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# Introduction and Planning Process

The purpose of this school improvement plan is to identify areas for improvement in student achievement, school climate, and staff development. The goals in the plan have come from feedback received from teachers, staff members and parents in surveys conducted in the spring and fall of 2010, as well as a study of student performance on local assessments over the past several years. All Whitman Post Elementary School teachers will be involved in evaluating our progress toward the identified goals during team and faculty meetings throughout the 2010-2011 and the 2011-2012 school years.

With the implementation of the Response to Intervention (RtI) model during the 2008-09 school year, we are using the Measure of Academic Progress (MAP) assessment in reading and mathematics from the Northwest Evaluation Association (NWEA) as our universal screener. This assessment will be given to students three times each school year – once in the fall, again near the semester break, and then in the spring. Teachers will use the data we receive from NWEA to determine the appropriate skills and strategies to focus on in their instruction. We will also use this data to evaluate the progress of students who have been behind academically and need to make more than “typical growth” in order to catch up to their grade level peers. The results of these assessments will be entered into this plan as they are received and reviewed.

## **Rockton School District Mission Statement**

The Rockton School District believes in and is committed to meeting the needs of all children academically, emotionally, physically, and socially so they may become adaptable, compassionate, inquisitive, and knowledgeable adults. We further believe that the best environment for achieving these goals combines love, cooperation, and resources of the family, community, and school.

**Section I-A Data & Analysis - Report Card Data  
Item 3 - School Information**

Basic Information	2003-04	2004-05	2005-06	2006-07	2007-08	2008-2009	2009-2010	2010-2011	2011-2012
Attendance rate (%)	96.7	96.4	96.1	96.1	96.4	96.2	96.0	96.3	
Truancy rate (%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Mobility rate (%)	4.6	8.0	9.4	6.0	4.9	4.7	6.1	7.2	
School Population (#)	455	478	494	484	496	531	547	532	
Economically disadvantaged (%)	9.9	9.6	13	15.7	12.1	19.2	21.6	22.7	
Limited English proficient (LEP) (%)	0.0	0.0	0.2	0.4	0.4	0.8	1.3	0.8	
Students with IEP	40	42	45	50	60	62	83	76	
White, non-Hispanic (%)	93.8	94.4	93.3	91.9	91.7	90.0	88.8	89.5	
Black, non-Hispanic (%)	4	3.6	3.2	2.7	1.8	2.3	2.2	2.3	
Hispanic (%)	1.3	1.0	1.4	2.5	2.8	3.2	3.8	3.2	
Native American or Alaskan Native (%)	0.2	0.2	0.4	0.0	0.0	0.0	0.2	0.0	
Asian/Pacific Islander (%)	0.7	0.8	1.4	2.5	2.8	3.2	2.4	2.1	
Multi-Racial (%)	0	0	0.2	1.4	0.8	1.3	2.6	3.0	

Data Source: [www.iirc.niu.edu](http://www.iirc.niu.edu)

**Educational Environment**

Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
2003	-	6.4	98	96.1	7.1	-	-	-	-
2004	-	9.9	98	96.7	4.6	-	-	-	-
2005	-	9.6	98	96.4	8.0	-	-	-	-
2006	0.2	13	98	96.1	9.4	-	-	-	-
2007	0.4	15.7	98	96.1	6.0	-	-	-	-
2008	0.4	12.1	98	96.4	4.9	-	-	-	-
2009	0.8	19.2	98	96.2	4.7	-	-	-	-
2010	1.3	21.6	98	96.0	6.1	-	-	-	-
2011	0.8	22.7	98	96.3	7.2	-	-	-	-
2012									

Data Source: [www.iirc.niu.edu](http://www.iirc.niu.edu)

**Enrollment Trends**

WPES Enrollment (time of ISAT)	Year	
	2003	419
	2004	455
	2005	478
	2006	494
	2007	484
	2008	496
	2009	540
	2010	547
	2011	
	2012	

District	Year	
	2002	1,323
	2003	1,321
	2004	1,356
	2005	1,400
	2006	1,442
	2007	1,524
	2008	1,556
	2009	1,592
	2010	1,566
	2011	
	2012	

Data Source: [www.iirc.niu.edu](http://www.iirc.niu.edu) and 2010 Illinois School Report Card

**Section 1-B  
Data & Analysis – Local Assessment Data**

**Assessment Data:**

The Whitman Post Elementary School staff has been dedicated to evaluating ISAT data for some time. For the past three years, improving reading performance has been the main focus of our school improvement plan, while improving mathematics performance has been our secondary focus.

At the local level, we use the NWEA MAP assessment as the primary tool to assess our students' performance in reading and math. This is an online assessment that gives us data comparing our students' performance to national norms. All *new* students also take the Gates MacGinite Reading test in the fall and spring of each school year to evaluate reading growth. The results of these assessments are put in the students' temporary files so that teachers in upcoming grade levels have knowledge about their students' prior performance in school.

**Assessment Data**

NWEA MAP Results – 2008-2012

<b>READING</b>				
<b>Year</b>	<b>Grade</b>	<b>Number Tested</b>	<b>Percent of students at 50th percentile or higher</b>	<b>Percent of students meeting their NWEA growth targets (FA-SP)</b>
2008	3	179	78.00%	66.70%
	4	181	76.00%	64.40%
	5	166	76.00%	63.60%
2009	3	176	79%	76.60%
	4	182	77%	67.00%
	5	181	80%	74.10%
2010	3	160	79%	75.8%
	4	179	82%	69.7%
	5	182	84%	78.4%
2011	3			
	4			
	5			

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<b>MATHEMATICS</b>				
<b>Year</b>	<b>Grade</b>	<b>Number Tested</b>	<b>Percent of students at 50th percentile or higher</b>	<b>Percent of students meeting their NWEA growth targets (FA-SP)</b>
2008	3	179	81.00%	73.90%
	4	181	67.00%	58.80%
	5	166	71.00%	70.20%
2009	3	176	86%	81.40%
	4	182	78%	60.50%
	5	181	72.00%	67.80%
2010	3	160	84%	79.4%
	4	179	87%	74.9%
	5	182	82%	68.6%
2011	3			
	4			
	5			

## Illinois Standards Achievement Test (ISAT)

### 2008 ISAT Data

	Reading	Mathematics	Science	Writing
Grade	% Meets + Exceeds	% Meets + Exceeds	% Meets + Exceeds	% Meets + Exceeds
3	88	96	-	-
4	90	97	99	-
5	95	99	-	85

### 2009 ISAT Data

	Reading	Mathematics	Science	Writing
Grade	% Meets + Exceeds	% Meets + Exceeds	% Meets + Exceeds	% Meets + Exceeds
3	86	97	-	88
4	88	96	97	-
5	95	98	-	75

### 2010 ISAT Data

	Reading	Mathematics	Science	Writing
Grade	% Meets + Exceeds	% Meets + Exceeds	% Meets + Exceeds	% Meets + Exceeds
3	92	99	-	87
4	81	97	94	-
5	92	93	-	88

### 2011 ISAT Data

	Reading	Mathematics	Science	Writing
Grade	% Meets + Exceeds	% Meets + Exceeds	% Meets + Exceeds	% Meets + Exceeds
3	84	97	-	Not tested
4	85	98	96	-
5	90	97	-	Not tested

### 2012 ISAT Data

	Reading	Mathematics	Science	Writing
Grade	% Meets + Exceeds	% Meets + Exceeds	% Meets + Exceeds	% Meets + Exceeds
3			-	
4				-
5			-	

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**2008 ISAT Data (Students in Below and Warning Categories)**

		Reading		Math		Science		Writing	
Grade	# of Students Tested	# of Students in Warning	# of Students in Below	# of Students in Warning	# of Students in Below	# of Students in Warning	# of Students in Below	# of Student in Warning	# of Students in Below
3	176	5	15	1	6	-	-	-	-
4	159	0	15	0	5	0	1	-	-
5	164	0	8	0	2	-	-	1	24

**2009 ISAT Data (Students in Below and Warning Categories)**

		Reading		Math		Science		Writing	
Grade	# of Students Tested	# of Students in Warning	# of Students in Below	# of Students in Warning	# of Students in Below	# of Students in Warning	# of Students in Below	# of Student in Warning	# of Students in Below
3	179	2	23	2	4	-	-	2	22
4	177	0	21	0	7	0	5	-	-
5	164	0	8	0	3	0	0	2	41

**2010 ISAT Data (Students in Below and Warning Categories)**

		Reading		Math		Science		Writing	
Grade	# of Students Tested	# of Students in Warning	# of Students in Below	# of Students in Warning	# of Students in Below	# of Students in Warning	# of Students in Below	# of Student in Warning	# of Students in Below
3	177	1	13	1	1	-	-	2	22
4	182	1	34	0	7	0	10	-	-
5	180	0	14	0	12	-	-	1	21

**2011 ISAT Data (Students in Below and Warning Categories)**

		Reading		Math		Science		Writing	
Grade	# of Students Tested	# of Students in Warning	# of Students in Below	# of Students in Warning	# of Students in Below	# of Students in Warning	# of Students in Below	# of Student in Warning	# of Students in Below
3	159	4	20	0	3	-	-	-	-
4	184	0	27	0	3	0	7	-	-
5	184	0	18	0	5	-	-	-	-

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**2012 ISAT Data (Students in Below and Warning Categories)**

Grade	# of Students Tested	Reading		Math		Science		Writing	
		# of Students in Warning	# of Students in Below	# of Students in Warning	# of Students in Below	# of Students in Warning	# of Students in Below	# of Student in Warning	# of Students in Below
3						-	-		
4								-	-
5						-	-		

## Gates MacGinite Reading Assessment

### Gates MacGinite Reading Assessment for New Students to WPES – Fall 2008

Grade	Total Number of New Students	Number of New Students Reading Below Grade Level	Percentage of New Students Reading Below Grade Level
3	21	6	28.6%
4	10	5	50%
5	13	7	53.8%

### Gates MacGinite Reading Assessment for New Students to WPES – Fall 2009

Grade	Total Number of New Students	Number of New Students Reading Below Grade Level	Percentage of New Students Reading Below Grade Level
3	16	6	37.5%
4	12	6	50%
5	16	10	62.5%

### Gates MacGinite Reading Assessment for New Students to WPES – Fall 2010

Grade	Total Number of New Students	Number of New Students Reading Below Grade Level	Percentage of New Students Reading Below Grade Level
3	8	4	50%
4	17	8	47%
5	11	6	55%

### Gates MacGinite Reading Assessment for New Students to WPES – Fall 2011

Grade	Total Number of New Students	Number of New Students Reading Below Grade Level	Percentage of New Students Reading Below Grade Level
3	7	3	43%
4	9	4	44%
5	9	4	44%

### Gates MacGinite Reading Assessment for New Students to WPES – Fall 2012

Grade	Total Number of New Students	Number of New Students Reading Below Grade Level	Percentage of New Students Reading Below Grade Level
3			
4			
5			

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In an overall sense, it is clear that according to MAP and ISAT data the areas to focus improvement upon are in reading vocabulary and comprehension and mathematics number sense. Because of this data, it will be a school wide goal to improve reading vocabulary and comprehension and mathematics number sense for the 2010-2011 and the 2011-2012 school years.

According to the Gates MacGinitie test administered in the fall of 2008 to all new Whitman Post students, anywhere from 29% - 54% of all new students are reading below grade level. In the fall of 2009, the range was 37.5% - 62.5%. In the fall of 2010, the range was 47% - 55%. These students will receive either additional instruction through an intervention plan or intense instruction in a small group setting including flexible grouping time.

### **Factors:**

When looking at our assessment data, it appears that our growing enrollment and changing demographics are factors that are greatly affecting student achievement at Whitman Post Elementary School. We are experiencing steady growth, as evidenced in the Enrollment Information on page four. Our population is changing, with a disproportionate number of new students coming from low-income families and many who are reading significantly below grade level. These children are exhibiting more needs requiring extra support in order to do well at school.

In the 2008-09 school year, Whitman Post Elementary School began implementing Response to Intervention (RtI) in reading. Over the past two years, we have been focusing on professional development in using assessment data to identify students' strengths and weaknesses, and differentiating instruction to target weak skill areas. During the 2010-11 school year, we will be reviewing and purchasing intervention materials that can be used to make small group instruction more effective. Our school improvement plan includes overall achievement goals and individual growth goals in reading so that we can assess the effectiveness of our classroom and intervention instruction.

Additionally, during the 2009-10 school year, Whitman Post Elementary School began the RtI process for math as well as reading. We will continue to concentrate on how to best deliver intervention instruction in math throughout the implementation of this school improvement plan. We are including math goals in our plan so that we can determine the effectiveness of our math instruction, both at the whole class and intervention levels.

### **Conclusions:**

Based on our assessment and enrollment data, the focus of our school improvement plan will be on improving reading instruction, especially in the areas of vocabulary and comprehension for all students, and improving mathematics instruction, especially in the area of number sense, for all students.

## Section II - Action Plan

### Data and Gap Analysis:

<b>Data Collected and Source of Data</b> <i>What data do we have, and where did we find the data?</i>	<b>Findings/Gap Analysis</b> <i>What are these data telling us about areas we need to target for improvement?</i>
<p>According to the Gates MacGinitie test administered in the fall of 2008, 29%-54% of all new students to WPES are reading below grade level.</p> <p>In the fall of 2009, 37.5%-62.5% of all new students to WPES are reading below grade level.</p> <p>In the fall of 2010, 47%-55% of all new students to WPES are reading below grade level.</p> <p>In the fall of 2011, 43-44% of all new students to WPES are reading below grade level.</p>	<p>Continue to look carefully at the programs we offer all readers, evaluate their effectiveness, identify areas for improvement, and implement improvement strategies.</p> <p>Develop a process for identifying needs of students who move to our school from other districts and a plan for meeting those needs.</p> <p>Through the Rtl process, develop Tier intervention plans for our struggling readers.</p>
<p>According to the NWEA MAP assessment given in the fall of 2008, 2009 and 2010, and the ISAT assessment given in March of 2008, 2009 and 2010, our students did not score as well in the areas of reading vocabulary and comprehension and mathematics number sense.</p> <p>According to the NWEA MAP assessment given in the spring of 2010, 79% of 3<sup>rd</sup> grade students were at the 50<sup>th</sup> percentile or higher in reading, and 86% were at the 50<sup>th</sup> percentile or higher in math.</p> <p>According to the NWEA MAP assessment given in the spring of 2010, 77% of 4<sup>th</sup> grade students were at the 50<sup>th</sup> percentile or higher in reading, and 78% were at the 50<sup>th</sup> percentile or higher in math.</p>	<p>Look for ways to improve our reading instruction in the area of vocabulary and comprehension and our mathematics instruction in the area of number sense.</p> <p>Spend more instructional time focusing on these areas. We will focus on both of these areas during our flexible grouping time each day as well.</p> <p>Continue to look carefully at the programs offered to all readers, evaluate their effectiveness, identify areas for improvement, and implement improvement strategies. Closely monitor progress of those students receiving extra, targeted instruction to help close the gap in their reading achievement.</p> <p>Set student and classroom growth targets for the MAP reading and math assessments, and measure the progress</p>

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<p>According to the NWEA MAP assessment given in the spring of 2010, 80% of 5<sup>th</sup> grade students were at the 50<sup>th</sup> percentile or higher in reading, and 72% were at the 50<sup>th</sup> percentile or higher in math.</p> <p>According to the NWEA MAP assessment given during the 2009-10 school year, 76.6% of 3<sup>rd</sup> graders met their reading growth targets, and 81.4% met their math growth targets.</p> <p>According to the NWEA MAP assessment given during the 2009-10 school year, 67% of 4<sup>th</sup> graders met their reading growth targets, and 60.5% met their math growth targets.</p> <p>According to the NWEA MAP assessment given during the 2009-10 school year, 74.1% of 5<sup>th</sup> graders met their reading growth targets, and 67.8% met their math growth targets.</p>	<p>toward those targets in January of each year.</p> <p>Closely monitor students on tier plans and make changes to their instructional program as needed to help them be successful.</p> <p>Explore intervention materials to be used in delivering individual and small group instruction.</p>
<p>In our school district mission statement, we state, "We are committed to meeting the needs of all children academically, emotionally, physically, and socially."</p>	<p>Continue to implement a building-wide character program, focusing on one "Key of Excellence" each month.</p> <p>Continue to provide group lessons with the social workers to target the social and emotional needs of the children.</p> <p>Provide enrichment activities such as art, music, physical education, science and drama and possibly foreign language to challenge our students in various curricular areas. We will also offer an after-school reading and math program to students who need these services as identified by our MAP and ISAT data.</p> <p>Fully implement Response to Intervention in</p>

	math and reading to meet the needs of all learners.
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## SCHOOL IMPROVEMENT GOALS

**GOAL 1:** Improve academic achievement.

**OBJECTIVE 1.1:** At least 90% of Whitman Post students will meet or exceed in reading, math and science on the ISAT test. – **Actual result: 2011: Reading = 86%, Math = 97% and Science = 96% (school averages). 2012:**

**OBJECTIVE 1.2:** Because there is no ISAT writing test at any grade level in 2011, Whitman Post teachers will administer an expository writing test twice per year using the ISAT Writing Rubric and report the data to the administration by the end of April each year. At least 90% of all Whitman Post students will meet or exceed on this teacher administered test. – **Actual result: SP 2011 = 86% M/E  
SP 2012 =**

**OBJECTIVE 1.3:** At least 65% of students with disabilities will meet or exceed on the ISAT reading test in 2011. (AYP Safe Harbor) – **Actual result: 2011 = 46% M/E  
2012 =**

**OBJECTIVE 1.4:** At least 77% of students with disabilities will meet or exceed on the ISAT mathematics test in 2011. (AYP Safe Harbor) – **Actual result: 2011 = 84% M/E  
2012 =**

**OBJECTIVE 1.5:** At least 80% of economically disadvantaged students will meet or exceed on the ISAT reading test in 2011. (AYP Safe Harbor) – **Actual result:  
2011 = 81% M/E  
2012 =**

**OBJECTIVE 1.6:** At least 80% of Whitman Post students will be at the 50<sup>th</sup> percentile or higher on the spring NWEA MAP test. – **Actual result:  
2010 Reading = 82% ; 2010 Math = 84%  
2011 Reading = ; 2011 Math =**

**OBJECTIVE 1.7:** At least 65% of Whitman Post students will meet their NWEA growth target. – **Actual result: SP 2010 Reading = 75% ; SP 2010 Math = 74.3%  
SP 2011 Reading = ; SP 2011 Math =**

**OBJECTIVE 1.8:** At least 90% of all special education students and all students on a Tier II or Tier III plan will achieve their targeted aimline projections over the course of their intervention period. – **Actual result:**

SP 2011:	MCAP	MCBM	RCBM	MAZE
3 <sup>rd</sup> :	75%	81.3%	23.8%	55%
4 <sup>th</sup> :	87.5%	8.3%	66.7%	92%
5 <sup>th</sup> :	66.7%	16.7%	38%	47%

<b>ACTIVITIES &amp; STRATEGIES:</b>	<b>STAFF DEVELOPMENT NEEDS:</b>
1. Analyze NWEA MAP data and ISAT data to identify individual and whole group strengths and weaknesses; plan instruction based on this analysis.	1. Provide teachers with time to analyze data and plan instruction.
2. Increase intervention resources for teachers to use with struggling readers.	2. Investigate intervention materials and resources with the WPES Building Rtl committee. Purchase materials by spring 2011.
3. Classroom teachers provide extra reading and math interventions within the classroom, and supplement those interventions through the reading improvement block grant, flexible grouping time for at-risk students, and special education services for students who are not meeting grade level performance expectations in reading and/or math.	3. As we move into full Rtl implementation, all staff members will need more training on interventions and strategies to help make our struggling readers make catch-up growth. We will also need more training on the AIMSWEB program.
4. Share information with parents about how they can help struggling and beginning readers at home.	4. Informational session at Open House and Parent/Teacher conferences. We will also attempt to meet in person with each parent of any Tier III student.
5. Increase the opportunity for teachers to work in small groups with all students, including at-risk students as well as high achieving students.	5. Take a complete look at the school schedule for the '10-'11 and '11-'12 school years and make necessary adjustments to allow for flexible grouping time as well as any improvements to our reading and mathematics instruction time.
6. Investigate best reading instruction	6. Send teachers to local and state

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<p>practices.</p> <p>7. Continue to offer advanced reading in grades 3, 4 and 5 as well as advanced mathematics in grades 4 and 5.</p> <p>8. Investigate the new Common Core standards in preparation for implementation during the 2013-2014 school year.</p>	<p>conferences that discuss best reading instruction practices.</p> <p>7. Send the teachers who instruct those courses to workshops and seminars on best instructional practices for our advanced reading and math students.</p> <p>8. Send teachers to workshops and allow for release time to discuss the new standards and how they will impact instruction.</p>
<p><b>PERSON (S) RESPONSIBLE:</b></p> <p>1. Principal, Assistant Principal, School Psychologist, Teachers</p> <p>2. Principal, Assistant Principal, School Psychologist, Social Workers, Teachers</p> <p>3. Principal, Assistant Principal, Teachers</p> <p>4. All WPES staff</p> <p>5. Principal, Assistant Principal, Teachers</p> <p>6. All WPES staff</p> <p>7. Advanced Reading and Mathematics Teachers</p>	<p><b>TIMELINE/TARGET DATE:</b></p> <p>1. Ongoing</p> <p>2. Fall 2010 and ongoing</p> <p>3. District Rtl committee formed in 2007; building Rtl committee formed in October 2008; staff members attend workshops – ongoing.</p> <p>4. Fall 2010 and Fall 2011</p> <p>5. Spring 2010 and ongoing</p> <p>6. Ongoing</p> <p>7. Ongoing</p>

**EXPECTED RESULTS/SUCCESS INDICATORS:** (How will we know we have succeeded?)  
 The results of the assessments identified in the goals, given in the spring of 2011 and the spring of 2012 will indicate whether or not we have achieved our goals.

**Goal 2:** To successfully implement Rtl in math and reading to meet the needs of all learners.

**OBJECTIVE 2.1:** Create successful intervention plans for our at-risk students.

<p><b>ACTIVITIES &amp; STRATEGIES:</b></p> <ol style="list-style-type: none"> <li>1. Use the fall 2010 and fall 2011 NWEA MAP data to identify our at-risk students in both reading and mathematics.</li> <li>2. Progress monitor all special education and Tier students every 2 weeks using AIMS web assessments to help best meet the needs of our students.</li> <li>3. Discuss all at risk and special education students at bi-weekly collaboration meetings. Make any changes in interventions if the plan is not working.</li> <li>4. Investigate all scheduling options to allow for flexible grouping times while still maximizing instructional time.</li> <li>5. Train our staff on how to use the AIMSWEB progress monitoring tool as well as any other new developments in Rtl.</li> <li>6. Increase intervention resources for teachers to use with students who struggle in math or reading; provide support when needed.</li> </ol>	<p><b>STAFF DEVELOPMENT NEEDS:</b></p> <ol style="list-style-type: none"> <li>1. Provide teachers with time to analyze data and plan instruction.</li> <li>2. Training on AIMSWEB in fall of 2010 and fall of 2011. Collaboration meeting time to discuss intervention plans.</li> <li>3. Collaboration meeting schedule that works for all staff members. This will be a function of the scheduling committee.</li> <li>4. Release time for scheduling committee members. Contact other districts to see how they are meeting the intervention minutes for their students.</li> <li>5. Training from school psychologist in fall 2010 and fall 2011. Send teachers to workshops/conferences on Rtl.</li> <li>6. Provide time for teachers to evaluate reading and math intervention programs. Purchase program materials in spring 2011.</li> </ol>
<p><b>PERSON (S) RESPONSIBLE:</b></p> <ol style="list-style-type: none"> <li>1. Special education teachers, after school reading and math teachers, school psychologist, classroom teachers.</li> <li>2. Principal, Assistant Principal, school psychologist, social workers, all teachers.</li> <li>3. Principal, Assistant Principal, school psychologist, social workers, all teachers</li> <li>4. Principal, Assistant Principal, scheduling committee members.</li> </ol>	<p><b>TIMELINE/TARGET DATE:</b></p> <ol style="list-style-type: none"> <li>1. Begin each year after the fall NWEA MAP test where we identify our at-risk students.</li> <li>2. Bi-weekly</li> <li>3. Bi-weekly</li> <li>4. Spring 2011, spring 2012 and ongoing as needed.</li> </ol>

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5. All WPES staff	5. Fall 2010, fall 2011 and ongoing
6. Building Rtl committee	6. Bi-monthly and ongoing

**EXPECTED RESULTS/SUCCESS INDICATORS:** (How will we know we have succeeded?)

Review of Tier plans, AIMSWEB probe data, team meeting notes, and an end-of-the-year staff Rtl survey will indicate whether or not we have achieved our goal.

**Goal 3:** We will meet the social and emotional needs of all of our students.

<p><b>ACTIVITIES &amp; STRATEGIES:</b></p> <ol style="list-style-type: none"> <li>1. Continue the WPES Character Program (8 Keys of Excellence), with a focus on one specific key of excellence per month.</li> <li>2. Continue Good as Gold, scooter picks, after-school rewards activities, character assemblies and lessons in the classrooms, service projects, words of wisdom, Mix-It-Up Day, Million Word Club, Honor Roll recognition, and attendance rewards.</li> </ol>	<p><b>STAFF DEVELOPMENT NEEDS:</b></p> <ol style="list-style-type: none"> <li>1. None</li> <li>2. None</li> </ol>
<p><b>PERSON (S) RESPONSIBLE:</b></p> <ol style="list-style-type: none"> <li>1. Social Workers</li> <li>2. All WPES staff</li> </ol>	<p><b>TIMELINE/TARGET DATE:</b></p> <ol style="list-style-type: none"> <li>1. Ongoing</li> <li>2. Ongoing</li> </ol>

**OBJECTIVE 3.1:** Students will demonstrate characteristics of good character and citizenship within their classrooms and throughout the school day.

**EXPECTED RESULTS/SUCCESS INDICATORS:** (How will we know we have succeeded?)  
 Discipline referrals and teacher survey responses at the end of the year will indicate our progress toward this objective.