

Culture Strategies

Parent Involvement

Our Strategies: Employ a part-time Parent Organizer who will serve as a liaison between the school and the home to help promote student success and increased parental participation.

Our Action Steps:

- ⇒ Schedule a Parent Meeting every other month utilizing various topics that will encourage parental success at home and promote student academic success.
- ⇒ Host a “Yak n Snak” 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.
- ⇒ 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.
- ⇒ Parents will pick up 1st and 3rd quarter report cards to enable them to conference with their child’s teacher concerning grades and academic progress.

Measurable Objective:

- * Demonstrate a behavior to increase parental involvement from 6% to 20% as measured by the percentage of parents actively participating during school functions.



Culture Strategies

Student Behavior

Our Strategies: Create an environment in which students will exhibit behavior that enhances their learning and foster a positive school climate.

Our Action Steps:

- ⇒ Implement and enforce a school-wide discipline plan where positive incentives are earned for appropriate behavior and negative consequences are given for inappropriate behavior.
- ⇒ All K-5 and SPE teachers will participate in collaborative PST meetings to monitor students with chronic behavior suspensions through Review 360.
- ⇒ Employ a Retract Manager to reduce the number of days missed due to out of school suspensions because of inappropriate student behavior.

Measurable Objective:

- * Demonstrate a behavior to increase positive student behavior as measured by a decrease in the number of school days missed due to out of school suspensions from 71 days to 64 days.

Effective Transition

Our Strategies: Students in all grade levels will be afforded the opportunity to experience successful transition activities which will encourage success with each new venture on their educational path.

Our Action Steps:

- ⇒ Provide a Spring Orientation Session for grade to grade transitioning through cross grade visits for students in Pre-K through 4th grade.
- ⇒ Provide a Spring Middle School orientation visit to Mobile County Training School, our feeder pattern middle school, for our current 5th grade students.
- ⇒ Provide a comprehensive Pre-Kindergarten program that includes an orientation session as well as parent conferences throughout the year.

Measurable Objective:

- * Demonstrate a behavior to promote student success in future grades as measured by the 100% participation of students in various transition activities.



“Spouting for
Success”

Whitley Elementary School



“Investing Jointly for
Well Educated Students”

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Phone :(251) 221-1737

JaaDaa S. Holcombe, Principal

Continuous Improvement Plan 2016-2017

Our Goals:

- ◇ **Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.**
- ◇ **Prepare and support teachers to graduate College and Career Ready students.**
- ◇ **Provide digital tools and resources to all educators and students.**
- ◇ **Prepare and support students through student support services.**
- ◇ **Whitley Elementary School will show a 10% decrease in the number of school days lost due to out of school suspensions from 71 days to 64 days.**



Reading Strategies



Our Strategies: All K-5 and SPE teachers will collaborate to focus on reading comprehension skills, utilizing rigor and engagement, for all students, including at-risk students.

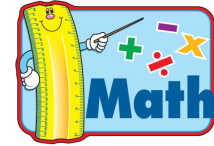
Our Action Steps:

- ⇒ 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 Soudy System Phonics (grades 1-5) through whole group and small groups for all students daily during the Literacy Block and small group intervention.
- ⇒ Kindergarten through fifth grade teachers will utilize Accelerated Reader activities weekly to increase the use of recreational and literary materials in classroom instruction.
- ⇒ All students identified as At Risk will receive Tier II and/or Tier III 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, and keyboarding skills to prepare them for the online state assessment.
- ⇒ Students identified as consistently performing below proficiency as indicated by Universal Screening Reports and common formative assessments will be referred to the Response to Intervention/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.

Measurable Objective:

A 10% increase of all students will increase student growth from 7% proficient to 17% proficient in Comprehension skills by utilizing rigor and engagement in Reading as measured by common formative assessments, Universal Screening Reports, and ACT Aspire results.

Math Strategies



Our Strategies: All K-5 and SPE teachers will learn content, knowledge, and skills related to non-mastered standards to facilitate instruction and understand a student's misunderstanding. They will also provide differentiated math instruction on math standards, incorporating a variety of instructional, grouping, and assessment strategies.

Our Action Steps:

- ⇒ All teachers will meet at the beginning of each quarter to identify non-mastered standards to be taught during the quarter.
- ⇒ All teachers will develop and use a resource of bell ringer/warm-up activities based on the non-mastered standards throughout the year.
- ⇒ On a weekly basis, 2nd—5th grade students will utilize various Math websites to practice basic math facts during center or intervention time.
- ⇒ All K-5 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.
- ⇒ Students identified as consistently performing below proficiency by Universal Screening Reports will be referred to the RtI/PST 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.
- ⇒ Students will participate in and complete an online internet safety course each school year.

Measurable Objective:

A 7% increase of all students will increase student growth from 30% proficient to 37% proficient in computation and procedural skills by utilizing rigor and engagement in Mathematics as measured by Universal Screening Reports, and ACT Aspire results.