

Goal 1: Whitley Elementary school will decrease the number of school days missed due to out of school suspensions of students in grades Kindergarten through 5th.

Measurable Objective 1:

demonstrate a behavior to show a 10% decrease in the number of school days lost due to out of school suspensions from 71 days (in 2015-2016) to 64 days by 05/31/2017 as measured by quarterly Data Warehouse Suspension Reports.

Status	Progress Notes	Rx to improve
Not Met	We continue to show a decrease in the number of school days missed due to out of school suspensions from last year. For 3rd quarter, we had 33 days missed by students suspended. For the year, we have 54 school days missed due to suspensions.	

Goal 2: Whitley Elementary School will prepare and support teachers to graduate College and Career Ready students.

Measurable Objective 1:

collaborate to explore new strategies, techniques, and/or teaching methods in Math and Reading by 06/02/2017 as measured by increased student achievement in Math (7% increase) and Reading (10% increase) and completed PLCIA forms.

Status	Progress Notes	Rx to improve
Not Met	On-going collaboration continues as teachers meet to explore new strategies, techniques, and teaching methods in Math and Reading as is evidenced by PLCIAs. On our Universal Screening Consolidated Reports for STAR Reading, we remained at 59% (from 2nd quarter) of our students in the Need Support category; Close category increased from 29% in 2 nd quarter to 30% in 3 rd quarter; Ready category decreased from 8% in 2nd quarter to 6% in 3 rd quarter; and Exceeding category remained at 4% (from 2nd quarter). We recorded a school-wide 9.7% decrease in Reading CFA proficiency from 73.30% in 2nd quarter to 63.6% in 3rd quarter. We also recorded a 10% decrease in our Reading EQT proficiency from 66% in 2nd quarter to 56% in 3rd quarter, but saw a 2% increase in our Special Education proficient scores from 31% in 2 nd quarter to 33% in 3rd quarter. On our Universal Screening Consolidated Reports for STAR Math, we increased from 15% (in 2 nd quarter) to 19% (in 3rd quarter) of our students in the Need Support category; Close category decreased from 61% in 2nd quarter to 59% in	Continue to explore teaching strategies, techniques, and methods in Reading and Math to implement in classroom instruction.

	<p>3rd quarter; Ready category remained at 19% from 2nd quarter to 3rd quarter; and Exceeding category decreased from 4% in 2nd quarter to 3% in 3rd quarter. We recorded a school-wide 6% decrease in our Math EQT proficiency from 72% in 2nd quarter to 66% in 3rd quarter, but saw an 18% increase in our Special Ed proficient scores from 29% in 2nd quarter to 47% in 3rd quarter.</p>	
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Activity: Math Training - Various teachers will participate in Math training to support the successful implementation of Common Core Math Standards. They will meet informally with their grade level colleagues to offer training on information learned in their meeting to support Math instruction.

Status	Progress Notes	Rx to improve
In Progress	<p>During 3rd quarter, we had three (3) teachers from 3rd and 4th grades attend AMSTI Math training on January 18, January 25, and March 8. Our Math Intervention Teacher participated in one (1) Skype session with Cliff Allred, Math Supervisor, on March 7th. Topics discussed were Math Design Collaborative (MDC) updates, available NAEP practice test items, and ACT Aspire practice test items. She shared the knowledge learned from this session with classroom teachers to enhance their instruction as well as using what she learned with her Intervention students.</p>	<p>Continue attending training sessions and collaborating with grade level colleagues</p>

Activity: Learning Literacy - By utilizing our district-funded ARI Literacy Coaches, classroom teachers will be afforded the opportunity, as needed, to experience job-embedded professional development either in small group sessions or through the Coaching Cycle during Reading instruction to support the K-3 Literacy Framework, Cycle of Instruction, Soliday Systems, and Traits Writing. As needed, the ARI Literacy Coaches will also provide support on CFA development.

Status	Progress Notes	Rx to improve
In Progress	<p>During 3rd quarter, we had thirteen (13) teachers in grades K-4 attend Wonders reading training provided by the district on an assigned day in January. We also had Be A Reading Star (BARS) training for 2nd -5th grade teachers with Eleanor Brannon, the BARS consultant, on February 10th. This was an all day training to model the effective and correct use of Be A Reading Star lessons. Our 3rd - 5th grade teachers attended a half-day Dyslexia Simulation training on February 21st or February 22nd provided by the district.</p>	<p>Continue offering Literacy training sessions</p>

Activity: Response to Instruction/Problem Solving Teams - All of our Kindergarten through Fifth grade and Special Education teachers will participate in the job-embedded RtI/PST process to identify students who are not progressing as needed, as well as to share teaching strategies/techniques that may be effective in other classrooms.

Status	Progress Notes	Rx to improve
In Progress	The PST Team met on January 17 and January 19 to review PST documentation in our online PST OneNote notebook. We decreased the number of students in PST from 43 students in 2nd quarter to 42 students in 3rd quarter..	Teachers ensure that ALL documentation is uploaded and complete.

Activity - Grade Level Professional Learning Teams - All of our Kindergarten through 5th grade and Special Education teachers will participate in job-embedded grade level professional learning teams to collaborate on issues specific to their grade level and to brainstorm ideas that will increase student achievement specific to their grade level.

Status	Progress Notes	Rx to improve
In Progress	These meetings occur each Tuesday (grades Pre-K through 2nd) and Thursday (grades 3-5) and are documented on PLCIA forms. The completed PLCIA forms are housed with ACIP evidence.	Continue with these meetings and submitting PLCIAs.

Measurable Objective 2:

demonstrate a behavior to increase teachers use of technology and digital resources by 80% participation in local school and/or district provided professional development activities by 06/02/2017 as measured by classroom observations, informal walk-throughs, and/or EDUCATE AL PLP documentation.

Status	Progress Notes	Rx to improve
Not Met	Classroom observations and lesson plan reviews have shown that technology (i.e. SMART Exchange, Discovery Education, Kahoot.it, numerous math websites and reading websites) are being utilized daily in all classrooms.	Continue utilizing technology daily and documenting in lesson plans.

Activity - Utilizing Technology - By utilizing our district Technology Resource Teacher, our local school Technology Support Teacher, and/or our Media specialist, classroom teachers will be afforded the opportunity, as needed, to experience job-embedded professional development on integrating technology and digital resources, such as Discovery Education, into their classroom lessons.

Status	Progress Notes	Rx to improve
In Progress	On February 17, our Media Specialist shared Cube Creator - an interactive resource within the readwritethink.org website that can be utilized for any subject for the student to create a cube to print out showing what they have learned about a particular topic.	Continue offering job-embedded technology training.

	On March 15, our Media Specialist shared with the teachers three (3) free websites that can be utilized for e-books, audiobooks, and research materials.share technology resources with the school staff during the quarter as they become aware of these new resources.	
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Measurable Objective 3:

collaborate to ensure professional success for new teachers by 06/02/2017 as measured by 100% participation in district provided professional development activities and job embedded collaboration.

Status	Progress Notes	Rx to improve
Not Met	We had no teachers hired that were new to the district for the 2016-2017 school year.	

Activity - New Teacher Orientation - Teachers new to MCPSS will attend the New Teacher Orientation professional development sessions to become apprised of the expectations of teachers and resources available to teachers employed by MCPSS.

Status	Progress Notes	Rx to improve
In Progress	We had no teachers hired that were new to the district for the 2016-2017 school year.	

Activity - Mentor Teacher - New teachers will be assigned a mentor teacher who has shown academic success with students. The mentor and new teacher will collaborate as needed to discuss grade level concerns, discipline and management concerns, and any other concerns that may arise. If needed, time will be arranged for the new teacher to observe the mentor teacher or other teachers.

Status	Progress Notes	Rx to improve
In Progress	We had no teachers hired that were new to the district for the 2016-2017 school year.	

Goal 3: Whitley Elementary School will provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it).

Measurable Objective 1:

collaborate to offer 100% of students and educators access to a comprehensive infrastructure for learning and productivity using digital tools, when and where they need it in order to fully support lifelong learners by 06/02/2017 as measured by the survey results of teachers and students.

Status	Progress Notes	Rx to improve
Met	Students have access to digital tools and instruction for learning and productivity throughout the school on a daily basis.	

Activity - Digital Learning - Work to ensure that each student, teacher, and administrator has access to an internet connected device and explore the possibility of utilizing "Bring Your Own Device" options for student use.

Status	Progress Notes	Rx to improve
Completed	Every student, teacher, and staff member has access to an internet connected device during the course of the day. We now have one (1) 3rd grade classroom and one (1) 5th grade classroom with a 1:1 ratio of devices in their classroom for all day online learning.	

Goal 4: Whitley Elementary School will prepare and support students through student support services.

Measurable Objective 1:

demonstrate a behavior to increase parental involvement from 6% to 20% by 06/02/2017 as measured by the percentage of parents actively participating during school functions.

Status	Progress Notes	Rx to improve
Not Met	We continue to offer programs and meetings that will encourage our parents to become involved in their child's academic success. For 3rd quarter, our parental involvement percentage was 14.25% with meetings/activities offered during 3rd quarter.	Continue communicating school events via social media and paper communications with parents

Activity - Parent Meetings - The Parent Organizer and Principal will schedule a Parent Meeting every other month utilizing various topics that will encourage parental success at home and promote student academic success.

Status	Progress Notes	Rx to improve
In Progress	We held our PTA/2nd Quarter Honor's Day program on January 17 and had 51 parents in attendance. Our Parent Organizer conducted a Parent Meeting on January 25 and had 13 parents attend that meeting. We held our Black History program on February 23 and had 35 parents in attendance. We offered an Effective Parenting Initiative class which met once a week for 6 weeks. We offered this to all of our parents and had a total of 5 parents attend this class.	Continue to advertise these meetings and have teachers include in their weekly/daily bulletins.

Activity - Quarterly "Yak 'n' Snak" Meetings - Host a "Yak 'n' Snak" meeting once per quarter where the Parent Organizer and Principal meet with parent/community members to discuss praises and concerns pertaining to school climate and student achievement.

Status	Progress Notes	Rx to improve
In Progress	The Parent Organizer and Principal conducted the third Quarterly "Yak 'n' Snak" meeting on March 9th. We had 5 parents attend this meeting.	Continue to advertise these meetings and have teachers include in their weekly/daily bulletins.

Activity - Parent Communication - Conduct effective communications between home and school about school programs and student progress by utilizing our school's website, School Messenger, and our Facebook page as well as sending home monthly bulletins and other pertinent information via Wednesday folders.

Status	Progress Notes	Rx to improve
In Progress	During 3rd quarter, we sent out 5,600 Parent Bulletins and Home-School Connection newsletters. We also sent our 4 School Messenger messages concerning school activities. We actively place information on our school's website. We made 12 Facebook posts and 18 Tweets on Twitter during 3rd quarter. Our Parent Organizer made 183 phone calls to parents during 3rd quarter and our teachers made 9,320 phone calls or written communications to parents during 3rd quarter.	

Activity - Report Card Conferences - Parents will pick up first (1st) and third (3rd) quarter report cards to enable them to conference with their child's teacher concerning grades and academic progress.

Status	Progress Notes	Rx to improve
In Progress	Our 3rd Quarter Report Card pickup was held on March 27, 2017. We had 125 parents participating in this event.	

Measurable Objective 2:

demonstrate a behavior to increase positive student behavior by 06/02/2017 as measured by a decrease in the number of school days missed due to out of school suspensions from 71 days to 64 days.

Status	Progress Notes	Rx to improve
Not Met	Although we are still below the number of days missed due to out of school suspensions from the 2015-2016 school year (71 days), we did see a sharp increase in the 3rd quarter. During 3 rd quarter, we had 33 days missed due to out of school suspensions for a total to date of 54 days missed. These suspensions were the result of B05 - Act of Willful Disobedience and B02 - Act of Physical Aggression.	

Activity - Positive Student Behavior - Implement and enforce a school-wide discipline plan where positive incentives are earned for appropriate behavior and negative consequences are given for inappropriate behavior.

Status	Progress Notes	Rx to improve
In Progress	During 3rd quarter, we awarded positive incentives to 115 students for their positive behavior. Through classroom meetings with all classes, our school counselor reviewed and discussed Bullying, Career Awareness, Decision-Making, and Character Education during 3rd quarter in the hopes of seeing an increase in positive student behavior.	Continue utilizing Compliment Cards for positive behavior

Activity - Problem Solving Teams - All Kindergarten through 5th grade and Special Education teachers will participate in collaborative PST meetings to monitor identified students with chronic behavior suspensions.

Status	Progress Notes	Rx to improve
In Progress	We have not had any students referred to Review 360 PST for chronic behavior suspensions.	

Activity - Retract Manager - Employ a Retract Manager to reduce the number of days missed due to out of school suspension because of inappropriate student behavior. Students will complete their regular classwork and receive appropriate Character Education curriculum while assigned to Retract.

Status	Progress Notes	Rx to improve
In Progress	During 3rd quarter, we had 44 students referred to Retract serving a total of 73 days. The infractions that referred them to Retract were B-02 Act of Physical Aggression, B-05 Willful disobedience or disrespect, and B-09 Profanity.	

Measurable Objective 3:

demonstrate a behavior to promote student success in future grades by 06/02/2017 as measured by 100% participation of students in various transition activities.

Status	Progress Notes	Rx to improve
Not Met	Transition activities will occur in the spring of 2017.	

Activity - Grade to Grade Transition - Provide a Spring Orientation Session for grade to grade transitioning through cross grade visits for students in grades Pre-K through 4th grade.

Status	Progress Notes	Rx to improve
In Progress	Grade to Grade Transition activities will occur in May 2017.	

Activity - Middle School Transition- Provide a Spring Middle School orientation visit to Mobile County Training School, our feeder pattern middle school, for our current 5th grade students.

Status	Progress Notes	Rx to improve
In Progress	Middle School Transition will occur in the spring of 2017.	

Activity - Pre-K Transition - Provide a comprehensive Pre-Kindergarten program that includes an orientation session, as well as parent conferences, throughout the year.

Status	Progress Notes	Rx to improve
In Progress	We have 36 students enrolled and active in our Pre-K program. The teachers continually meet with and communicate with the parents of their students.	

Measurable Objective 4:

demonstrate a behavior to increase student attendance from 95% to 96% by 06/02/2017 as measured by quarterly attendance reports.

Status	Progress Notes	Rx to improve
Not Met	Our attendance percentage for 3rd quarter was 93.44%. To date, for the year, our attendance percentage is 94.14%.	

Activity - Perfect Attendance Certificate - Students with quarterly perfect attendance will be recognized via broadcast announcements and presented with a Perfect Attendance certificate.

Status	Progress Notes	Rx to improve
In Progress	We had 74 students in Pre-K through 5th grade attain Perfect Attendance during third quarter. The students were recognized and awarded their certificate on March 27th.	

Goal 5: Whitley Elementary School will engage and empower the learner through high quality K- 12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

A 10% increase of All Students will increase student growth from 7% proficient to 17% proficient (ACT Aspire) in Comprehension skills by utilizing rigor and engagement in Reading by 06/02/2017 as measured by common formative assessments, Universal Screening Reports, and ACT Aspire results.

Status	Progress Notes	Rx to improve
Not Met	We have continued to progress monitor our 3rd - 5th grade students on a monthly basis. On our Universal Screening Consolidated Reports for STAR Reading, we remained at 59% (from 2 nd quarter) of our students in the Need Support category; Close category increased from 29% in 2 nd quarter to 30% in 3 rd quarter; Ready category decreased from 8% in 2 nd quarter to 6% in 3 rd quarter; and Exceeding category remained at 4% (from 2 nd quarter). We recorded a school-wide 9.7% decrease in Reading CFA proficiency from 73.30% in 2 nd quarter to 63.6% in 3 rd quarter. We also recorded a 10% decrease in our Reading EQT proficiency from 66% in 2 nd quarter to 56% in 3 rd quarter, but saw a 2% increase in our Special Education proficient scores from 31% in 2 nd quarter to 33% in 3 rd quarter.	

Activity - Direct, Explicit Instruction - Utilizing the Cycle of Instruction and instructional guides, all teachers will implement direct, explicit instruction using Common Core Reading standards, Be A Star Reading (grades 2-5), Traits Writing, Let's Play Learn Phonics (Kindergarten), and Souday System Phonics (grades 1-5) through whole group and small groups for all students daily during the Literacy Block and small group intervention.

Status	Progress Notes	Rx to improve
In Progress	During 3rd quarter, nineteen (19) walk-through observations were conducted and of these 19 observations, 79% (15) of them were actively using direct, explicit instruction with required components.	Ensure the daily use of required Reading components during whole group and small group instruction.

Activity - Recreational/Literary Development - Kindergarten through Fifth Grade teachers will utilize the Renaissance Place web based application program, Accelerated Reader, on a weekly basis to increase the use of recreational and literary materials in classroom instruction. Monthly reports will be generated to monitor At-Risk percentages not to exceed 25%.

Status	Progress Notes	Rx to improve
In Progress	During 3rd quarter, we had all of our Kindergarten through 5th grade classes utilizing Accelerated Reader. We did see our school-wide At-Risk percentage decrease from 56.2% in 2nd quarter to 54.1% in 3rd quarter, with one (1) class consistently showing At-Risk percentages below the school goal of 25%. Although we saw a decrease in our At-Risk percentage, it is still greater than our goal of 25%.	Ensure the proper implementation of AR in your classroom and monitor this resource weekly, if not daily. Check and monitor goals and average percent correct on each student. Allow students to read and test throughout the quarter, regardless of attainment of a set goal.

Activity - Student Intervention - All Kindergarten through Fifth Grade students identified as At Risk will receive Tier II and/or Tier III intervention instruction daily from the classroom teacher or the Special Education teacher. The Reading Intervention teacher will service identified students in 1st grade, 4th grade, and 5th grade on a daily basis. Students in grades 3-5 will receive weekly intervention in the Computer Lab by the Intervention Teacher utilizing Reading, Math, Writing, and keyboarding skills to prepare them for the online state assessment.

Status	Progress Notes	Rx to improve
In Progress	Sixteen out of sixteen K-5th grade classes, or 100%, are meeting daily with their At-Risk students as is evidenced by their quarterly Intervention documentation. Our Reading Intervention teacher meets daily with her 1st, 4th, and 5th grade students using Voyager, My Sidewalks, and Be A Reading Star materials. Our Intervention Teacher meets with our 2nd grade students once a week and with our 3rd-5th grade students twice a week in the computer lab. The students continue to work on Math Foundational Skills on thatquiz.org; keyboarding skills (for ACT	

	Aspire prep) on Learning.com; and Reading and open-ended question practice on Digital Readworks.org as is evidenced by electronic gradebooks and lesson plans.	
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Activity - Academic Assistance - Students identified as consistently performing below proficiency as indicated by Universal Screening Reports and common formative assessments will be referred to the Response to Instruction/Problem Solving Team for additional intervention. Students in grades 3-5 who are identified as performing below proficiency will also be identified to enroll in the Extended Day program for additional academic assistance.

Status	Progress Notes	Rx to improve
In Progress	We had 42 students in grades 1-5 active in PST in 3rd quarter. We had 43 students in grades 2-5 participate in our Extended Day Tutoring program which met for 6 weeks and focused on Reading and Math skills.	Teachers ensure that ALL documentation is uploaded and complete.

Measurable Objective 2:

A 7% increase of All Students will increase student growth from 30% proficient to 37% proficient (ACT Aspire) in computation and procedural skills by utilizing rigor and engagement in Mathematics by 06/02/2017 as measured by Universal Screening Reports and ACT Aspire results.

Status	Progress Notes	Rx to improve
Not Met	We have continued to progress monitor our 3rd - 5th grade students on a monthly basis. On our Universal Screening Consolidated Reports for STAR Math, we increased from 15% (in 2nd quarter) to 19% (in 3rd quarter) of our students in the Need Support category; Close category decreased from 61% in 2nd quarter to 59% in 3rd quarter; Ready category remained at 19% from 2nd quarter to 3rd quarter; and Exceeding category decreased from 4% in 2nd quarter to 3% in 3rd quarter. We recorded a school-wide 6% decrease in our Math EQT proficiency from 72% in 2nd quarter to 66% in 3rd quarter, but saw an 18% increase in our Special Ed proficient scores from 29% in 2nd quarter to 47% in 3rd quarter.	

Activity - Quarterly Pacing Identification - All Kindergarten through Fifth Grade and Special Education teachers will meet at the beginning of 2nd, 3rd, and 4th quarter to identify non-mastered standards from the previous quarter that will be taught during the quarter.

Status	Progress Notes	Rx to improve
In Progress	All Kindergarten through 5th grade and SPE teachers met at the beginning of 3rd quarter to identify the non-mastered Math standards from 3rd quarter. This is evidenced by completed PLCIA forms housed with our ACIP documentation.	

Activity - Reteach Non-Mastered Standards - Utilizing assessment data, all Kindergarten through Fifth Grade teachers will develop and use a resource of bell ringer activities based on the non-mastered standards throughout the year.

Status	Progress Notes	Rx to improve
In Progress	Based on fifteen (15) informal walk-throughs and lesson plan checks during third quarter. Of these fifteen, ten (10), or 67%, were observed to be developing and using bell-ringers to reteach nonmastered Math standards. Some of these observations were in the middle of the lesson; therefore, bellringers may have been used, but not observed during the walk-through.	Ensure the use of non-mastered standards in bell ringer activities.

Activity - Foundational Skills - On a weekly basis, 2nd - 5th grade students will utilize various Math websites to practice basic math facts during center or intervention time. Documentation is recorded on Basic Math Facts record sheets.

Status	Progress Notes	Rx to improve
In Progress	Based on Basic Math Facts record sheets that were submitted during 3rd quarter by 2nd - 5th grade teachers, 89% (or 8 out of 9 teachers) are having their students practice basic math facts on a weekly basis.	Ensure that your students are completing WEEKLY basic math facts drills and that you are submitting your documentation forms to Ms. Holcombe.

Activity - Student Intervention - All Kindergarten through Fifth Grade students identified as At Risk will receive Math intervention daily from the classroom teacher and/or the Special Education teacher. The Math Intervention Teacher will service those identified 3rd - 5th grade students for additional Math Intervention.

Status	Progress Notes	Rx to improve
In Progress	During 3rd quarter, one hundred percent (100%) of our kindergarten through 5th grade teachers met daily with their identified At-Risk students in math as is evidenced by their quarterly Intervention documentation. Our Math Intervention Teacher met daily with her 3rd, 4th, and 5th grade students utilizing various websites, NAEP practice materials, and ACT Aspire practice materials. She began working with 2nd grade students this quarter and meets with them daily working on foundational skills.	

Activity - Academic Assistance - Students identified as consistently performing below proficiency as indicated by Universal Screening Reports will be referred to the Response to Instruction/Problem Solving Team for additional intervention. Students in grades 3-5 who are identified as performing below proficiency will also be identified to enroll in the Extended Day program for additional academic assistance.

Status	Progress Notes	Rx to improve
In Progress	We had 42 students in grades 1-5 active in PST in 3rd quarter. We had 43 students in grades 2-5 participate in our Extended Day Tutoring program which met for 6 weeks and focused on Reading and Math skills.	Teachers ensure that ALL documentation is uploaded and complete.

Measurable Objective 3:

95% of All Students will demonstrate a behavior to understand human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom in Career & Technical by 06/02/2017 as measured by completing an appropriate online course on Learning.com.

Status	Progress Notes	Rx to improve
Not Met	Our students are working through lessons via classroom computers and the computer lab to understand human, cultural societal issues, and personal responsibilities related to technology and practicing legal and ethical behavior in and out of the classroom.	

Activity - Online Internet Safety Course - Students will participate in and complete an online internet safety course each school year.

Status	Progress Notes	Rx to improve
In Progress	We have 97% of our 2nd - 5th grade students who have completed the online safety course. Kindergarten and 1st grade students will receive instruction during 4th quarter.	