe the Leadership Team’s plan for communicating the goals, strategies and professional development within the School Improvement Plan to staff and community.

The goals of the SIP will be communicated at a school-wide staff meeting, PTA meeting, State of the Schools meeting and the school newsletter as well as on the school website. SIP goals will be reflected on PDPLC and ILT agendas.
This School Improvement Plan has been developed with the involvement of the community to be served and individuals who will carry out the plan. The planning process is used to align all major programs at your site to improve teaching and learning. The planning team assumes responsibility for planning and implementing the School Improvement plan. It should represent the diversity of the school population and include all stakeholder groups (principals, teachers, other staff, students, family and community).

<table>
<thead>
<tr>
<th>Category</th>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Name and Grade/Subject</td>
<td>Amber Winters (Grade 3)</td>
<td></td>
</tr>
<tr>
<td>Teacher Name and Grade/Subject</td>
<td>Lah Vixayvong (Grade 5)</td>
<td></td>
</tr>
<tr>
<td>Teacher Name and Grade/Subject</td>
<td>Samantha Dibble (K)</td>
<td></td>
</tr>
<tr>
<td>Teacher Name and Grade/Subject</td>
<td>William Samsel (Math Specialist)</td>
<td></td>
</tr>
<tr>
<td>Teacher Name and Grade/Subject</td>
<td>Megan Demorest (EL Lead)</td>
<td></td>
</tr>
<tr>
<td>Teacher Name and Grade/Subject</td>
<td>Nancy Bryand</td>
<td></td>
</tr>
<tr>
<td>Teacher Name and Grade/Subject</td>
<td>Michelle Case (SPED)</td>
<td></td>
</tr>
<tr>
<td>Teacher Name and Grade/Subject</td>
<td>Dianne Skoy (Grade 2)</td>
<td></td>
</tr>
<tr>
<td>Teacher Name and Grade/Subject</td>
<td>Hinda Abdi (Grade 1)</td>
<td></td>
</tr>
<tr>
<td>Parent Name</td>
<td>Beth Mason (Parent/Community Liaison)</td>
<td></td>
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<tr>
<td>Community Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Staff Name</td>
<td>Elizabeth Debrey Advanced differentiation/RC</td>
<td></td>
</tr>
<tr>
<td>Other Staff Name</td>
<td>Deb Freeman (IS)</td>
<td></td>
</tr>
<tr>
<td>Other Staff Name</td>
<td>Bridget Rettke Berg (IB Coordinator)</td>
<td></td>
</tr>
<tr>
<td>Other Staff Name</td>
<td>Jennifer Stoeger (Reading Specialist)</td>
<td></td>
</tr>
<tr>
<td>Other Staff Name</td>
<td>Terry Kleinbaum (Assistant Principal)</td>
<td></td>
</tr>
<tr>
<td>Technical Assistance Provider</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal Name</td>
<td>Anne Barghini-DePerry</td>
<td></td>
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**Date SIP is approved and signed by Team:** ____________________

Draft Printed On: 9/22/2015
### B. Improvement Components

#### Comprehensive Needs Assessment Student Achievement Data

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<tr>
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</thead>
<tbody>
<tr>
<td>African American</td>
<td>47.67</td>
<td>47.71</td>
<td>39.35</td>
<td>32.56</td>
<td>37.04</td>
<td>31.90</td>
<td></td>
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<tr>
<td>All Students</td>
<td>59.39</td>
<td>64.23</td>
<td>55.12</td>
<td>53.08</td>
<td>53.02</td>
<td>50.88</td>
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<tr>
<td>Caucasian</td>
<td>88.89</td>
<td>91.67</td>
<td>83.13</td>
<td>92.59</td>
<td>88.82</td>
<td>90.74</td>
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<tr>
<td>Free/Reduced Lunch</td>
<td>43.57</td>
<td>50.29</td>
<td>41.32</td>
<td>34.62</td>
<td>36.05</td>
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<tr>
<td>Hispanic</td>
<td>42.76</td>
<td>54.35</td>
<td>44.67</td>
<td>32.43</td>
<td>34.78</td>
<td>34.21</td>
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<td>50.43</td>
<td>34.25</td>
<td>30.26</td>
<td>28.02</td>
<td>23.81</td>
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<tr>
<td>Special Education</td>
<td>19.77</td>
<td>21.88</td>
<td>14.29</td>
<td>9.52</td>
<td>7.81</td>
<td>16.67</td>
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**Higher than Statewide AYP target**

**Lower than Statewide AYP target**

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<tr>
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<tbody>
<tr>
<td>All Students</td>
<td>0.10</td>
<td>0.09</td>
<td>-0.17</td>
<td>-0.14</td>
<td>-0.13</td>
<td>-0.07</td>
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</table>

**High Growth**

**Low Growth**

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</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>0.63</td>
<td>-1.00</td>
<td>0.34</td>
<td>1.05</td>
<td>-0.35</td>
<td>0.39</td>
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</tr>
</tbody>
</table>

**Decreases the achievement gap**

**Contributes to the achievement gap**
### Comprehensive Needs Assessment:  
**Student Achievement Data**

The MCA tests are aligned with the current academic standards. Hence, the major purpose of the MCA-II tests is to measure students’ progress towards the state academic standards in reading and mathematics. The MCA-II (including MTELL for math) results here are analyzed by grade level percent proficient and identify which grades performed above or below the district and state or above the district, but below the state.

#### Math

**Strengths:**
- The percent of students meeting or exceeding the standards equal or above the state average occurred in year(s):  
  - n/a

**Needs:**
- The percent of students meeting or exceeding the standards below the district and the state average occurred in year(s):  
  - n/a
- The percent of students meeting or exceeding the standards above the district but below the state average occurred in year(s):
  - n/a

#### Reading

**Strengths:**
- The percent of students meeting or exceeding the standards equal or above the state average occurred in year(s):
  - n/a

**Needs:**
- The percent of students meeting or exceeding the standards below the district and the state average occurred in year(s):
  - n/a
- The percent of students meeting or exceeding the standards above the district but below the state average occurred in year(s):
  - n/a
## NWEA By Group

**Student Achievement Data**

NWEA CALT and MAP are state-aligned computerized adaptive reading and math tests that reflect the instructional level of each student and measure growth over time. The results are analyzed by identifying continuous improvement in percent of students meeting the target growth for the last three years and by identifying students’ making a year or more growth or less than a year’s growth. The results are then disaggregated by ethnicity, programs and grade levels.

### Math

**Strengths:**
- Improvement in the percent of students meeting the target growth for the last three years was noted for groups:  
  - Caucasian, Hispanic  
- Groups in where at least 60% of the students made one year’s growth (fall to fall or fall to spring)  
  - African American, All Students, Caucasian, Free/Reduced Lunch, Hispanic, Limited English Proficient, Special Education

OR the highest subgroup in the 50-59% growth range  
  - n/a

**Needs:**
- No improvement or a drop in the percent of students meeting target growth for the last three years was noted for groups:  
  - n/a  
- Groups in School Year where less than 50% of the students made one year’s growth were  
  - n/a

and the group with the smallest percentage was  
  - n/a

OR group in School Year in the 50-59% growth range with the least amount of growth was  
  - n/a

### Reading

**Strengths:**
- Improvement in the percent of students meeting the target growth for the last three years was noted for groups:  
  - n/a  
- Groups in School Year where at least 60% of the students made one year’s growth (fall to fall or fall to spring)  
  - Caucasian

OR the highest subgroup in the 50-59% growth range  
  - n/a

**Needs:**
- No improvement or a drop in the percent of students meeting target growth for the last three years was noted for groups:  
  - African American  
- Groups in school year where less than 50% of students made one year’s growth were  
  - Special Education

and the group with the smallest percentage was  
  - n/a

OR the group in school year in the 50-59% growth range with the least amount of growth was  
  - n/a
### NWEA By Grade

#### Math

**Strengths:**
- Improvement in the percent of students meeting the target growth for the last three years was noted for groups: n/a
- Grades in 2015 where at least 60% of the students made one year’s growth (fall to fall or fall to spring)
  - 1st, 2nd, All Grades
  - OR the highest grade in the 50-59% growth range
  - n/a

**Needs:**
- No improvement or a drop in the percent of students meeting target growth for the last three years was noted for groups:
  - n/a
- Grades in 2015 where less than 50% of the students made one year’s growth were
  - n/a
  - and the grade with the smallest percentage was
  - n/a
  - OR the grade in 2015 in the 50-59% growth range with the least amount of growth was
  - n/a

#### Reading

**Strengths:**
- Improvement in the percent of students meeting the target growth for the last three years was noted for groups:
  - n/a
- Grades in 2015 where at least 60% of the students made one year’s growth (fall to fall or fall to spring)
  - 2nd
  - OR the highest grade in the 50-59% growth range
  - n/a

**Needs:**
- No improvement or a drop in the percent of students meeting target growth for the last three years was noted for groups:
  - n/a
- Grades in 2015 where less than 50% of students made one year’s growth were
  - n/a
  - and the grade with the smallest percentage was
  - n/a
  - OR the grade in 2015 in the 50-59% growth range with the least amount of growth was
  - 1st
## Kindergarten

All Kindergarten students are assessed in early literacy and numeracy skills. Phonemic awareness, the alphabetic principle, and language domains are assessed in the fall and spring. In addition, passage reading is assessed at the end of kindergarten. Numeracy is assessed by asking students to count forward and backward orally, identify and order numbers, and say a number that comes before or after a target number. Benchmarks have been established for both numeracy and literacy. The results are analyzed by identifying continuous improvement in percent of students meeting the benchmarks for the last three years and by identifying groups performing at, above or below the district average.

### Numeracy Strengths:
- Continuous improvement in Numeracy for the last 3 years was noted for groups
  - n/a
- Groups performing at or above the district average on Numeracy in 2015 were
  - n/a
  and the highest performing among these groups was
  - n/a

### Numeracy Needs:
- No improvement in Numeracy for the last three years was noted for groups
  - n/a
- Groups performing below the district average on Numeracy in 2015 were
  - n/a
  and the lowest performing among these groups was
  - n/a

### Early Literacy Strengths:
- Continuous improvement in Phonemic Awareness for the last 3 years was noted for groups
  - n/a
- Groups performing at or above the district average on Phonemic Awareness in 2015 were
  - n/a
  and the highest performing among these groups was
  - n/a
- Continuous improvement in Alphabetic Principle for the last 3 years was noted for groups
  - n/a
- Groups performing at or above the district average on Alphabetic Principle in 2015 were
  - n/a
  and the highest performing among these groups was
  - n/a

### Early Literacy Needs:
- No improvement in Phonemic Awareness for the last three years was noted for groups
  - n/a
- Groups performing below the district average on Phonemic Awareness in 2015 were
  - n/a
  and the lowest performing among these groups was
  - n/a
- No improvement in Alphabetic Principle for the last three years was noted for groups
  - n/a
- Groups performing below the district average on Alphabetic Principle in 2015 were
  - n/a
  and the lowest performing among these groups was
  - n/a
All students in first grade are assessed with the district-developed Grade One Assessment. In reading, students receive scores on each of three reading dimensions: words read per minute, reading expression, and reading comprehension. In math, students are asked to identify numbers and quantities, count sets of objects, add and subtract numbers orally, and add single digit numbers. Benchmarks have been established for reading. The results are analyzed by identifying continuous improvement in percent of students meeting the benchmark in reading for the last three years. In math, the results are analyzed by identifying the percent of students performing at, above or below the district average.

### Math

**Strengths:**
- Continuous improvement for the last three years was noted for groups
  - n/a
- Groups performing at or above the district average in 2015 were
  - n/a
  and the highest performing among these groups was
  - n/a

**Needs:**
- No improvement for the last three years was noted for groups
  - n/a
- Groups performing below the district average in 2015 were
  - n/a
  and the lowest performing among these groups was
  - n/a

### Reading

**Strengths:**
- Continuous improvement for the last three years was noted for groups
  - n/a
- Groups performing at or above the district average in 2015 were
  - n/a
  and the highest performing among these groups was
  - n/a

**Needs:**
- No improvement for the last three years was noted for groups
  - n/a
- Groups performing below the district average in 2015 were
  - n/a
  and the lowest performing among these groups was
  - n/a
Comprehensive Needs Assessment:
Climate Data

95% or Higher Attendance

Minneapolis Public Schools recognizes that daily attendance is critical to academic achievement and therefore expects every student to attend school and class on time every day. Ninety-five percent attendance has been set as the minimum standard, as stated in the MPS school board policy. The statements reflect the continuous improvement in percent of students in each group who attended 95% of the time for the last two years, as well as any groups that have eighty percent or more of students attending 95% of the time.

Strengths:

• There was an increase in the percentage of students attending school 95% of the time from 2014 to 2015 noted for group(s):
  Native American, Asian, Limited English Proficient
  In 2015, 95% attendance was noted for eighty percent or more of students in group(s):
  n/a

Needs:

• There was no increase noted in the percentage of students attending school 95% of the time from 2014 to 2015 for group(s):
  African American, Hispanic, Caucasian, Special Education, Free/Reduced Lunch, All Students

Suspension

Suspensions reflect loss of instructional time resulting from in-school suspensions, out-of-school suspensions and removals. Total suspensions are displayed as the combined total of all actual suspensions. The statements reflect a reduction or no reduction in total suspensions across two years for each of the subgroups.

Strengths in the area of removal from instruction due to behavior:

• There was a reduction in the total number of suspensions from 2014 to 2015 noted for group(s):
  African American, Hispanic, Caucasian, Limited English Proficient, Special Education, All Students

Needs in the area of removal from instruction due to behavior:

• No reduction in the number of total suspensions for the last two years was noted for groups:
  Native American, Free/Reduced Lunch
Comprehensive Needs Assessment:  
Summary Analysis

The Data Summary Analysis synthesizes the findings from the Comprehensive Needs Assessments and identifies how students are performing across multiple data sources. It enables schools to identify common strengths and needs, and to determine priority focus areas for improvement.

Summary Analysis/ Relevant Findings
What are some common strengths and common areas of need from the multiple data sources? Describe the relationships between the above data sources. Be sure to address the educationally disadvantaged and typically underserved student populations.

According to the MCA, MAP, Kindergarten and First Grade Assessment our Caucasian students consistently perform well in reading and math across strands, years and most grades. Kindergarten and First Grade assessments show that Whittier students are at or above the district average for number of students projected to meet or exceed the reading and math MCA proficiency levels. MAP data shows high rates of growth for all groups of students and shows higher growth rates for non white students. However, proficiency rates do not show similar levels of equity. Overall school Math proficiency rates increased. 4th grade had an 18% increase, 5th had an 6-8% increase. 3rd grade had two classrooms with substantial increases. Common Needs: According to the MDE MMR rating, MCA and MAP our African American, Native, ELL, SPED and students eligible for free or reduced price lunch (F/RP) are not making the progress needed to meet the Minnesota state standards in reading and math. 4th grade appears to have the lowest proficiency rate in the school in reading and math. According to MCA-III our African American, Hispanic and English Language Learners (ELL), Asian students and students receiving special education services (SPED) are behind their peers in math. Suspensions and referrals continue to decrease, however, we are still not satisfied with the number of minutes students miss class due to behavior and are striving to increase the amount of time that students are engaged in learning by keeping them in class by increasing attendance, and lowering suspensions and referrals.

Based on the data analysis/synthesis of the above measures, the priority needs/focus areas for our school are:

<table>
<thead>
<tr>
<th>Area</th>
<th>Priority Needs/Where We Need to Focus – Up to 3 priorities per area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement</td>
<td>1. Increase reading and math proficiency levels for all students</td>
</tr>
<tr>
<td></td>
<td>2. Increase the percentage of student who are making at least a years growth in reading and math.</td>
</tr>
<tr>
<td></td>
<td>3. Accelerate achievement levels for non-white students</td>
</tr>
<tr>
<td>Climate</td>
<td>1. Lower suspension rates and removal from class with an emphasis on African American students.</td>
</tr>
<tr>
<td></td>
<td>2. Improve the culture and climate at Whittier by expanding the use of RC and IB philosophies among students, staff and families.</td>
</tr>
<tr>
<td></td>
<td>3. Implement a school wide engagement plan</td>
</tr>
<tr>
<td>Professional Practices</td>
<td>1. Refine PLC’s by focusing on identifying Power Standards, creating Common Formative Assessments and identifying strategies to meet student needs</td>
</tr>
<tr>
<td></td>
<td>2. Vertically align, map, teach and assess multiple content standards using IB planners that are standards-based, conceptual and transdisciplinary</td>
</tr>
<tr>
<td></td>
<td>3. Identify and use common language in Responsive Classroom and International Baccalaureate school-wide.</td>
</tr>
</tbody>
</table>

School Improvement Goals

Based on the priority needs for our school, the goals are:

Reading Smart Goal(s):
The percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA at Whittier will increase from 41% in 2015 to 46% in 2016, to 51% in 2017, and to 56% in 2018.

Additional Reading SMART Goals(s)

<table>
<thead>
<tr>
<th>Professional Development Strategies to Support Reading Goal(s)</th>
<th>Success Criteria to Evaluate Effectiveness of Professional Development Strategies</th>
</tr>
</thead>
</table>

Draft Printed On: 9/22/2015
 Teachers will fully implement Focused Instruction in literacy and other content areas to improve core teaching and provide standards based learning to all students. Teachers will participated in weekly staff development around Positive Behavior strategies equity and IB within their literacy and reading instruction. Teachers have have participated in FI training over the summer as well as K-2 Reading Horizons. IB inquiry units will be tied to standards in literacy and other content areas. PDPLC time will be dedicated to collecting and analyzing student data, developing standards based lessons with an emphasis on learning targets, selecting effective instructional strategies, and providing appropriate interventions to accelerate the learning of students who have not yet met or have exceeded the standards. Professional development on Project GLAD strategies will be provided to teachers and Project GLAD strategies will be implemented in classrooms across content areas.

Family Involvement Strategies to Support Reading Goal(s)

Students have books that are at their independent reading level that are sent home daily for reading at home. Title-One Family Night & Curriculum Night, PTA sponsored Read-A-Thon and Bookfair, IB End of Unit Celebrations all support family involvement in student literacy development. Improve communication strategies between parents and teachers through weekly robo calls and newsletters. Develop a clear protocol for sharing students' goals and improvements towards their goals. Ensure parents are made aware of interventions that are available during and outside of school. Clearly communicate how parents can work as partners with their child's teachers and create an environment of learning and support outside of school. We will also continue to host Latino and Somali family nights throughout the year to meet our diverse populations needs.

Extended Learning Opportunities that Support Reading Goal(s)

Community Education opportunities within the building such as, Homework and Hoops, Jump Start and Art Buddies, offer a variety of forms for students to experience literacy activities and promote literacy development. Additionally, students identified through district data are eligible to receive Supplemental Educational Services including after school classes and Spring Break Academy. We offer Spanish instruction prior to the school day 2x week for those students who are interested.

Math SMART Goal(s):

The percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Math MCA at Whittier will increase from 43% in 2015 to 48% in 2016, to 53% in 2017, and to 58% in 2018.

Additional Math SMART Goal(s):

Professional Development Strategies to Support Math Goal(s)

Success Criteria to Evaluate Effectiveness of Professional Development Strategies

Supplemental Education Service providers provide families and school with student progress data and serves to measure effectiveness of program with their students.
Teachers fully implement Focused Instruction in mathematics to improve core teaching and provide standards-based learning to all students. Teachers new to Focused Instruction will participate in weekly PD at Whittier with our Math Specialist and incorporate strategies for positive behavior, equity and inquiry. PDPLC time will be dedicated to collecting and analyzing student data, developing standards-based lessons with an emphasis on learning targets, selecting effective instructional strategies and providing appropriate interventions to accelerate the learning of students who have not yet met or have exceeded the standards. Professional development will also be provided on differentiating instruction to meet the needs of all learners including flexible grouping for interventions, enrichment, and telescoping.

PDPLCs will develop SMART goals at the beginning of the year that are aligned to the overall School Improvement goals. These will be monitored at weekly PDLC meetings and PDPLC leads will report progress and needs to the ILT on a bi-weekly basis. PDPLC members will utilize Classroom for Success—the online student data portal to gather and track some data. PDPLCs will be evaluated by a survey twice yearly, PDPLC logs and meeting minutes, and PDPLC visits in addition to evidence gathered through teacher informal and formal observations and through analyzing student work, assessment results, SMART goals, and other evidence of both adult and student learning.

**Family Involvement Strategies to Support Math Goal(s)**

Increase the number of families who attend Title-one and curriculum night in the Fall. Improve communication strategies between parents and teachers through use of weekly robo calls and newsletters. Develop a clear protocol for sharing students' goals and improvements towards their goals. Ensure parents are made aware of interventions that are available during and outside of school. Clearly communicate how parents can work as partners with their child's teachers and create and environment of learning and support outside of school.

**Success Criteria to Evaluate Effectiveness of Family Involvement Strategies**

Sign in sheets reflect family attendance and participation. Student goal setting sheets and progress sheets indicate parents and teachers have discussed the goals and progress of the students as well as ways to support the student in reaching their academic and social goals.

**Extended Learning Opportunities that Support Math Goal(s)**

Community Education opportunities within the building such as, Homework and Hoops, as well as other classes to promote mathematics development. Students identified through district data are eligible to receive Supplemental Educational Services. High performing students have the opportunity to participate in Math Masters and compete on a district level. Students in grades 3-5 have the opportunity to participate in First in Math. Students who qualify for supplemental educational services may also qualify to participate in Spring Break academy.

**Success Criteria to Evaluate Effectiveness of Extended Learning Opportunities**

Student attendance data is collected and monitored.

**Climate SMART Goal(s):**

The number of All Students who are suspended at Whittier will decrease by 10% each year for the next three years, from 110 in 2015, to 99 in 2016, to 89 in 2017, to 80 in 2018. The number of African American Students who are suspended at Whittier will decrease by 10% each year for the next three years, from 94 in 2015 to 85 in 2016, to 76 in 2017, to 68 in 2018. The percent of students who attend school 95% of the time at Whittier school will increase from 68% in 2015 to 72% in 2016, to 76% in 2017, and to 80% in 2018.

**Additional Climate Goal(s):**

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**Professional Development Strategies to Support Climate Goal(s)**

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**Success Criteria to Evaluate Effectiveness of Professional Development Strategies**

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Teachers are trained in and fully implement Responsive Classroom. Coaching support is provided from the Responsive Classroom coaches. Essential agreements for common areas are posted throughout the school and referred to by all staff. Essential Agreements are reviewed with students at least quarterly with Essential Agreement Passports. Best practices for building a positive school climate are shared within PDPLCs. Implementation of the Positive School-wide Engagement Team will continue to support building a positive, proactive climate and culture. Teachers create and share classroom engagement plans. An Equity Team will be established to ensure students of color are being provided culturally responsive instruction, equitable opportunities to learn, are receiving equitable social, emotional, behavioral, and academic support, and are achieving equitable academic and behavioral outcomes. Individualized behavior interventions (e.g. time-on-task/work completion charts, social skills groups, Zones training, mentors, classroom buddies) are implemented with students needing extra support. Celebrations for perfect attendance (e.g. certificates) occur quarterly. The attendance team reviews attendance weekly and regularly communicates (letter and phone calls) with families when students are absent. Individualized plans to intervene with students with attendance concerns are developed and implemented, such as daily check-ins. Attendance is promoted through engaging all students through relationship building and curriculum and increasing family engagement.

<table>
<thead>
<tr>
<th>Family Involvement Strategies to Support Climate Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whittier staff will be required to communicate regularly with parents. The communication will emphasize students social successes and areas of growth. Teachers will communicate student expectations to parents and provide information on how parents can help students reach their social goals. Teachers, especially in the primary grades, will communicate the importance of attendance at school and regularly share student progress toward the 95% attendance goal with families.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Success Criteria to Evaluate Effectiveness of Family Involvement Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance of families is reflected on the school/classroom family sign in sheets.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Building Climate:</th>
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<tbody>
<tr>
<td>School-wide expectations provide the foundation for all positive school-wide behavior systems. These school-wide expectations are applied in all areas of the school- classroom &amp; non-classroom settings and at all times—before, after and during the school day. What are your school-wide rules and expectations? How do you teach, practice and reinforce these expectations in your school?</td>
</tr>
</tbody>
</table>

| One component of a positive school-wide behavior system includes proactive teaching of social skills to students. Is Social Emotional Learning embedded into regular academic plans? How? Are you using a specific curriculum? |

| Attendance, referral, and suspension data are regularly analyzed to monitor progress toward SMART goals. Teacher and staff attendance at RC professional development and other PD related to social emotional development is tracked to ensure that all staff are receiving training. The coach and ILT evaluate the effectiveness of RC strategy and classroom engagement plan implementation by analyzing SOEI data, specifically Domain 2, suspension and referral information, as well as Responsive Classroom implementation assessment. |

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Essential Agreements have been established for all common areas.

### Hallway Essential Agreements:
- Walk at all times.
- Keep appropriate space between you and the person in front of you.
- Walk quietly with your hands and feet in control and your voice off.
- Keep hands and feet to yourself.
- Stop at all stop signs and stopping points.
- Always have a pass or be with an adult.
- Walk on the right side of the stairway and hall.

### Lunchroom Essential Agreements:
- Use a quiet voice.
- Keep hands and feet to yourself.
- Eat your lunch ONLY.
- Follow “Show 5 signal”.
- Place all trash in the garbage.
- Follow recycling rules.
- Use polite language and manners.
- Use Please and Thank you.
- Keep your food on the table.
- Stay seated.
- Eat what you open.
- Place unopened/unwanted food on sharing table.

### Playground Essential Agreements:
- Share equipment.
- Treat adults and students kindly.
- Use appropriate language.
- Follow adult directions at all times.
- Stay in the playground boundaries.
- Line up immediately when called.
- Follow game rules.
- Take Turns.
- Try to include everyone.
- Make new friends.
- Report unsafe behaviors.
- Have safe hands, feet and body.
- Use equipment as intended.
- Be a model for younger children on the playground.
- Cooperate with all children.

### Bathroom Essential Agreements:
- Flush the toilet or urinal.
- Wash hands with soap.
- Crumple paper towel and put in garbage barrel.
- Be Quick!
- Keep the bathroom clean.
- Return to class promptly.
- Go to restroom only when you NEED to.
- Use 1 pump of soap and 3 pushes of paper towel.
- Walk.
- Report any unsafe behaviors or problems to an adult immediately.

We use Responsive Classroom, Second Step, Zones of Regulation, and Community learning time through Playworks. Social emotional learning is also embedded into regular academic plans and IB units. As an IB school, the IB Learner Profile and Attitudes are consistently reinforced and modeled by our classroom teachers.
Assessment is a vital first step in making improvements in school climate; using data to guide actions provides the foundation for effective change. Does your school have a team that reviews school climate? What data do they review and how often? How is this team connected to the work of your PLC?

Whittier International has a positive school wide engagement team that meets monthly to review current data and identify trends. This team provides training regarding the implementation of School-wide as well as classroom positive engagement plans. This team also provides Responsive Classroom training and reinforcement to staff throughout the year. The team analyzes and reports out to ILT on current behavior data and implements modeling opportunities throughout the school year as part of the PLC process and based upon their monthly review of behavior data. Behavior data reviewed includes referrals, removals and suspensions.

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Schoolwide Reform Strategies:

**Action Plan**

Schoolwide reform strategies are selected to strengthen the core academic program, increase the amount and quality of learning time, address the needs of historically underserved populations and provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement. The action plans describe in detail how the school plans to implement and monitor the effectiveness of the reform strategies.

**Strategy**

Teachers will participate in professional learning communities that improve instructional practices through action planning, collaboration, and professional development that is based on student data.

**Research and Rationale**

Research on schools that improve student achievement levels reveals that students learn more in schools where teachers are engaged in professional learning communities and work collaboratively to address student needs that have been identified through data analysis. Based on the National Staff Development Council, "The most powerful forms of staff development occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving." The NSDC standard states: Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.


This strategy supports:

- Reading Goal(s): X
- Math Goal(s): X
- Climate Goal(s): X
- Graduation Goal(s): 

**Action Plan**

**Start Date:** 8/24/2015

**Action Step:** PLAN: Teachers will participate in professional learning communities that improve instructional practices through action planning, collaboration, and professional development that is based on student data.

**Success Criteria**

<table>
<thead>
<tr>
<th>Interim 1</th>
<th>Checkpoint</th>
<th>Interim 2</th>
<th>Checkpoint</th>
<th>End Point</th>
<th>Checkpoint</th>
</tr>
</thead>
</table>
Create PDPLC calendar with meeting dates.

Identify PDPLC leads.

Train PDPLC leads

Introduce/review Data review cycle to PDPLCs.

Utilize current PDPLC log structure for reporting.

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24/2015</td>
<td>Define roles and responsibilities for PDPLCs.</td>
</tr>
<tr>
<td>9/14/2015</td>
<td>Utilize current PDPLC log structure for reporting.</td>
</tr>
</tbody>
</table>

Personnel
- Instructional Leadership Team, PDPLC Leads
- Monitor: PD Coordinator, ILT, Admin, Associate Superintendent (support from Magnet Program Coordinator)

Required Resources
- Time: Allocated for Instructional Leadership Team to meet - PD for Data Teams cycle - Meet with whole staff, in teams, and individually to communicate leadership opportunities in PDPLCs - Communicate PDPLC expectations and structures
- Financial: Extended time for staff resources

Implementation Notes
PDPLCs will take place weekly and will include RC, Math and Literacy depending on student data needs.

In August of 2015, grade level teams will analyze their student data to determine grade level priorities. Teams will develop a plan for reaching the goal, decide upon professional development needs and strategies, implement the strategies, and monitor student progress toward the goal. ILT will support and monitor this process. ILT will include representation from each grade level PDPLC in order to ensure a continuous feedback loop.

Start Date: 8/24/2015

Action Step
- DO: Implement a clearly articulated weekly PDPLC structure that includes a schedule with objectives based upon data. The data review cycle will be utilized during PDPLC time. Implement roles and responsibilities for PDPLCs.

Success Criteria

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<tr>
<th>Interim 1</th>
<th>Checkpoint</th>
<th>Interim 2</th>
<th>Checkpoint</th>
<th>End Point</th>
<th>Checkpoint</th>
</tr>
</thead>
</table>
ILT Team will compile data packets for grade level PDPLCs - ILT will create norms and protocols model process for PDPLC facilitators - PDPLCs create norms and protocols All PDPLCs will review incoming student data utilizing most recent student achievement results provided by ILT Team - PDPLCs will develop short and long term SMART Goals that are both Instructional and Results-based - PDPLC goal setting will be informed by data (student data, SOEI data, etc.) and aligned to the SIP - PDPLCs research best practice strategies that support the needs identified PD will be provided as needed evidenced by student data

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Required Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Leadership Team, PDPLC Leads</td>
<td>Time: - Allocated for Instructional Leadership Team to meet - Meet with whole staff, in teams, and individually to communicate leadership opportunities in PDPLCs - Communicate PDPLC expectations and structures</td>
</tr>
<tr>
<td>Monitor: PDPLC Coordinator, ILT, Associate Superintendent</td>
<td>Financial: - Extended time for staff Resources: -</td>
</tr>
</tbody>
</table>

**Implementation Notes**

PDPLCs will be based on grade level teams. Each grade level team will have a representative on ILT. Each grade level team has an EL teacher that supports them. Co-planning needs and co-teaching strategies will be identified during PDPLCs. Collaboration through co-teaching & co-planning will support the development of learning and language targets that are standards based, provide a venue for problem-solving around student challenges.

Provide time to: plan activities that are differentiated, create and utilize formative assessments to monitor student progress and adjust instruction as needed to provide support to students, to differentiate instruction in a classroom setting, to ensure that all students are getting the core instruction.

**Start Date:** 9/9/2015  
**Action Step:** STUDY and ACT: Monitor, evaluate, and adjust PLC structure. To be completed Mid-year and at Year-end

**Success Criteria**

<table>
<thead>
<tr>
<th>Interim 1</th>
<th>Interim 2</th>
<th>End Point</th>
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<tbody>
<tr>
<td>Checkpoint</td>
<td>Checkpoint</td>
<td>Checkpoint</td>
</tr>
<tr>
<td>Observe and monitor PDPLCs: - Review the data PDPLCs collect - PDPLC visits - Review PDPLC logs - Conduct twice yearly PDPLC survey to collect data and progress monitor PDPLC work, analyze benchmark assessments</td>
<td>9/9/2015</td>
<td>Analyze and evaluate effectiveness of PDPLCs: Assess student outcomes aligned to PDPLC work Discuss impact of PDPLC time on instruction Collect and share results of PDPLC Survey and benchmark assessments</td>
</tr>
<tr>
<td>Personnel</td>
<td>Required Resources</td>
<td></td>
</tr>
<tr>
<td>Instructional Leadership Team, PDPLC Leads, Monitor: PDPLC Coordinator, ILT, Admin, Associate Superintendent</td>
<td>PDPLC checklist, rubric, etc. - PDPLC Survey - PDPLC Year-end Survey</td>
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</tr>
</tbody>
</table>

**Implementation Notes**

Increase opportunities for vertical planning/alignment across grade levels.
Identify and use math and literacy academic vocabulary vertically
Increase literacy as the focus for PDPLCs
Strategy
Whittier will continue to implement the IB-PYP curricular framework with a focus on aligning the IB criteria for rigorous planners with MN State standards across content areas to provide learning experiences for all students that are standards-based, conceptual, and trans disciplinary.

Research and Rationale
Research and rationale Bethesda, MD, May 23, 2012 - A research study completed by the Australian Council for Educational Research (ACER) on behalf of the International Baccalaureate examined student performance among IB and non-IB students on the International Schools’ Assessment (ISA) and determined that IB Primary Years Programme (PYP) and IB Middle Years Programme (MYP) students in most instances performed as well or better than their non-IB peers across all four ISA assessment domains. The study, conducted with data collected from 2009-11, included 270 schools-117 with the PYP and 86 with the MYP--and 50,714 international students, of which 68% were IB students. It analyzes more recent data, as well as digs deeper into specific areas of study and students' self-reported perceptions, attitudes, and well-being. In their findings, ACER researchers Ling Tan and Yan Bibby, explain: "This research performed drill-down analysis on sub-strands of ISA assessment areas. This sub-strands analysis found that IB students performed better than non-IB students for ISA Reading in all sub-strands at all grade levels except grade 8. IB students demonstrated better performances in Mathematical Literacy in grade 6, grade 9, and grade 10. In expository writing categories, IB students outperformed non-IB students in grades 4, 9, and 10 with effect sizes ranging from very small to moderately large." The ISA math and reading components are based on reading and mathematical literacy frameworks established by the Organization for Economic Co-operation and Development (OECD) Program for International Student Assessment (PISA) exams. Other findings of note: IB students in grades 9 and 10 averaged scores significantly higher in mathematics and reading than OECD averages in the 2009 PISA. A multi-level analysis found that between-school variations across IB schools were smaller than across non-IB schools in all four ISA domains, implying that IB schools were more similar to each other than the non-IB schools were with respect to the four domains. Full text of the research study, "Performance Comparison between IB School Students and Non-IB School Students on the International Schools’ Assessment (ISA) and on the Emotional Well-being Questionnaire" appears online at http://www.ibo.org/research/policy/programmevalidation/pyp/documents/IB_ISA_report_Nov2011_F. The IB-PYP curricular design works in concert with MPS’s MN-state-content-standards-based Focused Instruction platform to do the following: plan high-quality curriculum derived directly from state standards; engage students in rigorous learning using multiple instructional strategies; conduct frequent assessments for students to demonstrate their knowledge and skills; use data to identify students needing additional help or accelerated learning opportunities.

This strategy supports:

| Reading Goal(s): | X | Math Goal(s): | X | Climate Goal(s): | X | Graduation Goal(s): |

**Action Plan**

**Start Date:** 5/22/15

**Action Step**

- PLAN: IB Coordinator and ILT will set clear expectations regarding IB implementation, collaboration schedules, revision of IB planner, and monitor the implementation of standards-based IB instruction within the IB framework. Whittier staff, with the guidance of the IB coordinator, will revise IB planners to ensure alignment with core standards and IB philosophy, implement agreed upon common language and integrate RC strategies to support IB implementation.
  - Make a schedule of all the planners with designated times that the books are reserved for a specific grade level.
  - Create ‘binder’ or main tub for each unit of inquiry.
  - up to date ideas/strategies/books/activities etc for teaching that planner. 3 for each grade level by next year
  - Assess current state of each binder and determine next steps to ensure that each planner is conceptually based, rigorous and the standards are embedded.

**Success Criteria**

<p>| Interim 1 | Checkpoint | Interim 2 | Checkpoint | End Point | Checkpoint |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Action Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/22/2015</td>
<td><strong>DO:</strong></td>
</tr>
<tr>
<td></td>
<td>- Identify common language (the &quot;Whittier Way&quot;). Identify, use and monitor</td>
</tr>
<tr>
<td></td>
<td>Common school-wide IB language. Specifically teach all the staff/families</td>
</tr>
<tr>
<td></td>
<td>at Whittier common IB verbage.</td>
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<tr>
<td></td>
<td>- Identify and Set culture expectations with staff, families -Looks like</td>
</tr>
<tr>
<td></td>
<td>sounds like feels like in terms of IB</td>
</tr>
<tr>
<td></td>
<td>- PD on common language/strategies will be provided at least monthly in</td>
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<td>conjunction with PDPLCs.</td>
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<td></td>
<td>- Communicate protocols to staff</td>
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<td></td>
<td>- Teach and monitor, celebrate staff and students who use the transdisciplinary</td>
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<tr>
<td></td>
<td>skills</td>
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### Success Criteria

<table>
<thead>
<tr>
<th>Interim 1</th>
<th>Checkpoint</th>
<th>Interim 2</th>
<th>Checkpoint</th>
<th>End Point</th>
<th>Checkpoint</th>
</tr>
</thead>
</table>

### Personnel

Administrators, IB Coordinator, and ILT

### Required Resources

- Time to meet and plan over the summer. Examples of IB planners.
- Money to pay for extended time. Time at staff welcome back week.
- Time built in weekly for grade level teams to meet horizontally and times built in at last twice during the course of the year for vertical planning.

### Implementation Notes

Plan a time for staff to identify and agree on common IB language to use in grade level teams, vertically and school wide.

Provide time Opening week for grade level teams to embed standards into IB Planners.

Embed standards into planners.

Agendas for IB meetings.
| Teachers and Leadership work with parent groups and students to identify and set culture expectations (Looks like sounds like feels like) in terms of IB. Teachers use and add artifacts to IB ‘binder’ or main tub for each unit of inquiry. Teachers in PLC begin to revise binders so that they are aligned to common core and updated with current artifacts. Teachers implement IB units of study. | 9/4/2015 | Parent and student culture expectations (Looks like sounds like feels like) in terms of IB are documented and communicated to staff, parents, and students. Teachers continue to use PLC time to revise binders so that they are aligned to common core and updated with current artifacts. Teachers implement IB units of study. | 9/25/2015 | Parent and student culture expectations (Looks like sounds like feels like) in terms of IB are posted throughout school. Teachers and IB coordinator gather data on the level of IB implementation, quality of IB planners, and fidelity of IB instruction. | 1/29/2016 |

| **Personnel** | **Required Resources** |
| ILT, Admin., IB coordinator | Time for teachers to align standards into IB planners and protocols to staff. |
| | Time for teams to meet throughout the year for vertical alignment. |

| **Implementation Notes** |
| Whittier staff, with the guidance of the IB coordinator, will revise IB planners to ensure alignment with core standards and IB philosophy, implement agreed-upon common language and integrate RC strategies to support IB implementation. |
| Identify and set culture expectations with staff, families. -Looks like sounds like feels like in terms of IB. |
| Make a schedule of all the planners with designated times that the books are reserved for a specific grade level. |
| Communicate protocols to staff. |
| Create ‘binder’ or main tub for each unit of inquiry. |
| Up to date ideas/strategies/books/activities, etc. for teaching that planner. 3 for each grade level by next year. |
| Assess current state of each binder and determine next steps to ensure that each planner is conceptually based, rigorous, and the standards are embedded. |
| Identify, use, and monitor Common school-wide IB language. |
| Specifically teach all the staff/families at Whittier common IB verbage. |
| Teach and monitor, celebrate staff and students who use the transdisciplinary skills. |
### Strategy
Teachers fully implement standards-based instruction across content areas to improve core teaching and provide standards-based learning to all students.

### Research and Rationale
Focused Instruction, which is sometimes called aligned or managed instruction, is simply an instructional process that reflects what we know to be good teaching and learning. It aligns what we teach with how we teach and what we assess in a continuous cycle. Features of Focused Instruction include the following: Planning lessons using high-quality curriculum derived directly from state standards Engaging students in rigorous learning using a variety of instructional strategies Adapting instruction to meet individual students’ needs at all levels Conducting frequent assessments to provide students with the opportunity to demonstrate their knowledge and skills Using data to identify students who would benefit from additional help or accelerated learning opportunities.

### This strategy supports:

<table>
<thead>
<tr>
<th>Reading Goal(s):</th>
<th>Math Goal(s):</th>
<th>Climate Goal(s):</th>
<th>Graduation Goal(s):</th>
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<tr>
<td>X</td>
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### Action Plan

<table>
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<tr>
<th>Start Date:</th>
<th>Action Step</th>
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<tbody>
<tr>
<td>9/18/2015</td>
<td>Step: PLAN, DO, STUDY, ACT: Plan, communicate, monitor, evaluate, and adjust expectations implementation of Focused Instruction at every grade level based upon the following criteria: - Planning lessons using high-quality curriculum derived directly from state standards - Engaging students in rigorous learning using a variety of instructional strategies (close reading and making inferences) - Adapting instruction to meet individual student need at all levels - Conducting formative assessments to provide students with the opportunity to demonstrate their knowledge and skills - Using data to identify students who would benefit from additional targeted instructional opportunities during and after school - Utilize data to design appropriate instructional interventions according to student need</td>
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### Success Criteria

<table>
<thead>
<tr>
<th>Interim 1</th>
<th>Interim 2</th>
<th>End Point</th>
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<tr>
<td>Quarter 2 - PLAN - Clarify and communicate expectations for Focused Instruction implementation at all grade levels - Identify necessary resources, PD needs, expert input, and other resources necessary for implementation - Determine plan for administering support according to identified needs -</td>
<td>Quarter 3 - DO All grade level teams will collect and review student data to inform instruction – Teachers study and plan for the implementation of Focused Instruction curriculum guides Identify differentiated instructional strategies aligned with student need - Review state standards and align curriculum and instruction accordingly - Plan lessons that are standards-based and include Learning Targets that are in student-friendly language - Design and</td>
<td>Quarter 4 - STUDY/ACT - Observe, monitor, analyze, discuss, and refine implementation, effectiveness, and impact of Focused Instruction Strategies: - Review the data PDPLCs and Data Teams collect - Classroom observations - Review PDPLC logs, benchmark assessment data to collect baseline data and progress monitor Focused Instruction; Assess student outcomes aligned to Focused Instruction work. Based upon classroom visits, share observations with ILT, staff, and PDPLCs -</td>
<td>5/27/2016</td>
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<tr>
<td>10/30/2015</td>
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### Personnel
Monitoring: Instructional Leadership Team, and Reading Specialist, Math specialist, Instructional specialist, Identified teacher leaders

### Required Resources
Required Resources: Time: Dedicated PDPLC time for grade level teacher collaboration to implement Focused Instruction, ILT time to determine and support teacher needs, time allocated for PD support, and both PDPLC/ILT time to review, monitor, and adjust Focus Instruction implementation based upon data, extended time. Resources: Focused Instruction curriculum guides Reading and Math specialist will provide PD Look at MCA as a staff in the fall Time built in throughout the year (three) to meet ve
Implementation Notes

Need to align standards into IB planners in all content areas
Vertical alignment of vocabulary
Look at MCA test in the fall as a staff to see where we are heading

Implementation Notes: Teachers will collaborate to plan standards-based lessons, during PDPLCs and weekly planning periods, with an emphasis on the use of formative assessment to drive learning. Lesson plans and assessment tools will be shared/reviewed during PDPLCs, PDPLC+ (RTI) meetings, and SOEI observations. In addition, PDPLC logs/meeting minutes will be used to communicate teacher planning and student learning building wide. All Individual Education Programs will be standards based and developed through teaming of classroom teachers and special education teachers. Through PDPLCs, staff will continue their work around developing formative assessments to identify students’ needs and provide access to rigorous core instruction, differentiated to instructional levels. Teachers will implement focused instruction throughout the building to ensure that students have explicit instruction on the standards. ELL teachers will be co-teaching /co-planning with classroom teachers to ensure that ELL teaching strategies are used in an interdisciplinary fashion. Staff will be observed using the SOEI rubric to ensure that instruction is at the proficient or exemplary level. Using our Rti model, students who are identified as ELL, Special Ed. and students not meeting benchmarks on screening measures will be continuously monitored to ensure progress towards their grade level standards. Students who are meeting and exceeding grade level benchmarks will be monitored using formative and benchmark assessments to ensure they continue to make adequate yearly progress.

The unit sequence is required in mathematics only. Math units should be taught in the order that they appear on the Year-at-a-glance.

Benchmark assessments are required in all content areas except social studies.
Strategy

All school staff will engage in implementing and maintaining a Positive School-Wide Engagement plan that will include the following criteria: - common Responsive Classroom language identified and used -Behavioral Expectations Defined -Behavioral Expectations Taught -Recognition system for appropriate behavior -Continuum of consequences for problem behavior -Continuous collection and use of data for decision making -Clearly defined process for assessing effectiveness of plan.

Research and Rationale


This strategy supports:

Reading Goal(s): Math Goal(s): Climate Goal(s): X Graduation Goal(s):

Action Plan

Start Date: Action Step
Sep 21 2015 STUDY/ACT: School leadership will monitor and adjust School-wide Positive Behavior Support plan to ensure the following best practices occur and student engagement improves: -Relationship building activities -Social skills development -Developmentally appropriate recognitions and interventions -Behavioral Expectations Defined -Behavioral Expectations Taught -Recognition system for appropriate behavior -Continuum of logical consequences for problem behavior -Continuous collection and use of data for decision-making -Clearly defined structures that are communicated to stakeholders, -Clearly defined process for assessing effectiveness of plan.

Success Criteria

Interim 1

Observe and monitor implementation of Positive Behavior Plan: - Review the data Behavior support, PDPLCs and Data Teams collect - Review implementation data (SOEI, informal observations) -Conduct classroom and school-wide observations with an emphasis on Domain 2 -Review PDPLC logs - Teachers implement intervention plans with fidelity

Checkpoint Sep 21 2015

Interim 2

Checkpoint Jan 20 2016

End Point

Review year long data, make recommendations for staff PD, and decide on needed adjustments to the Positive Engagement Plan

Checkpoint May 30 2016

Personnel

Lead: Administration, Behavior Support, RC coach Monitor: ILT, PSWE Team

Required Resources

Time: Time during ILT to review data and make necessary adjustments to plan, time for behavior team to review data, meet with teachers and attend necessary PD Resources: RC Resource Library (First 6 Weeks of School, The Power of Our Words, The Morning Meeting Book),

Implementation Notes

NULL

Start Date: Action Step
Aug 24 2015 PLAN: School leadership, sets expectations for implementation of the Positive School- Wide Engagement Plan which includes IB and RC components.

Success Criteria
ILT determines staff expectations for implementation classroom engagement plans and inclusion of RC strategies. -Determine time-line for implementation of RC and IB -Social emotional learning instruction (RC, Second Step) - plan a time and process for staff to identify and agree on common language for essential agreements. - Determine standards of practice and monitoring tools for classroom engagement plans

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<tr>
<td>Lead: Administration, Behavior Support, PSWE team members Monitor: ILT, RC Coach (Liz Debrey)</td>
<td>Time: Time during back to school week to introduce plan, clarify expectations, and allow teachers and grade level teams to create classroom engagement plans. Resources: RC Resource Library (First 6 Weeks of School, The Power of Our Words, The Morning Meeting Book), responsiveclassroom.org, originsonline.org, PBIS website, Second Step resources, Student Support Services, LizDebrey (RC facilitator)</td>
</tr>
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**Implementation Notes**

ILT needs to determine how we will monitor the use of common RC language and the impact that it is having. Continue support and coaching from RC coach. PD on how to manage 10% of students that RC does not work for Common teacher language

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<tr>
<td>Sep 7 2015</td>
<td>DO: Staff will implement The Whittier Community Building unit - establishing classroom community using Responsive Classroom strategies of Morning Meeting, Rule Creation Process, Interactive Modeling, and the implementation of Logical Consequences including Take-A-Break and Buddy room. All teachers will engage in making essential agreements and then culminate in a school wide constitutional convention. Students will do Y chart for looks like, sounds like, feels like, Teachers will also choose a reactive strategy to implement with students who have continual challenging behavior. - Continuum of logical consequences for problem behavior - Continuous collection and use of data for decision-making - Clearly defined structures that are communicated to stakeholders, - Clearly defined process for assessing effectiveness of plan.</td>
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**Success Criteria**

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<tr>
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<tbody>
<tr>
<td>Lead: Administration, Behavior Support, RC Coach Monitor: ILT, Positive School-Wide Engagement Team</td>
<td>Time: Time during PDPLC to discuss student data and select appropriate strategies to address student needs, time in ILT to look at student data and continue to refine/develop plan, time for PSWE team to meet and problem-solve strategies for especially challenging students. Resources: RC Resource Library (First 6 Weeks of School, The Power of Our Words, The Morning Meeting Book), responsiveclassroom.org, originsonline.org,</td>
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**Implementation Notes**

Teach teachers how to engage in essential agreements and engage in the constitutional convention. Monitor and re-visit accountability to school wide agreements quarterly.
### Strategy

Schools will improve partnerships with parents, families and the community through the following actions: communicating student learning goals as well as academic successes and areas of growth; providing and communicating academic, behavioral, and social support options for parents; and providing opportunities for collaboration and feedback with parents and the community.

### Research and Rationale

Research indicates that, through high school, family involvement contributes to positive results for students, including higher achievement, better attendance, more course credits earned, more responsible preparation for class, and other indicators of success in school (e.g. Catsambis, 2001; Henderson & Mapp, 2002; Simon, 2004). The studies of homework and targeted outcomes reinforce the importance of well-designed, subject-specific or goal-linked activities for family and community involvement for strongest impact on student achievement and success in school. Epstein (2004) identifies a research-based framework of six types of involvement to be included in annual action plans: 1) Parenting (support families with understanding child development and seek to understand families' backgrounds, goals, and cultures); 2) Communicating (establish two-way communication); 3) Volunteering (provide opportunities for families to volunteer in the school); 4) Learning at home (involve families in academic learning at home); 5) Decision making (involve families in school decisions); 6) Collaborating with the community (coordinate resources and services for families and students).

### This strategy supports:

- Reading Goal(s): X
- Math Goal(s): X
- Climate Goal(s): X
- Graduation Goal(s):

### Action Plan

**Start Date:** May 22 2015

**Plan:** Leadership team creates a Family Engagement Plan that includes the following actions: communicating student learning goals as well as academic successes and areas of growth; providing and communicating academic, behavioral, and social support options for parents; and providing opportunities for collaboration and feedback with parents and the community.

### Success Criteria

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<tr>
<td>Review previous Family Engagement Plans to assess effectiveness - Create or revise Family Engagement Plan that includes community input and is based upon Epstein framework - Create or revise student goal-setting form - Create or revise framework for providing and communicating academic, behavioral, and social support options for parents</td>
<td>Sep 4 2015</td>
<td>Revise Family Engagement Plan after all stakeholder input is gathered and reflected in draft form</td>
<td>Oct 2 2015</td>
<td>Communicate Family Engagement Plan in multiple mediums - Clarify staff expectations for communicating student learning goals and academic progress with families</td>
<td>Nov 6 2015</td>
</tr>
</tbody>
</table>

### Personnel

- Lead: Family Liaison, Title 1 Coordinator, Parent Site Council Chair
- Site Council Monitor: Principal, Instructional Leadership Team, Social Worker

### Required Resources

- Time: Meeting time for community and families to collaborate with schools, planning time for school leadership teams, organizational planning time to develop engagement activities.
- Financial: TBD Resources: Office of Family and Community Engagement

### Implementation Notes

Share FIP at first site council meeting in fall.

**Start Date:**

---

[Diagram or chart representing the strategy and action plan]
Step: STUDY and ACT: Leadership team monitors and makes adjustments to a Family Engagement Plan that includes the following actions: communicating student learning goals as well as academic successes and areas of growth; providing and communicating academic, behavioral, and social support options for parents; and providing opportunities for collaboration and feedback with parents and the community.

**Success Criteria**

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<tr>
<td>Collect data on the effectiveness of the Family Engagement Plan actions - Monitor the use of student goal-setting form and assess its impact - Assess academic, behavioral, and social support options for parents</td>
<td>Jan 15 2016</td>
<td>Analyze data on the effectiveness of the Family Engagement Plan actions - Make necessary adjustments to the use of student goal-setting form and implementation - Assess academic, behavioral, and social support options for parents</td>
<td>May 27 2016</td>
<td>Make adjustments to the Family Engagement Plans actions</td>
<td>May 27 2016</td>
</tr>
</tbody>
</table>

**Personnel**

- Lead: Family Liaison
- Monitor: Principal, Instructional Leadership Team, Social Worker
- Site Council

**Required Resources**

- Time: Meeting time for community and families to collaborate with schools; planning time for school leadership teams; review Parent Survey results
- Financial: TBD

**Resources**: Office of Family and Community Engagement

**Implementation Notes**

Involve site council in reviewing, revising, and implementing FIP

**Start Date:**

- Sep 25 2015

**Action Step**

- DO: School implements the Family Involvement Plan that includes the following actions: communicating student learning goals as well as academic successes and areas of growth; providing and communicating academic, behavioral, and social support options for parents; and providing opportunities for collaboration and feedback with parents and the community.

**Success Criteria**

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<tbody>
<tr>
<td>Implement Family Engagement Plan: - Communicate student learning goals as well as academic successes and areas of growth during conferences and as needed or requested by parents - Provide and communicate academic, behavioral, and social support options for parents - Provide opportunities for collaboration and feedback with parents and the community (Site Council, Title 1 night, principal and parent meetings, curriculum night, volunteering, etc.)</td>
<td>Oct 30 2015</td>
<td>Conduct parent survey - Revise Family Engagement Plan and adjust strategies based upon data</td>
<td>Feb 26 2016</td>
<td>Continue implementation of Family Engagement Plan - Cycle is ongoing</td>
<td>Mar 27 2015</td>
</tr>
</tbody>
</table>

**Personnel**

- **Required Resources**

Draft Printed On: 9/22/2015
| Lead: Family Liaison Monitor: Principal, Instructional Leadership Team, Social Worker, Instructional Specialist | Time: Meeting time for community and families to collaborate with schools; planning time for school leadership teams; review Parent Survey results |
| Financial: TBD Resources: Office of Family and Community Engagement |

**Implementation Notes**
Quarterly meetings with Site council. Monthly meetings with PTA. Regular family events such as Latino family night, Somali family night, curriculum nights, etc.
Title I Requirements

Coordination and integration of federal, state and local resources:
Each school receives its budget from the General Fund, Compensatory Education, Title I, LEP and Special Education at the same time to support integrated planning. Schools develop a budget that is based on the District’s Academic Agenda and the individual school’s improvement plan.

Instruction by Highly Qualified Staff:
All paraprofessionals in MPS are Highly Qualified. MPS has a plan in place to assure that teachers are both licensed and meet the NCLB definition of “highly qualified” in the subject areas that they teach. Every teacher who does not meet the NCLB definition of “highly qualified” has been contacted by the MPS Human Resources Department and has received assistance in developing a plan to become highly qualified.

All teachers at this school are highly qualified  X Yes No

Highly Qualified Teachers to High Needs Schools:
Recruiting and hiring teachers is managed at the district level. A school team comprised of the principal and other licensed staff, interview staff for open positions at the school. These interviews provide an opportunity for the school team to discuss school priorities with the applicants.

Teacher Turnover Rate:
Average Experience Level of Teaching Staff:

1. Does the district or school offer early learning programming (Pre-K)? If so, please describe the program.
   Yes: MPS offers early childhood education programming through its High Five Programs and a Three School program. High Five is a preschool program for Minneapolis children who turn four by September 1st, will start kindergarten the following fall, and live in Minneapolis. Three School is a half day preschool program for children who turn three by September 1st. The District offers 44 sections of ½ day programming and 4 sections of full day High Five and 1 section of Three School. Each High Five and Three School child has an Individual Learning Plan created by the family and the teacher designed to meet each child’s stage of development and learning style. Teachers use a whole-child approach and work on language, literacy, numeracy, movement, social, and emotional development. Instructional supplies for High Five and Three School are provided. MPS uses both Title 1 and Minnesota School Readiness funds to provide High Five at every school with 50% or more free/ reduced priced meal eligibility. Children who qualify for free/reduced meals are given priority in the registration process. In addition, children who are identified through Early Childhood Screening as being at risk for school failure are given priority entrance into the program. We serve over 960 preschoolers annually through these programs.

2. Describe the collaborations and strategies that are evident between the elementary school and feeder early learning programs (e.g. Head Start, community-based programs, school readiness) to transition early learning students, especially those considered “at-risk”?
   Minneapolis Public Schools (MPS) has a long history of collaboration with community early childhood partners and of implementing shared strategies with early learning feeder programs to support positive transitions in kindergarten. These activities include the following:
   · Early Childhood Screening collaborates extensively with HeadStart and other community agencies and providers
   · Kindergarten registration information to parents at screening, online, shelters, medical clinics, and other community locations and events
School tours
School Information Fair
Kindergarten registration day support
IEP Transition meetings provided to ECSE families over summer. ECSE teachers also attend IEP meetings at child’s new school
Parent Resource Connections through the Multilingual Department (MLL)
MLL Early Childhood Parent Workshops
Joint HeadStart and MPS Transition to Kindergarten Committee
Back Pack Presentations at HeadStart sites: McKnight, Fraser, Glendale, Northeast & Park Place
Parent Resource Fair
Teacher Summit
Kindergarten Tours at Green, Loring, Bryn Mawr, Waite Park & Pratt
MPS New Family Center staff visits preschool sites: Joyce, CCC, St. Johns, ECCE housed sites, and Centro
Early Childhood sessions of Connecting Parents to Educational Opportunities (CPEO)
School Readiness contracts with community partners
MPS Early Childhood Education invite community partners to participate MPS Early Childhood training opportunities
High Five Teachers track and follow up on school request cards
Partner with Northside Achievement Zone and Minneapolis Youth Coordinating Board to improve services and transition to kindergarten for families entering MPS

3. Describe how the collaboration with early learning providers in the implementation of the District K-3 Literacy Plan and the B-12 Blueprint for Literacy plan aligns the feeder early learning program to the elementary school reading achievement.

The MPS PK-3 Literacy plan is in the process of being rewritten with a target date for completion end of July 2013. This is being rewritten to reflect the Pk-3 alignment in curriculum, assessment and professional development that is happening within the District and with key community partners. Over the past 18 months, MPS has worked on developing and introducing Focused Instruction. Focused Instruction is one of MPS' key strategies for raising the achievement of all students, closing the achievement gap and preparing students for college and careers. Put simply, Focused Instruction is about making sure that learning expectations are consistent and high across MPS. It also helps ensure that teachers have the materials, training and time they need to provide all children with rigorous learning opportunities. Curriculum guides have been developed for four year olds programs, kindergarten, first and third grade. The guides for second grade will be completed in the 2013-2014 school year. Professional development has been planned to ensure teachers and principals have a deep understanding of how to utilize the guides to maximize student learning. Online resources are being developed to increase teacher utilization and to provide parents and community partners with clear information about MPS expectations, curriculum, assessments and learning targets. These are shared with community early childhood providers with the goal of increasing alignment and ensuring smooth effective transitions into kindergarten.

**In addition, specific activities undertaken that align MPS Pre-K to k-3 are as follows:**

- The MPS ECE Master Teachers regularly meet with literacy team, Pre-K - 5 Literacy RTI team, and McKnight Literacy groups to ensure alignment in the work.
- Pre-K is one of the key steps delineated in the district’s literacy plan as well as the MPS Academic plan.
- High Five programs are located in MPS elementary schools and serve primarily targeted populations. Programming is intentionally focused on eliminating disparities in student achievement.
- Both Pre-K and K-3 utilize Minnesota Reading Corps Members and strategies in the classrooms to improve student literacy skills.
- MPS Early Childhood Education and K-3 Literacy TOSA’s provide ongoing professional development and support to HeadStart and Way-To-Grow around early literacy, focus on kindergarten and first grade standards and how to prepare students, how to help families support learning at school.
- MPS provide information and support on a monthly to other community partners through our Early Childhood Family Education program.

To support students’ transition between the elementary and middle schools, open houses are hosted at many middle schools to orient elementary school parents and students to middle school programs and to inform their school choices. Middle school counselors then visit elementary schools each spring to assist students with academic planning. As students enter middle school in the fall, schools utilize their advisory programs to orient students to school policies and procedures. Advisory program’s curriculums continue to support successful student transitions throughout the year through academic support, character education, student advocacy, service learning, and community building.

Students transitioning from middle schools to high schools are supported through specific transition and orientation activities as well as ongoing academic planning throughout the middle and high school years. Middle school students complete yearly planning activities that continue into high school with counselors via the My Life Plan. My Life Plan supports a continuous connection for students between academics in schools and their post-graduation plans. In addition, eighth-grade students participate in the Camp 2013 summer program that orients them to the high school academic program. Finally, a number of other programs such as student shadowing and ninth grade academies support students’ transitions into high schools.
The Minneapolis Public Schools works through the Minneapolis School Readiness Collaborative to partner with community organizations. This group focuses on inter-agency problem solving and effective communication with families. The Collaborative has a Transition Advisory Group that specifically works on supporting families as they transition into kindergarten. Early Childhood Education staff work with partnering agencies to meet the needs of the communities they serve. Open houses, information sessions, Early Childhood Family Education classes, tours for families and Kindergarten Registration Events are all used to help support the transition. In addition, the District has created and distributes a booklet, Getting Ready for Kindergarten, to help families prepare their children for kindergarten and guide them through the enrollment process.

To support students’ transition between the elementary and middle schools, open houses are hosted at many middle schools to orient elementary school parents and students to middle school programs and to inform their school choices. Middle school counselors then visit elementary schools each spring to assist students with academic planning. As students enter middle school in the fall, schools utilize their advisory programs to orient students to school policies and procedures. Advisory program’s curriculums continue to support successful student transitions throughout the year through academic support, character education, student advocacy, service learning, and community building.

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**Family Involvement:**
All Title I schools are required to develop, annually review and evaluate the effectiveness of a Family Involvement Plan with input from parents of students who attend their school. See attached Family Involvement Plan and Parent/School Compact.

### Schoolwide Title I

All schools receiving Title I funds must write a schoolwide improvement plan that adheres to federal requirements as stated in Public Law 107-110, the No Child Left Behind Act of 2001. The following sections address each of the ten required components, not already addressed in the plan.

#### Strategies for effective and timely assistance for low achieving students:

**How does the school ensure instruction is standards-based and that all students have equal access to instruction that meets MN standards?**

If you are a Priority, Focus or Continuous Improvement school, please describe how you use an amount equivalent to 20% of your Title I allocation for improvement activities that directly support students not meeting academic standards

Whittier ensures instruction is standards-based and that all students have equal access to instruction by fully implementing Focused (Standards-Based) Instruction across content areas to improve core teaching and provide standards based learning to all students. Teachers participate in professional learning communities that focus on improving instructional practices through action planning, collaboration, and professional development that is based on student achievement data. In addition, schools will improve partnerships with parents, families and the community through the following actions: communicating student learning goals as well as academic successes and areas of growth; providing and communicating academic, behavioral, and social support options for parents; and providing opportunities for collaboration and feedback with parents and the community. In order to support students not meeting academic standards, we will use 20% of our Title I allocation for improvement activities that include:

- District approved and supported interventions
- Partially funded 4 bilingual aides to support strategies and interventions that increase student achievement
- Professional Development that geared towards increasing teacher’s knowledge and implementation of selected strategies.

#### Plan to include teachers in decisions regarding use of academic assessments:

1. New 2015/16 teachers will attend quarterly data half retreats by grade level. These retreats will include ILT members, classroom, Title One, Special Ed., and ESL teachers. Results from benchmarks and other formative assessments, Math Quarterly Assessments, Kindergarten and First Grade assessments will be examined. The data will be used to inform classroom instruction and flexible grouping.  
2. Teachers will review student data; student summative and formative work during IB/Literacy PDPLC’s to determine the effectiveness of implemented strategies. PDPLC members include grade level classroom teachers, as well as, the corresponding grade level resource teachers (Sped, ESL). Whittier has implemented an Instructional Leadership Team that consists of two administrators, classroom teachers, a specialist, the IB coordinator, Literacy and math specialist, ELL Lead, Sped Lead and IS. This team examines effective uses of academic assessments which is implemented during PLC’s and IB whole group staff development. Discussions regarding the effective use of academic assessments continue during teachers individual data conversations with the principal.