

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 increased parent participation in school events in order to help promote students' success.

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.
- ⇒ Conduct effective communications between home and school about school programs and student progress by utilizing our school's website, School Messenger, Facebook page, Twitter site, Class Dojo, and the postal service as well as sending home monthly bulletins and other pertinent information.
- ⇒ Parents will pick up 1st and 3rd quarter report cards to enable them to conference with their child's teacher concerning grades, academic progress, and behavior.

Measurable Objective:

- * Demonstrate a behavior to increase parental involvement from 20% to 30% as measured by the percentage of parents actively participating during school functions as evidenced by sign-in sheets.



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:

- ⇒ Utilize Class Dojo website where teachers will document the positive behavior of their students while enforcing the schoolwide discipline plan.
- ⇒ 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 by 5% each month as measured by Class Dojo reports.

Effective Transition

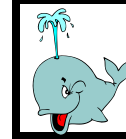
Our Strategies: Students in all grade levels will be afforded the opportunity to experience successful transition activities which will encourage success with each new venture on their educational path.

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.

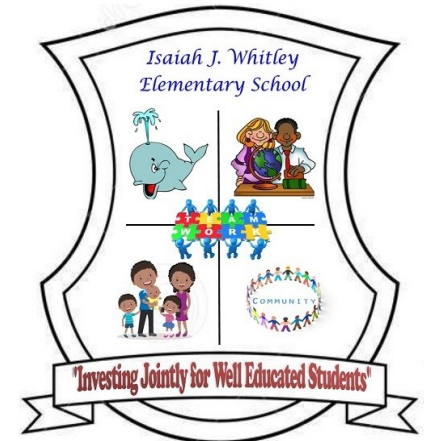
Measurable Objective:

- * 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"

528 Capt. Leon C. Roberts Street
Prichard, AL 36610

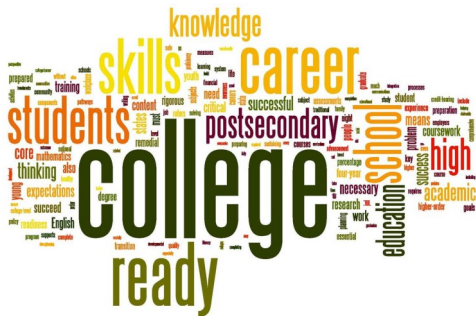
Phone :(251) 221-1737

JaaDaa S. Holcombe, Principal

Continuous Improvement Plan 2017-2018

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.**
- ◇ **Enhance student engagement in digital literacy tools and resources through participation in the Digital Literacy Project (DLP).**
- ◇ **Enhance parent engagement in PreK-8 schools.**



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.

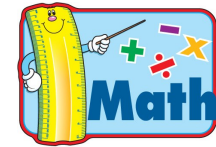
Our Action Steps:

- ⇒ Utilizing the cycle of Instruction and instructional guides, all teachers will implement direct, explicit instruction using Common Core Reading standards, Wonders Reading, and Traits Writing through whole group and small groups for all students daily during the Literacy Block and small group intervention.
- ⇒ Kindergarten through second grade teachers will progress monitor their students using the DIBELS Progress Monitoring Schedule to increase literary development and fluency in their students. 3rd—5th grade teachers will utilize Accelerated Reader on a weekly basis 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, or the SPE paraprofessionals. The Reading Intervention teacher will service identified students in 4th grade and 5th grade on a daily basis. Students in grade 2 will receive services from the Intervention Teacher.
- ⇒ Students identified as consistently performing below proficiency as indicated by Scantron Performance Series results and/or Wonders 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 5% increase of all students will increase student growth in the Average High and Above Average performance bands from 23% in fall to 28% in the spring from grades 3-5 in Reading and from 20% in fall to 25% in spring in Reading Foundations for grades 1-2 in Reading as measured by Scantron Performance Series.

Math Strategies



Our Strategies: All K-5 and SPE teachers provide differentiated math instruction on math standards incorporating a variety of instructional, grouping, and assessment strategies.

Our Action Steps:

- ⇒ 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 4th—5th grade students for additional Math intervention.
- ⇒ Students identified as consistently performing below proficiency indicated by Scantron Performance Series results and/or major Math assessments results 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.

Measurable Objective:

A 5% increase of all students will increase student growth in the Average High and Above Average performance bands from 24% to 29% for grades 1-5 in Mathematics as measured by Scantron Performance Series.