

**ILLINOIS STATE BOARD OF EDUCATION**  
 100 North First Street, N-242  
 Springfield, Illinois 62777-0001

**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

**Instructions:** This completed template along with all related documentation must be:

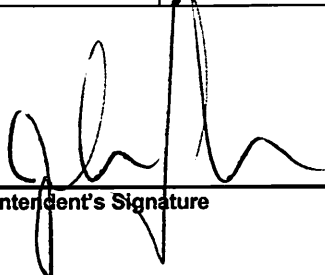
- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

**SCHOOL INFORMATION**

<b>School Name:</b>	Whittier Elementary School		
<b>RCDT:</b>	14-016-1520-02-2008		
<b>Principal:</b>	Roxie Thomas		
<b>Address:</b>	71 East 152 <sup>nd</sup> Street		
<b>City, ZIP code:</b>	Harvey, Illinois 60426		
<b>Telephone:</b>	708-331-1130		
<b>Email address:</b>	rthomas@harvey152.org		
<b>Planning Year:</b>	<b>Poverty Rate at Board Approval:</b>	<b>40% Waiver: Y/N</b>	<b>Local Board of Ed. approval date:</b>

**DISTRICT INFORMATION**

<b>District Name/Number:</b>	Harvey School District #152
<b>Superintendent:</b>	Mr. John Thomas
<b>Telephone:</b>	708-333-0300
<b>Email address:</b>	jthomas@harvey152.org

  
 \_\_\_\_\_  
 Superintendent's Signature

9-12-18  
 \_\_\_\_\_  
 Date

## Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Roxie Thomas	Principal
Carnisha Mayze	Assistant Principal
Lori Baker	Teacher
Trevin Cain	Media Assistant
Katie Graton	Reading Coach
Alaina Bovastro	Special Education
Kathryn Nelson	Interventionist
Marandia Bledsoe	Parent Coordinator
Myra Staples	Social Worker
Meena Vhora	EL Teacher
Laura Valente	Teacher
Denise Brown	Teacher Assistant
Sarah Mendez	Teacher
Cynthia Banks	Teacher
Nicole Harrington	Parent

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program: **N/A**
3. Conduct a comprehensive needs assessment of the entire school. *(Include a copy of the documents used to conduct the assessment)*

### Student Demographics

	2015-2016	2016-2017	2017-2018
<b>Total Enrollment</b>	229	188	
<b>ELL/LEP</b>	25	18	
<b>Students with Disabilities</b>	25	23	
<b>Male</b>			
<b>Female</b>			
<b>Ethnicity/Race - Black</b>	163	139	
<b>Ethnicity/Race - Hispanic</b>	46	32	
<b>Ethnicity/Race - White</b>	0	0	
<b>Asian</b>	16	11	

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<b>Ethnicity/Race – Two or More</b>	4	6	
<b>Attendance Rates</b>	95%	94%	
<b>Mobility</b>	27%	18%	

**Student Achievement – Local**

READING	2015-2016		2016-2017		2017-2018	
	<u>NWEA MAP</u> % Met or Exceeded Growth	<u>PARCC</u> % Ready for Next Level	<u>NWEA MAP</u> % Met or Exceeded Growth	<u>PARCC</u> % Ready for Next Level	<u>NWEA MAP</u> % Met or Exceeded Growth	<u>PARCC</u> % Ready for Next Level
Grade K			77.78%		64.29%	
Grade 1			68.42%		60.53%	
Grade 2			68.42%		54.55%	
Grade 3		25%	83.87%	27%	70.59%	33%
Grade 4		25%	85.19%	36%	57.58%	29%
Grade 5		32%	66.67%	44%	61.76%	24%
Grade 6		52%	88.46%	41%	77.78%	30%
Grade 7						
Grade 8						
Special Edu.						
LEP LEP						

MATH	2015-2016		2016-2017		2017-2018	
	<u>MAP % Met or Exceeded Growth</u>	<u>PARCC</u> Ready for Next Level	<u>MAP % Met or Exceeded Growth</u>	<u>PARCC</u> Ready for Next Level	<u>MAP % Met or Exceeded Growth</u>	<u>PARCC</u> Ready for Next Level
Grade K			85.19%		80.49%	
Grade 1			68.42%		52.63%	
Grade 2			85.00%		52.38%	
Grade 3		38%	74.19%	24%	37.14%	13%
Grade 4		25%	84.62%	33%	45.45%	21%
Grade 5		26%	100.00%	13%	67.65%	24%
Grade 6		32%	92.31%	36%	66.67%	13%

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Grade 7						
Grade 8						
Special Edu.						
LEP						

**Process**

**What is happening (practices) in your school?**  
**(Data Sources = Walkthroughs, Teacher Observations, Student Discipline, Assessment Results, Curriculum Documents, Curriculum Materials, etc.)**

- Formal quarterly walkthroughs that result in immediate feedback that monitors curriculum and instruction using a specified rubric.
- Weekly common planning time is given to grade level teams to collaborate, discuss, and assess data to drive instruction.
- Periodic peer to peer observations are scheduled throughout the year to improve teachers' craft and instruction.
- The school behavior plan is universally enforced throughout the building by all staff members with clear and concise expectations of the students. Students earn Whittier Bucks for exhibiting good behavior and/or character, based on our monthly character education focus.
- The Honor Level System is the school's behavior modification system using incentives for students who are on levels 1 and 2. Interventions are provided for students who are on levels 3 and 4 with a note home to parents and a life skills class with the school's social worker until student returns to levels 1 & 2 or referred to M.T.S.S. for further interventions.
- Sustaining school vision and expectations are emphasized daily through morning rituals, principal talks, and the student pledge.
- The reading core program is Wonders and the math core program is Eureka Math.
- Various supplemental school wide curriculum materials used are iReady reading and math, Performance Coach, and Reading A to Z, which are specific to their grade level.
- The overall school climate is warm, friendly, inviting, positive, and conducive to student learning.
- Data days are held to analyze student data and to determine which students need after school tutorials, summer school, and referral for M.T.S.S. Students who are in need acceleration and intervention are also identified.
- Student orientation is held at the beginning of the year to go over school rules and expectations.
- Teachers are on door duty during the morning and afternoon to ensure student safety.
- Reading goals are monitored through Accelerated Reader Tests and the yearly twenty-five books minimum reading requirement for students.
- Reading incentives (Steps to Success, Accelerated Reader Fair, and 25 books picnic)
- Awards Assemblies are held twice a year, Students receive awards for Bringing Up Grades (BUG), attendance, most improved, citizenship, honor roll, student of the month, and reading 25 + books. Kindergarten students also participate in a special graduation ceremony.
- Pep rallies and motivational assemblies are held throughout the year.
- Learning opportunities are everywhere - hallways, cafeteria, morning announcements, while waiting in line for the washroom, assemblies, etc.

- Students are expected to walk quietly in the halls with arms folded at all times.
- Students must adhere to the district-wide dress code.
- NWEA/Map Tests are assessments that measure student achievement and growth from Grades K-5 in math, reading, and language usage and is aligned to the CCSS.
- The school celebrates various multicultural holidays and traditions, i.e., Halloween, Multicultural Festivals - Ramadan, Christmas, and Feliz Navidad,, Cinco de Mayo, Black History, Dr. Martin Luther King Jr. Assembly, etc. Classrooms accentuate these days through culminating projects.

**Perception**

What do stakeholders think, believe or perceive about your school?  
 (Data Sources = 5 Essential Survey, Parents Surveys, Staff Surveys, Student Surveys, Meeting Minutes, Self-Assessment Tools etc.)

According to the 2018-2019 Student Survey:

- 92% of fourth and fifth grade Whittier students are happy with the education they are receiving at Whittier School.
- 96% of fourth and fifth grade Whittier students understand the rules and what is expected of them
- 84% of respondents states that the staff ensures that they are safe during school
- 82% believe that teachers, students, and students work together

According to the 2018 - 2019 Parent Survey

- 83% of parents believes that the staff is diligent in their efforts to make sure the children are safe during all school activity
- 83% of parent feel welcomed to Whittier School
- 78% of parents are satisfied with the quality of education their child is receiving
- 76% believe their is a sense of teamwork between teachers, parents, and students.
- 74% feel like the Principal and Assistant are effective in schoolwide discipline
- 73% of parents says their child knows how to report incidents of bullying
- 73% feels their child's teacher is effective in classroom management and discipline

\*The Student and Parent Survey were administered at the beginning of the 2018 -2019 school year and will be re-administered at the end of the school year to see if perceptions have changed.

- 2015 Val-Ed Principal's Report reflect that my overall effectiveness as Distinguished (4.25), the highest level possible, with a percentile rank of 95. A distinguished leader exhibits learning-centered leadership behaviors at levels of effectiveness that are virtually certain to influence teachers positively and result in strong value-added to student achievement and social learning for all students.
- All of the core components were rated distinguished from (4.05) Rigorous Curriculum to (4.48) Culture of Learning and Professional Behavior.

**Notable Trends**

Identify notable performance trends – including both, positive and negative patterns. Notable trend statements include the following elements: the measure and metric about which the trend is being described, the content area(s), which students are included in the trend (grade-levels, disaggregated groups), the direction of the trend, the amount of change in the metric, the time period over which the trend was observed, and what makes the trend notable.

*Example - For the past three years, English learners (making up 60% of the student population) have had median growth percentiles below 30 in all content areas, substantially below the minimum state expectation of 55.*

Notable trends include an increase in the number of bilingual students in each grade level. For the past three years, English learners have been unserved by the district. In turn, this has caused this subgroup to perform poorly on assessments.

Whittier School has shown consistent growth on the PARCC test in both reading and math from 2015 - 2017. We were also highlighted in a CNN News Brief as being a "Good School" based upon our 2015 PARCC test scores. Realty/Trac scanned more than 1800 zip codes nationwide that have at least one "good" elementary

school."Good" is defined as schools that post higher-than average test scores for their given state. However, due to declining enrollment, the district made personnel and logistical changes that affected student performance. Every year for the past three years our district has had three new superintendents, two curriculum directors, and two bilingual directors. With such a high turnover there has not been any consistent directives and policy.

In addition, there has been an extremely high rate of teacher transfers. Both last year and this year two schools in the district have closed. At the end of the 2016-2017 school year 5 teachers transferred out of the building. In the 2017-2018 school year 5 new teachers transferred in. We also inherited a new special education program and teacher with severe emotional and behavior problems. In September a second grade classroom was closed and the teacher was moved to fourth grade. In the beginning of the 2018-2019 school year, we were short staffed and hired a kindergarten teacher at the last minute, one second grade teacher moved down from third, the other second grade teacher came from another building, and we are short a fourth grade teacher. Currently, we are using a retired teacher for the vacant 4th grade classroom. With so much teacher mobility teachers are having a hard time improving their craft.

A notable trend is high student mobility. Students move around the neighborhood and often transfer in and out of schools within the school district. Additionally, in the last two years, two schools have closed and boundaries have been adjusted which has increased the mobility of students. Students were transferred to different schools. In addition to mobility within our community, it is common that students will move to a nearby community and then will eventually come back to our community.

In previous years, students were not placed in their least restrictive environment. In the last two years, there has been a shift to move students into an inclusion/resource setting to provide supports in the general education environment. Students are continuing to work on their IEP goals/objectives and are working closely with the general education teacher, special education classroom, and all support staff.

Positive notable trends include the hiring of a half time assistant principal at Whittier. This provides teachers and staff with more support while providing assistance to the principal.

## Root Causes

Identify the underlying causes behind the priority performance challenges identified in the prior step. Root causes are statements that describe the deepest underlying cause, or causes, of performance challenges. They are the causes that, if dissolved, would result in elimination, or substantial reduction, of the performance challenge(s). Root causes describe why the performance challenges exist. They are the things that most need to change and can change. Root causes are not student attributes (such as poverty level or student motivation), but rather relate to adult behavior. Furthermore, the root cause should be something within the school or district's control.

- Lack of communication across grade levels and across schools in the district
- Lack of consistent procedures for what to do with students who are not performing at grade level by the end of the year
- Gaps in curriculum or standard expectations across grade levels
- For students who are consistently absent or tardy, intervention is needed to decrease truancy (i.e. providing transportation for students who are regularly tardy)
- Teacher mobility within individual schools and across the district
- Discrepancies in class sizes within one school and across the district
- Not enough recess time to provide a mental break
- Lack of preschool or early childhood education
- Parents are not providing exposure to basic foundational skills such as letter/number identification, etc before students enter kindergarten
- Some parents are unable to assist students with their homework, especially in the upper grades

4. Describe schoolwide reform GOALS and strategies to include the following:
- provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
  - use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
  - address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

**2018-2021 Targets**

Based on the Needs Assessment, planning teams must identify the performance targets for the next three years. The targets must explicitly address performance challenges and move the school toward district, state and federal expectations.

*Example – By the Spring of 2021, the percentage of students ready for the next grade level on the PARCC Math assessment will increase to 55%.*

<b>TARGET (GOAL) #1: Map Reading: By the spring of 2021; 75% of the student should meet or exceed the 55th percentile using the national norm on the NWEA Map Reading Assessment.</b>	
<b>Benchmark #1 (Annual Performance Targets)</b>	<b>Dates</b>
By the spring of 2019: 55% of the students should meet or exceed the 50th percentile using the national norm on the NWEA Map Reading Assessment	Fall 2018 - Spring 2019
<u>Strategies</u>	
<ul style="list-style-type: none"> <li>Multi-tiered system of support for students in tiers two and three</li> <li>English Learners will receive push in and pull out services by an EL certified instructor in order to provide modified instruction to meet the need of EL learners</li> <li>After School tutorial program</li> <li>IReady teacher toolbox and differentiated student lessons online</li> <li>Online intervention programs (Reading A to Z, Imagine Learning, etc)</li> <li>AR reading incentives and promotion of the 25 book campaign</li> <li>Interactive word walls in each classroom that include academic vocabulary</li> <li>Ongoing professional development around Best Practices in the classroom</li> <li>Teachers will focus on including academic vocabulary in their instruction based on the Common Core Standards</li> <li>Teachers will implement Guided Reading groups to further differentiate instruction under the guidance of the District Reading Coach</li> </ul>	
<b>Benchmark #2 (Annual Performance Targets)</b>	<b>Dates</b>
By the spring of 2020: 65% of the students should meet or exceed the 50th percentile using the national norm on the NWEA Map Reading Assessment	Fall 2019-Spring 2020
<u>Strategies</u>	
<ul style="list-style-type: none"> <li>Multi-tiered system of support for students in tiers two and three</li> <li>English Learners will receive push in and pull out services by an EL certified instructor in order to provide modified instruction to meet the need of EL learners</li> <li>After School tutorial program</li> <li>iReady teacher toolbox and differentiated student lessons online</li> <li>Online intervention programs (Reading A to Z, Imagine Learning, etc)</li> <li>AR reading incentives and promotion of the 25 book campaign</li> <li>Interactive word walls in each classroom that include academic vocabulary</li> <li>Ongoing professional development around Best Practises in the classroom</li> <li>Teachers will focus on including academic vocabulary in their instruction based on the Common Core Standards</li> </ul>	

<ul style="list-style-type: none"> <li>Teachers will implement Guided Reading groups to further differentiate instruction under the guidance of the District Reading Coach</li> </ul>	
Benchmark #3 (Annual Performance Targets)	Dates
By the spring of 2021: 75% of the students should meet or exceed the 50th percentile using the national norm on the NWEA Map Reading Assessment	Fall 2020- Spring 2021
<u>Strategies</u>	
<ul style="list-style-type: none"> <li>Multi-tiered system of support for students in tiers two and three</li> <li>English Learners will receive push in and pull out services by an EL certified instructor in order to provide modified instruction to meet the need of EL learners</li> <li>After School tutorial program</li> <li>IReady teacher toolbox and differentiated student lessons online</li> <li>Online intervention programs (Reading A to Z, Imagine Learning, etc)</li> <li>AR reading incentives and promotion of the 25 book campaign</li> <li>Interactive word walls in each classroom that include academic vocabulary</li> <li>Ongoing professional development around Best Practises in the classroom</li> <li>Teachers will focus on including academic vocabulary in their instruction based on the Common Core Standards</li> <li>Teachers will implement Guided Reading groups to further differentiate instruction under the guidance of the District Reading Coach</li> </ul>	

**TARGET (GOAL) #2: By the Spring of 2021, 75% of students will meet or exceed the 50th percentile using the national norms for Math MAP.**

Benchmark #1 (Annual Performance Targets)	Dates
By the Spring of 2019, 55% of students will meet or exceed the 50th percentile using the national norms for Math MAP.	Fall 2018 - Spring 2019
<u>Strategies</u>	
<ul style="list-style-type: none"> <li>English Learners will receive push in and pull out services by an EL certified instructor in order to provide modified instruction to meet the need of EL learners</li> <li>The District Wide Math Coach will provide teachers with instructional strategies in order for students to achieve learning targets</li> <li>After School Tutorials will be provided for Tier 2 and Tier 3 students in grades 3 - 5</li> <li>Teachers will implement Guided Math groups to further differentiate instruction under the guidance of the District Math Coach</li> <li>Quarterly Data Talks will provide teachers an opportunity to analyze data to inform and adapt instruction</li> <li>Teachers will focus on including math vocabulary in their explicit instruction based on the Common Core Standards</li> </ul>	
Benchmark #2 (Annual Performance Targets)	Dates
By the Spring of 2020, 65% of students will meet or exceed the 50th percentile using the national norms for Math MAP.	Fall 2019 - Spring 2020
<u>Strategies</u>	
<ul style="list-style-type: none"> <li>English Learners will receive push in and pull out services by an ESL certified instructor in order to provide modified instruction to meet the need of EL learners</li> <li>The District Wide Math Coach will provide teachers with instructional strategies in order for students to achieve learning targets</li> <li>After School Tutorials will be provided for Tier 2 and Tier 3 students in grades 3 - 5</li> <li>Teachers will implement Guided Math groups to further differentiate instruction under the guidance of the</li> </ul>	



District Math Coach <ul style="list-style-type: none"> <li>Quarterly Data Talks will provide teachers an opportunity to analyze data to inform and adapt instruction</li> <li>Teachers will focus on including math vocabulary in their explicit instruction based on the Common Core Standards</li> </ul>	
Benchmark #3 (Annual Performance Targets)	Dates
By the Spring of 2021, 75% of students will meet or exceed the 50th percentile using the national norms for Math MAP.	Fall 2020 - Spring 2021
<u>Strategies</u>	
<ul style="list-style-type: none"> <li>English Learners will receive push in and pull out services by an EL certified instructor in order to provide modified instruction to meet the need of EL learners</li> <li>The District Wide Math Coach will provide teachers with instructional strategies in order for students to achieve learning targets</li> <li>After School Tutorials will be provided for Tier 2 and Tier 3 students in grades 3 - 5</li> <li>Teachers will implement Guided Math groups to further differentiate instruction under the guidance of the District Math Coach</li> <li>Quarterly Data Talks will provide teachers an opportunity to analyze data to inform and adapt instruction</li> <li>Teachers will focus on including math vocabulary in their explicit instruction based on the Common Core Standards</li> </ul>	

<b>TARGET (GOAL) #3:</b> By 2021, the number of disciplinary code infractions will decrease by 50%.	
Benchmark #1 (Annual Performance Targets)	Dates
Classroom referrals will decrease by 15%. Based upon the discipline report from Power School, there were 272 office referrals for 2017-18 school year.	dccc Spring 2019
<u>Strategies</u>	
The Honor Level System is the school's behavior modification system using incentives for students who are on levels 1 and 2. Interventions are provided for students who are on levels 3 and 4 with a note home to parents and a life skills class with the school's social worker until student returns to levels 1 & 2 or referred to M.T.S.S. for further interventions.	
<ul style="list-style-type: none"> <li>All teachers must have a classroom management plan.</li> <li>Classroom and building incentive program twice a month</li> <li>In-School Detention</li> <li>In-School Suspension Services</li> <li>Utilize Social Worker to provide conflict and peer mediation with suspended students</li> <li>C.A.P.T.U.R.E. Boys and Girls Mentoring Program</li> <li>Game Room Time Incentive</li> <li>Big Brother Little Brother Program</li> <li>Restorative Justice Practices</li> <li>Maintain an open-door policy for parents and/or guardians to visit the classroom.</li> </ul>	

Benchmark #2 (Annual Performance Targets)	Dates
Further strengthen schoolwide and classroom routines and procedures to maximize student engagement and learning.	Spring 2019
<p style="text-align: center;"><u>Strategies</u></p> <ul style="list-style-type: none"> <li>• Student orientation is held at the beginning of the year to go over school rules and expectations.</li> <li>• Students are required to maintain an orderly environment by using level 0 voices, walking with arms folded, and walking in straight lines when in the hall during transitions.</li> <li>• Students must adhere to the uniform dress code policy at all times.</li> <li>• The morning recital of the Pledge of Allegiance and the Whittier Pledge. Principal addresses the students during morning announcements with positive affirmations.</li> <li>• Further enhance positive approach to behavior management through developing staff skills in the use of motivational techniques.</li> </ul>	
Benchmark #3 (Annual Performance Targets)	Dates
<p style="text-align: center;"><u>Strategies</u></p>	

**5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.**

The school social worker provides group and individual counseling services for regular education students and students who have an Individualized Education Plan. The counseling sessions focus on anger management, coping skills, grief, trauma, social skills, conflict resolution, self-esteem and other issues that students face. Teachers are able to refer students for services and student's are also identified through the MTSS Process for Tier II and Tier III for behavior. The students regularly participate in Peace/Talking Circles and Play Therapy as methods to find and acknowledge the root cause of conflict and to formulate positive solutions. The students involved in counseling are empowered to take responsibility for their actions and to build self-awareness skills to succeed both in school and beyond.

Whittier School implemented the Honor Level System as its school-wide behavior management plan for the 2018-2019 school year. Students who are on Honor Levels One and Two receive incentives along with a special activity, i.e., game room or extra gym time. Students on Honor Level Three will not receive extra privileges that the Honor Level One's and Two's enjoy. Often, they are excluded from activities as are the Honor Level Four's, but these students might negotiate the right to participate.

Students in Honor Level Four will automatically be placed in the Multi-Tier System of Support (MTSS) network. Honor Level Four students will be placed in the Life Skills Class after school for one hour 2 days per week on Monday and Tuesday from 3:10 p.m. - 4:10 p.m. These students might negotiate the right to participate if they are attending the Life Skills Class and are making gains in improving their behavior. Honor Level Four students will be mandated to check-in and out with a staff member on a daily basis.

In addition to the Honor Level System, students earn points for good behavior in their classroom and may use them to purchase items such as treats, school supplies, popcorn, "No uniform passes", etc. twice a month.

Whittier School has several mentoring programs for girls and boys. The Big Brother Little Brother Program, The C.A.P.T.U.R.E. ((Community, and Parents, Teachers, United to Reinforce Education) Program. The organization's mission is to provide children ages 6 - 12 years of age who are facing adversity with strong, enduring, and profession connections that will forever change their lives for the better.

The purpose of the C.A.P.T.U.R.E. Boys and Girls Mentoring Programs is to improve self-esteem of the individual student, and thereby lead to improved academic performance and possibly reduce the future high school dropout rate. We believe that by helping to build a sense of motivation and confidence in students, we can encourage a continued interest in learning through high school and beyond.

- 6. Include and activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical programs and education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools.**

Classroom teachers at Whittier School use various interactive online games and activities as a means to have fun while exploring traditional and nontraditional careers, To list a few, websites such as Drive of your life, is an interactive game from the Indiana Youth Institute, lets students custom-design their car by answering questions about their personal interests, getting a list of careers that match those interests, and then "taking a drive" through each of those careers. Along the way, they meet real people via video working in those careers -- learning about daily work life and the skill and education required. Kidswork, from South Carolina's public education station ETV, digs a little deeper into the inner workings for a range of careers. Choosing any business in ETV's cartoon town, students can watch short video interviews with the people who work there; perform related job tasks; and learn some of the history behind various fields. Kidswork is great for connecting classroom skills to real-world jobs in small doses.

Kids. gov, the US government's official web portal for kids, provides an A-Z listing and links to more than 50 different career videos as well as interviews, games, and general career information. While online games are fun, hands-on activities can give kids the chance to ask questions and explore their interests in more depth. Additionally, Junior Achievement visits our school each year and provides a more in-depth and hand-on analysis of jobs and careers designed for each grade level.

Whittier's C.A.P.T.U.R.E. Boys and Girls Mentoring program work on jobs and careers through the creation vision boards in which research is used, along with, their culminating presentation which usually takes about a month to complete. The mentors also share their professions or former professions with the mentees and this normally peaks their curiosity which sparks rich discussion.

- 7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)**

Our school's MTSS Program is designed to provide support for students who are struggling academically with grade level content and/or or experiencing excessive behavioral problems, based upon their individual needs. Interventions are provided and support is given as needed. Following the initial MTSS referral meeting, interventions are provided by the classroom teacher and the reading interventionist for approximately 4 -6 weeks. The team will reconvene to discuss if any progress was made with the interventions. If no progress was made, more intense interventions and frequency will be increased.

Progress monitoring with Aimsweb will be administered weekly to tier 3 students. After a total of 12 weeks, if no progress has been made, the MTSS team will meet to recommend that the student be screened for the Special Education program.

For our behavior management plan, see #5 above.

**8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.**

- Developing a common language arts curriculum in grade levels across the district
- Utilizing MAP RIT scores to guide classroom instruction
- Implementing the writing process in different content areas to align to the common core standards
- Employed a District Math Coach to assist teachers
- Common planning and peer-to- classroom observations
- Students and teachers are versed in DOK to increase rigor
- Integrating the co-teaching model to differentiate instruction
- Implementing I-Ready as a supplemental resource to provide additional support in math and reading
- Training received on administering and preparing students for PARCC assessment
- Additional professional development will be incur with our District Reading Coach as needed.
- Quarterly Focus Walks will continue and professional development needs will be based upon the evidence from the focus walks
- Teachers who request additional training will be allowed to participate in workshops if it is an area of need
- Various staff members attend the ESSA Conference each year
- The entire district participates in the Superintendent's Conference in March each year

**9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.**

To assist the kindergartners with the transition, each year, the incoming kindergarteners tour our school. They visit one of the kindergarten classrooms where various activities have been designed for them. They get to visit with the principal, in the gymnasium, the computer lab, lunchroom, and see the students in their classrooms. This acquaints them with the school that they will attend.