

2016-2017 Whitley Elementary ACIP Plan

Whitley Elementary School
Mobile County Board of Education

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Overview

Plan Name

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Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
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.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Whitley Elementary School will prepare and support teachers to graduate College and Career Ready students	Objectives: 3 Strategies: 3 Activities: 7	Organizational	\$2775
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).	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$99061
4	Whitley Elementary School will prepare and support students through student support services.	Objectives: 4 Strategies: 4 Activities: 11	Organizational	\$48654
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.	Objectives: 3 Strategies: 4 Activities: 10	Academic	\$1395957

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	Created On	Created By
Not Met	We are still showing a decrease in the number of school days missed due to out of school suspensions from last year. For 2nd quarter, we had 11 days missed by students suspended for a total of 21 days missed in first semester.	January 18, 2017	JaaDaa Holcombe
Not Met	We are showing a decrease in the number of school days missed due to out of school suspensions. For 1st quarter, we had 10 days missed by students suspended.	November 04, 2016	JaaDaa Holcombe

Strategy 1:

In-School Behavior Redirection - Students sent to the office with an office referral that may warrant an out of school suspension may be assigned to our Retract class to serve the Disposition for that infraction as deemed necessary by the administrator.

Category: Other - Behavioral

Research Cited: Positive Behavioral Interventions and Support (PBIS)

Status	Progress Notes	Created On	Created By
N/A	Our Retract class continues receiving students during the school year. We have been able to reduce the number of days missed due to out of school suspensions so far this year by placing students in Retract.	January 18, 2017	JaaDaa Holcombe
N/A	Our Retract class has been receiving students since August 2016. We have been able to reduce the number of out of school suspensions so far this year by placing students in Retract.	November 04, 2016	JaaDaa Holcombe

Activity - Retract Retraining	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students referred to the office for inappropriate behavior that could warrant an out of school suspension may be assigned to our Retract classroom where they will complete their assigned classwork and receive appropriate Character Education instruction with the intent of retraining the inappropriate behavior to reduce the number of times a student is placed into the Retract program.	Behavioral Support Program	09/01/2016	05/31/2017	\$0	No Funding Required	Principal, Retract Manager, Classroom Teachers
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Status	Progress Notes	Created On	Created By
In Progress	We had 23 students placed in our Retract class during the 2nd quarter of school. The students logged a total of 42 days days in Retract during 2nd quarter, which was a decrease in days from 1st quarter (54 days).	January 18, 2017	JaaDaa Holcombe
In Progress	We had 23 students placed in our Retract class during the 1st quarter of school. These students logged a total of 54 days in Retract during 1st quarter.	November 04, 2016	JaaDaa Holcombe

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	Created On	Created By
Not Met	On-going collaboration continues as teachers meet to explore new strategies, techniques, and teaching methods in Math and Reading. On our Universal Screening Consolidated Reports for STAR Reading, we have shown a decrease in the number of students in the Need Support category from 63% in 1st quarter to 59% in 2nd quarter; Close category from 26% in 1st quarter to 29% in 2nd quarter; Ready category remains at 8% in both 1st and 2nd quarters; and Exceeding category increased from 3% in 1st quarter to 4% in 2nd quarter. On STAR Math reports, our Need Support category decreased from 22% in 1st quarter to 15% in 2nd quarter; the Close category increased from 54% in 1st quarter to 61% in 2nd quarter; the Ready category decreased from 21% in 1st quarter to 19% in 2nd quarter; and Exceeding category increased from 3% in 1st quarter to 4% in 2nd quarter.	January 18, 2017	JaaDaa Holcombe

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Not Met	On-going collaboration continues as teachers meet to explore new strategies, techniques, and teaching methods in Math and Reading. On our Universal Screening Reports for STAR Reading and STAR Math, we have seen an average of 15.1% increase in Reading scores in grades 3-5 and an average of 8.1% increase in Math scores for grades 3-5.	November 04, 2016	JaaDaa Holcombe
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Strategy 1:

Professional Learning Teams - Job-embedded professional development and support will occur on a routine basis to offer assistance to teachers in utilizing strategies and techniques to promote successful Math and Reading instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: Common Core Reading and Math Standards, NCTM

Status	Progress Notes	Created On	Created By
N/A	Professional Learning Teams continue meeting on a weekly basis as is evidenced by completed PLCIA forms.	January 18, 2017	JaaDaa Holcombe
N/A	Professional Learning Teams continue meeting on a weekly basis as is evidenced by completed PLCIA forms.	November 04, 2016	JaaDaa Holcombe

Activity - Math Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Professional Learning	09/26/2016	06/02/2017	\$0	No Funding Required	Principal, teachers, AMSTI staff

Status	Progress Notes	Created On	Created By
In Progress	We had four (4) teachers from third and fourth grades who attended AMSTI Math training during 2nd quarter. Our Math Intervention Teacher participated in one (1) Skype session with Cliff Allred, Math Supervisor, on October 26th. She shared the knowledge learned from this session with classroom teachers to enhance their instruction. She also uses these skills with her Intervention students.	January 18, 2017	JaaDaa Holcombe
In Progress	One of our 4th grade teachers attended a Math Content Development Session with AMSTI on October 26th and both of our 3rd grade teachers attended on November 2nd. Our Math Intervention Teacher has participated in two (2) Skype sessions with Cliff Allred, Math Supervisor, on September 20th and October 26th. she has shared the knowledge learned from these sessions with classroom teachers to enhance their instruction as well as utilizing the skills learned with her intervention students.	November 04, 2016	JaaDaa Holcombe

Activity - Learning Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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.	Professional Learning	09/01/2016	06/02/2017	\$2775	State Funds, Title I Part A, Title I Part A	ARI Literacy Coaches, Principal, Teachers
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Status	Progress Notes	Created On	Created By
In Progress	Our ARI Literacy Coach, Mr. Clay, conducted small group training sessions on Reading Interferences for Kindergarten through 2nd grade on October 11th and for third through fifth grades on October 13th. He also conducted an all day CFA 2.0 training session for one grade level representative to review the process of correctly creating CFAs. Third through fifth grade met on October 18th and Kindergarten through 2nd grade met on October 20th. On November 14th, we had Eleanor Brannon, the BARS consultant, conduct an all day training with 2nd through 5th grade teachers to model the effective and correct use of Be A Reading Star materials. On November 15th - 17th, Mr. Clay conducted small group CFA training sessions with individual grade levels to create CFAs.	January 18, 2017	JaaDaa Holcombe
In Progress	ARI Literacy Coach, Mr. Clay, conducted training on proper implementation of Accelerated Reader program on August 31st, September 12th, and September 19th. He continues to offer in-house assistance as needed. Mr. Clay also conducted small group training sessions on Reading Interferences for grades K-2nd on October 11th and for grades 3-5 on October 13th. Mr. Clay, ARI Literacy Coach, conducted an all day training session on CFA 2.0 for one grade level representative to review the process of correctly creating CFAs. The 3rd - 5th grade session was on October 18th. The K-2nd grade session was on October 20th.	November 04, 2016	JaaDaa Holcombe

Activity - Response to Instruction/Problem Solving Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Professional Learning	09/20/2016	06/02/2017	\$0	No Funding Required	Principal, Teachers

Status	Progress Notes	Created On	Created By
In Progress	The PST team met on November 8 and November 10 to review PST documentation in our PST OneNote notebook. We decreased the number of students in PST from 48 students in 1st quarter to 43 students in 2nd quarter.	January 18, 2017	JaaDaa Holcombe

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In Progress	Grade levels met on September 20 and September 22 to discuss and enter students into our OneNote PST notebook with corresponding documentation. The PST team now meets to review the students' progress every 6 weeks.	November 04, 2016	JaaDaa Holcombe
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Activity - Grade Level Professional Learning Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Professional Learning	08/16/2016	06/01/2017	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
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.	January 18, 2017	JaaDaa Holcombe
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.	November 04, 2016	JaaDaa Holcombe

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	Created On	Created By
Not Met	Classroom observations and lesson plan reviews have shown that technology (such as SMART Exchange, Discovery Education, math websites, and reading websites) are being utilized daily in all classrooms.	January 18, 2017	JaaDaa Holcombe
Not Met	Classroom observations and lesson plan reviews have shown that technology (such as SMARTBoards, Discovery Education, math websites, and reading websites) are being utilized daily in all classrooms.	November 04, 2016	JaaDaa Holcombe

Strategy 1:

Technology Support - Teachers who have received district provided technology professional development will be offered support by the district Technology Resource Teacher, the local school Technology Support Teacher, and/or the Media Specialist on utilizing and integrating technology and digital resources into their classroom lessons. All teachers will be encouraged to attend system provided technology professional development sessions.

Category: Develop/Implement Professional Learning and Support

Research Cited: NETS-S, NETS-T

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Status	Progress Notes	Created On	Created By
N/A	Job-embedded professional development in technology continues to be offered to teachers.	January 18, 2017	JaaDaa Holcombe
N/A	Job-embedded professional development in technology continues to be offered to teachers.	November 04, 2016	JaaDaa Holcombe

Activity - Utilizing Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Technology	08/08/2016	06/02/2017	\$0	No Funding Required	District Technology Resource Teacher, local school Technology Support Teacher, Media Specialist

Status	Progress Notes	Created On	Created By
In Progress	On October 20th, our District TRTs, Pam Moore and Ursula Martin, provided NearPod training for our 3rd-5th grade teachers. On October 19 and 20th, one of our 3rd grade teachers attended a 2 day Moodle training. She integrates Moodle into her weekly lessons. Our local school TST and Media Specialist informally share technology resources with the school staff during the quarter as they become aware of these new resources.	January 18, 2017	JaaDaa Holcombe
In Progress	Our 3rd - 5th grade teachers attended small group sessions for NearPod training on October 20th provided by Ursula Martin and Pam Moore, district TRTs. One of our 3rd grade teachers attended a 2 day Moodle training on October 19th and October 20th. One of our 5th grade teachers attended this same training this summer. Both teachers are implementing the use of Moodle in their classroom.	November 04, 2016	JaaDaa Holcombe

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	Created On	Created By
Not Met	We had no teachers hired that were new to the district for the 2016-2017 school year.	January 18, 2017	JaaDaa Holcombe
Not Met	We had no teachers hired that were new to the district for the 2016-2017 school year.	November 04, 2016	JaaDaa Holcombe

Strategy 1:

Teacher Mentoring - New and/or inexperienced teachers will participate in job embedded or district offered professional development to ensure professional success.

Category: Develop/Implement Professional Learning and Support

Research Cited: Daggett/ICLE

Status	Progress Notes	Created On	Created By
N/A	We had no new teachers on faculty this year.	January 18, 2017	JaaDaa Holcombe
N/A	We had no new teachers on faculty this year.	November 04, 2016	JaaDaa Holcombe

Activity - New Teacher Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Professional Learning	08/08/2016	06/02/2017	\$0	No Funding Required	Principal, New Teachers

Status	Progress Notes	Created On	Created By
In Progress	We had no teachers hired that were new to the district for the 2016-2017 school year.	January 18, 2017	JaaDaa Holcombe
In Progress	We had no teachers hired that were new to the district for the 2016-2017 school year.	November 04, 2016	JaaDaa Holcombe

Activity - Mentor Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Professional Learning	08/08/2016	06/02/2017	\$0	No Funding Required	Principal, mentor teacher, new teacher

Status	Progress Notes	Created On	Created By
In Progress	We had no teachers hired that were new to the district for the 2016-2017 school year.	January 18, 2017	JaaDaa Holcombe
In Progress	We had no teachers hired that were new to the district for the 2016-2017 school year.	November 04, 2016	JaaDaa Holcombe

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	Created On	Created By
Met	Students have access to digital tools and instruction for learning and productivity throughout the school on a daily basis.	January 18, 2017	JaaDaa Holcombe
Met	Students have access to digital tools and instruction for learning and productivity throughout the school on a daily basis.	November 04, 2016	JaaDaa Holcombe

Strategy 1:

Equitable Access to Digital Tools - Ensure that every student, teacher, and administrator has access to an internet connected device with appropriate software and resources for research, communication, and multimedia content creation.

Category: Other - Technology

Research Cited: NETS-S, NETS-T

Status	Progress Notes	Created On	Created By
N/A	All students and educators have equitable access to an internet connected device in various locations while at school on a daily basis.	January 18, 2017	JaaDaa Holcombe
N/A	All students and educators have equitable access to an internet connected device in various locations while at school on a daily basis.	November 04, 2016	JaaDaa Holcombe

Activity - Digital Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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.	Technology	08/10/2016	06/02/2017	\$99061	Other, State Funds	Principal, Technology Support Teacher, Technology Resource Teacher
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Status	Progress Notes	Created On	Created By
Completed	Every student, teacher, and staff member has access to an internet connected device during the course of the day. Thirteen (13) additional student laptops were purchased for student use in classrooms.	January 18, 2017	JaaDaa Holcombe
Completed	Every student, teacher, and staff member has access to an internet connected device during the course of the school day. One of our 5th grade classrooms has a 1:1 ratio of devices in their classroom for all day online learning.	November 04, 2016	JaaDaa Holcombe

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	Created On	Created By
Not Met	We continue to offer programs and meetings that will encourage our parents to become involved in their child's academic success. For 2nd quarter, our parental involvement percentage was 26.2% with activities offered during 2nd quarter.	January 18, 2017	JaaDaa Holcombe
Not Met	We continue to offer programs and meetings that will encourage parental involvement. At the end of 1st quarter with parent activities, our parental involvement percentage is 16%.	November 04, 2016	JaaDaa Holcombe

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Strategy 1:

Parental Involvement - By employing a part-time Parent Organizer, she will serve as a liaison between the school and the home to help promote student success and increased parental participation.

Category: Develop/Implement Student and School Culture Program

Research Cited: PTA/PTO

Status	Progress Notes	Created On	Created By
N/A	Our Parent Organizer continues to work to promote student success and increase the participation of parents in school activities.	January 18, 2017	JaaDaa Holcombe
N/A	Our Parent Organizer works diligently to promote student success and increase parental participation.	November 04, 2016	JaaDaa Holcombe

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Parent Involvement	09/21/2016	06/02/2017	\$7793	Title I Part A, Other	Parent Organizer, Principal

Status	Progress Notes	Created On	Created By
In Progress	Our Parent Organizer conducted a Parent Meeting on November 8th in the morning. We had 8 parents attend this meeting. She held another Parent Meeting on November 8th in the afternoon and we had 11 parents attend that meeting. We had a PTA meeting on October 18th and 59 parents attended this meeting. We also held Report Card pickup for 1st quarter reports cards on October 17 of which 140 parents attended. Statewide Parenting Day was held on October 17 and offered 3 concurrent sessions at three different times during the day. We had 46 parents attend these meetings. We had 100% of our 4th and 5th grade parents attend the required Partnership Conferences.	January 18, 2017	JaaDaa Holcombe
In Progress	The Parent Organizer has conducted one Parent Meeting on September 24th. We had 14 parents attend this meeting. The next scheduled Parent Meeting is on November 8th. We had two (2) PTA meetings to date, on September 7th and October 18th of which a total of 97 parents attended. Our Annual Title I Meeting was held on September 7th with a total of 34 parents attending.	November 04, 2016	JaaDaa Holcombe

Activity - Quarterly "Yak 'n' Snak" Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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.	Parent Involvement	10/05/2016	06/02/2017	\$0	No Funding Required	Parent Organizer, Principal
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Status	Progress Notes	Created On	Created By
In Progress	The Parent Organizer and Principal conducted the second Quarterly "Yak 'n' Snak" meeting on December 12th. We had 6 parents attend that meeting.	January 18, 2017	JaaDaa Holcombe
In Progress	The Parent Organizer and Principal conducted the first Quarterly "Yak 'n' Snak" meeting on October 5th. We had 5 parents in attendance of which two (2) are on our Parent Advisory Committee.	November 04, 2016	JaaDaa Holcombe

Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Parent Involvement	08/17/2016	05/31/2017	\$2426	Title I Part A	Parent Organizer, Principal, Technology Support Teacher, Teachers

Status	Progress Notes	Created On	Created By
In Progress	During 2nd quarter, we sent out 5,250 Parent Bulletins/Home-School Connection newsletters. We also sent out 2 School Messenger messages concerning school activities. We actively place information on our school's website, Facebook page, and our newly developed Twitter page to keep parents updated on school events. Our Parent Organizer made 210 telephone calls to parents during 2nd quarter.	January 18, 2017	JaaDaa Holcombe
In Progress	During 1st quarter, we sent out 3,883 Parent Bulletins/Home School Connection newsletters. We also sent out 2 School Messenger messages pertaining to school activities. We are actively placing information on our school's website and school's Facebook page to keep parents updated on school events.	November 04, 2016	JaaDaa Holcombe

Activity - Report Card Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Parent Involvement	10/17/2016	03/27/2017	\$0	No Funding Required	Teachers, Principal

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Status	Progress Notes	Created On	Created By
In Progress	Our 1st Quarter Report Card Conferences were held on October 17th. We had 140 parents participating in this event.	January 18, 2017	JaaDaa Holcombe
In Progress	Our 1st Quarter Report Card Conferences were held on October 17th. We had 140 parents participating in this event.	November 04, 2016	JaaDaa Holcombe

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	Created On	Created By
Not Met	We are seeing an increase in positive student behavior as indicated by the decrease in the number of days missed due to out of school suspensions. During 2nd quarter, we had 11 days missed due to out of school suspensions for a total of 21 days missed during 1st semester.	January 18, 2017	JaaDaa Holcombe
Not Met	We are seeing an increase in positive student behavior as indicated by the decrease in the number of days missed due to out of school suspensions. during 1st quarter, we had 10 days missed due to out of school suspensions.	November 04, 2016	JaaDaa Holcombe

Strategy 1:

Student Behavior - Create an environment in which students will exhibit appropriate behavior that enhances their learning and fosters a positive school climate.

Category: Develop/Implement Student and School Culture Program

Research Cited: PBIS

Status	Progress Notes	Created On	Created By
N/A	Students are reminded on a daily basis through live streaming morning announcements of the positive behavior model they should strive to attain by using the 3R's - Being Respectful, Being Responsible, and Being Reliable.	January 18, 2017	JaaDaa Holcombe
N/A	Students are reminded on a daily basis through live streaming morning announcements of the positive behavior model they should strive to attain by using the 3R's - Being Respectful, Being Responsible, and Being Reliable.	November 04, 2016	JaaDaa Holcombe

Activity - Positive Student Behavior	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement and enforce a school-wide discipline plan where positive incentives are earned for appropriate behavior and negative consequences are given for inappropriate behavior.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Principal, Teachers, Support Staff

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Status	Progress Notes	Created On	Created By
In Progress	During 2nd quarter, we awarded positive incentives to 129 students for their positive behavior. Through classroom meetings with all classes, our school counselor reviewed and discussed the difference between Bullying and Mean Talk during the months of November and December.	January 18, 2017	JaaDaa Holcombe
In Progress	During 1st quarter, we awarded positive incentives to 80 students for their positive behavior.	November 04, 2016	JaaDaa Holcombe

Activity - Problem Solving Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten through 5th grade and Special Education teachers will participate in collaborative PST meetings to monitor identified students with chronic behavior suspensions.	Behavioral Support Program	09/20/2016	06/02/2017	\$2100	Title I Part A	Principal, Teachers

Status	Progress Notes	Created On	Created By
In Progress	We have not had any students referred to Review 360 PST for chronic behavior suspensions.	January 18, 2017	JaaDaa Holcombe
In Progress	We have not had any students referred to Review 360 PST for chronic behavior suspensions.	November 04, 2016	JaaDaa Holcombe

Activity - Retract Manager	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Behavioral Support Program	08/08/2016	06/05/2017	\$36335	Title I Part A	Principal, Retract Manager, Teachers

Status	Progress Notes	Created On	Created By
In Progress	We had 23 students referred to Retract during the second quarter of school serving a total of 42 days. The infractions that referred them to Retract were B2 - Physical Aggression and B5 - Willful disobedience or disrespect.	January 18, 2017	JaaDaa Holcombe
In Progress	We had 23 students referred to Retract during the first quarter of school serving a total of 54 days.	November 04, 2016	JaaDaa Holcombe

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..

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Status	Progress Notes	Created On	Created By
Not Met	Transition activities will occur in the spring of 2017.	January 18, 2017	JaaDaa Holcombe
Not Met	Transition activities will occur in the spring of 2016.	November 04, 2016	JaaDaa Holcombe

Strategy 1:

Effective Transition - 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.

Category: Develop/Implement Student and School Culture Program

Research Cited: Daggett/ICLE

Status	Progress Notes	Created On	Created By
N/A	Transition activities will occur in the spring of 2017.	January 18, 2017	JaaDaa Holcombe
N/A	Transition activities will occur in the spring of 2017.	November 04, 2016	JaaDaa Holcombe

Activity - Grade to Grade Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a Spring Orientation Session for grade to grade transitioning through cross grade visits for students in grades Pre-K through 4th grade.	Academic Support Program	04/03/2017	05/26/2017	\$0	No Funding Required	Principal, Teachers

Status	Progress Notes	Created On	Created By
In Progress	Grade to Grade Transition activities will occur in May 2017.	January 18, 2017	JaaDaa Holcombe
In Progress	Grade to Grade Transition activities will occur in May 2017.	November 04, 2016	JaaDaa Holcombe

Activity - Middle School Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a Spring Middle School orientation visit to Mobile County Training School, our feeder pattern middle school, for our current 5th grade students.	Academic Support Program	03/20/2017	05/26/2017	\$0	No Funding Required	Principal, Counselor, 5th Grade Teachers

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Status	Progress Notes	Created On	Created By
In Progress	Middle School Transition will occur in the spring of 2017.	January 18, 2017	JaaDaa Holcombe
In Progress	Middle School Transition will occur in the spring of 2017.	November 04, 2016	JaaDaa Holcombe

Activity - Pre-K Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a comprehensive Pre-Kindergarten program that includes an orientation session, as well as parent conferences, throughout the year.	Academic Support Program	08/17/2016	06/02/2017	\$0	No Funding Required	Pre-K Teachers, Principal

Status	Progress Notes	Created On	Created By
In Progress	We have 35 students enrolled and active in our Pre-K program. The teachers continually meet with their parents. Three of these parents attended our Quarterly Yak n Snak in December.	January 18, 2017	JaaDaa Holcombe
In Progress	We have 34 students enrolled and active in our Pre-K program. Our Pre-K teachers conducted their first parent meeting with conferences on August 17, 2016. Twenty-five (25) parents attended this meeting.	November 04, 2016	JaaDaa Holcombe

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	Created On	Created By
Not Met	Our attendance percentage for 2nd quarter was 94.73%. Our 1st semester attendance percentage was 95.70%.	January 18, 2017	JaaDaa Holcombe
Not Met	Our attendance percentage for 1st quarter was 96.75%.	November 04, 2016	JaaDaa Holcombe

Strategy 1:

Perfect Attendance Recognition - Teachers or the principal will present Perfect Attendance certificates to students quarterly who achieve perfect attendance during the given quarter.

Category: Develop/Implement Student and School Culture Program

Research Cited: Marzano, R. (2003). Classroom Management That Works: Research-Based Strategies For Every Teacher

Status	Progress Notes	Created On	Created By
N/A	Students who achieve Perfect Attendance each quarter are recognized at our Honor's Day program where they are presented a Perfect Attendance certificate for that quarter.	January 18, 2017	JaaDaa Holcombe

N/A	Students who achieve Perfect Attendance each quarter are recognized via morning announcements and are presented a Perfect Attendance certificate for that quarter.	November 04, 2016	JaaDaa Holcombe
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Activity - Perfect Attendance Certificate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with quarterly perfect attendance will be recognized via broadcast announcements and presented with a Perfect Attendance certificate.	Behavioral Support Program	10/07/2016	06/02/2017	\$0	No Funding Required	Teachers, Principal, Registrar

Status	Progress Notes	Created On	Created By
In Progress	We had 101 students in Pre-K through 5th grade attain Perfect Attendance during second quarter. The students were recognized and awarded their certificate on January 17th.	January 18, 2017	JaaDaa Holcombe
In Progress	We had 153 students in grades PreK-5th attain Perfect Attendance during first quarter. The students were recognized and awarded their certificate on October 18th.	November 04, 2016	JaaDaa Holcombe

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	Created On	Created By
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Not Met	We continue to progress monitor our 3rd - 5th grade students on a monthly basis. On our Universal Screening Consolidated Reports for STAR Reading, we have shown a decrease in the number of students in the Need Support category from 63% in 1st quarter to 59% in 2nd quarter; Close category from 26% in 1st quarter to 29% in 2nd quarter; Ready category remains at 8% in both 1st and 2nd quarters; and Exceeding category increased from 3% in 1st quarter to 4% in 2nd quarter. We recorded a 4.63% increase in our CFA Reading scores from 1st quarter to second quarter. We also recorded an 8% increase in our Reading EQT scores from 1st quarter to 2nd quarter.	January 18, 2017	JaaDaa Holcombe
Not Met	We progress monitor our 3rd - 5th grade students on a monthly basis. We have seen a 15.1% overall increase in their scores to date. We have seen a 4% increase in CFA scores from grades K-5.	November 04, 2016	JaaDaa Holcombe

Strategy 1:

Reading Comprehension - All Kindergarten through Fifth grade and Special Education teachers will collaborate to focus on reading comprehension skills, utilizing rigor and engagement, for all students, including at risk students.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Common Core Reading Standards

Status	Progress Notes	Created On	Created By
N/A	Grade Level Collaboration is occurring weekly to focus on and plan for Reading Comprehension skills.	January 18, 2017	JaaDaa Holcombe
N/A	Grade Level Collaboration is occurring weekly to focus on and plan for reading comprehension skills.	November 04, 2016	JaaDaa Holcombe

Activity - Direct, Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 Sondag System Phonics (grades 1-5) through whole group and small groups for all students daily during the Literacy Block and small group intervention.	Academic Support Program	08/10/2016	06/02/2017	\$50293	Other, State Funds	Teachers

Status	Progress Notes	Created On	Created By
In Progress	During 2nd quarter, twenty-seven (27) walk-through observations were conducted and of these 27 observations, 89% (24) of them were actively using direct, explicit instruction with required components.	January 18, 2017	JaaDaa Holcombe
In Progress	During 1st quarter, twelve (12) walk-through observations were conducted and of these 12 observations, 100% of them were actively using direct, explicit instruction with required components.	November 04, 2016	JaaDaa Holcombe

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Activity - Recreational/Literary Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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%.	Academic Support Program	09/01/2016	06/02/2017	\$1201386	State Funds, State Funds	Teachers, Media Specialist

Status	Progress Notes	Created On	Created By
In Progress	During 2nd quarter, we had all of our Kindergarten through 5th grade classes utilizing Accelerated Reader. Unfortunately, we saw our At-Risk percentage increase during 2nd quarter from 51.4% to 68.1%. However, we did have four classes whose At-Risk percentages were at or below our school-wide goal of 25%.	January 18, 2017	JaaDaa Holcombe
In Progress	After the initial Accelerated Reader training by our ARI Literacy Coach, we have all Kindergarten through 5th grade classes participating in AR on a weekly basis. We had four (4) classes in September that had an At-Risk percentage below 25%. Our school-wide At-Risk percentage was 43.8% for the month of September.	November 04, 2016	JaaDaa Holcombe

Activity - Student Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Academic Support Program	09/01/2016	05/26/2017	\$133229	Other, Title I Part A, Title I Part A, Other	Teachers, Reading Intervention Teacher, Special Education Teachers, Intervention Teacher

Status	Progress Notes	Created On	Created By
In Progress	Thirteen out of sixteen K- 5th grade classes, or 81%, are meeting daily with their At-Risk students as is evidenced by their Intervention documentation. Our Reading Intervention teacher meets daily with her 1st, 4th, and 5th grade students. Our Intervention Teacher meets with our 2nd grade students once a week and with our 3rd-5th grade student twice a week in the computer lab. The students work on thatquiz.org for basic math facts drills; Learning.com for keyboarding skills; and Socrative.com for writing skills as is evidenced by electronic grade books, lesson plans, and socrative results.	January 18, 2017	JaaDaa Holcombe

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In Progress	81% of our kindergarten through 5th grade teachers are meeting daily with their At-Risk students as is evidenced by their Intervention documentation. Our Reading Intervention teacher meets daily with her 1st, 4th, and 5th grade students. 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 work on basic math facts drills, keyboarding skills, and reading/writing skills as is evidenced by thatquiz.org results, Learning.com gradebooks, and socrative.com results.	November 04, 2016	JaaDaa Holcombe
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Activity - Academic Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Academic Support Program	09/20/2016	05/19/2017	\$3089	Title I Part A, Title I Part A	Principal, Teachers, PST Team, Extended Day Staff

Status	Progress Notes	Created On	Created By
In Progress	We had 43 students in grades 1-5 referred to PST in 2nd quarter. We had 19 students in grades 3-5 participating in our Extended Day Tutoring program.	January 18, 2017	JaaDaa Holcombe
In Progress	We have 48 students in grades 1-5 who have been referred to PST. We have 19 students in grades 3-5 who are presently enrolled in our Extended Day Tutoring program.	November 04, 2016	JaaDaa Holcombe

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	Created On	Created By
Not Met	We progress monitor our 3rd - 5th grade students on a monthly basis on STAR Math. On STAR Math reports, our Need Support category decreased from 22% in 1st quarter to 15% in 2nd quarter; the Close category increased from 54% in 1st quarter to 61% in 2nd quarter; the Ready category decreased from 21% in 1st quarter to 19% in 2nd quarter; and Exceeding category increased from 3% in 1st quarter to 4% in 2nd quarter. We recorded a 2% increase in our Math EQT scores from 1st quarter to 2nd quarter.	January 18, 2017	JaaDaa Holcombe
Not Met	We progress monitor our 3rd - 5th grade students on a monthly basis on STAR Math. We have seen an 8.1% overall increase in their scores to date.	November 04, 2016	JaaDaa Holcombe

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Strategy 1:

Standards Analysis - Teachers will learn content, knowledge, and skills related to non-mastered standards to facilitate instruction and understand a student's misunderstanding.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Common Core Math Standards, NCTM

Status	Progress Notes	Created On	Created By
N/A	Teachers continue to research additional strategies to utilize in order to facilitate instruction with non-mastered Math standards.	January 18, 2017	JaaDaa Holcombe
N/A	Teachers continue to research additional strategies to utilize in order to facilitate instruction with non-mastered Math standards.	November 04, 2016	JaaDaa Holcombe

Activity - Quarterly Pacing Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Academic Support Program	10/10/2016	03/23/2017	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
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 2nd quarter. This is evidenced by completed PLCIA forms housed with our ACIP documentation.	January 18, 2017	JaaDaa Holcombe
In Progress	All Kindergarten through 5th grade and SPE teachers met at the beginning of 2nd quarter to identify the non-mastered Math standards from 1st quarter. This is evidenced by completed PLCIA forms housed with our ACIP documentation.	November 04, 2016	JaaDaa Holcombe

Strategy 2:

Differentiated Instruction - All Kindergarten through Fifth Grade and Special Education teachers will provide differentiated math instruction on math standards incorporating a variety of instructional, grouping, and assessment strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Common Core Math Standards, NCTM

Status	Progress Notes	Created On	Created By
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N/A	All teachers continue to provide different strategies and methods to teach math standards as is evidenced in their lesson plans and through informal classroom observations.	January 18, 2017	JaaDaa Holcombe
N/A	All teachers continue to provide different strategies and methods to teach math standards as is evidenced in their lesson plans and through informal classroom observations.	November 04, 2016	JaaDaa Holcombe

Activity - Reteach Non-Mastered Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Academic Support Program	09/07/2016	06/02/2017	\$4872	State Funds	Teachers

Status	Progress Notes	Created On	Created By
In Progress	During 2nd quarter, thirteen (13) informal walk-through observations and lesson plan checks were conducted. Of these thirteen, 77% (or 10) are developing and using bell-ringers to reteach non-mastered standards.	January 18, 2017	JaaDaa Holcombe
In Progress	Based on the six (6) Math walk-through observations and lesson plan checks that were conducted during first quarter, 100% of the teachers are developing and using bell-ringers to reteach non-mastered standards.	November 04, 2016	JaaDaa Holcombe

Activity - Foundational Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Academic Support Program	09/07/2016	05/26/2017	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
In Progress	Based on Basic Math Facts record sheets that were submitted during 2nd quarter by 2nd-5th grade teachers, 44% of those teachers are having their students practice basic math facts on a weekly basis.	January 18, 2017	JaaDaa Holcombe
In Progress	Based on Basic Math Facts record sheets that are submitted each week by 2nd-5th grade teachers, 100% of those teachers are having their students practice basic math facts on a weekly basis.	November 04, 2016	JaaDaa Holcombe

Activity - Student Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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.	Academic Support Program	09/01/2016	05/26/2017	\$0	No Funding Required	Teachers, Special Education Teachers, Math Intervention Teacher
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Status	Progress Notes	Created On	Created By
In Progress	During 2nd quarter, sixty-nine (69%) percent of our kindergarten through 5th grade teachers are meeting daily with the At-Risk students as is evidenced by their Intervention documentation. Our Math Intervention Teacher meets daily with her 3rd, 4th, and 5th grade students utilizing various websites and instructional materials.	January 18, 2017	JaaDaa Holcombe
In Progress	81% of our kindergarten through 5th grade teachers are meeting daily with their At-Risk students as is evidenced by their Intervention documentation. Our Math Intervention teacher meets daily with her 3rd, 4th, and 5th grade students.	November 04, 2016	JaaDaa Holcombe

Activity - Academic Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Academic Support Program	09/20/2016	05/19/2017	\$3088	Title I Part A, Title I Part A	Principal, Teachers, PST Team, Extended Day Staff

Status	Progress Notes	Created On	Created By
In Progress	We had 43 students in grades 1-5 referred to PST in 2nd quarter. We had 19 students in grades 3-5 participating in our Extended Day Tutoring program.	January 18, 2017	JaaDaa Holcombe
In Progress	We have 48 students in grades 1-5 who have been referred to PST. We have 19 students in grades 3-5 who are presently enrolled in our Extended Day Tutoring program.	November 04, 2016	JaaDaa Holcombe

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.

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Status	Progress Notes	Created On	Created By
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.	January 18, 2017	JaaDaa Holcombe
Not Met	Our students are working through lesson 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.	November 04, 2016	JaaDaa Holcombe

Strategy 1:

Learning Module - Offer a learning module to be completed by our students each year that teaches and assesses appropriate digital citizenship.

Category: Other - Technology

Research Cited: NETS-S

Status	Progress Notes	Created On	Created By
N/A	Lessons via an online module are being completed by the students with regard to appropriate digital citizenship. Electronic gradebook scores evidence the use of the program.	January 18, 2017	JaaDaa Holcombe
N/A	Weekly lesson via an online module are being completed by the students with regard to appropriate digital citizenship. Electronic gradebook scores evidence the use of the program.	November 04, 2016	JaaDaa Holcombe

Activity - Online Internet Safety Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in and complete an online internet safety course each school year.	Technology	09/26/2016	05/19/2017	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
In Progress	To date, we have 97% of our 2nd-5th grade students who have completed the appropriate online safety course. We will address this course with our Kindergarten and 1st grade students during 2nd semester.	January 18, 2017	JaaDaa Holcombe
In Progress	to date, we have 87% of our 2nd - 5th grade students who have completed the appropriate online safety course. We will address this course with our Kindergarten and 1st grade students during 2nd semester.	November 04, 2016	JaaDaa Holcombe

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Professional Learning	09/01/2016	06/02/2017	\$1536	ARI Literacy Coaches, Principal, Teachers
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%.	Academic Support Program	09/01/2016	06/02/2017	\$528	Teachers, Media Specialist
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%.	Academic Support Program	09/01/2016	06/02/2017	\$1200858	Teachers, Media Specialist
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.	Academic Support Program	09/07/2016	06/02/2017	\$4872	Teachers
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.	Technology	08/10/2016	06/02/2017	\$4080	Principal, Technology Support Teacher, Technology Resource Teacher
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 Soliday System Phonics (grades 1-5) through whole group and small groups for all students daily during the Literacy Block and small group intervention.	Academic Support Program	08/10/2016	06/02/2017	\$4872	Teachers

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Total **\$1216746**

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Academic Support Program	09/20/2016	05/19/2017	\$983	Principal, Teachers, PST Team, Extended Day Staff
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.	Academic Support Program	09/20/2016	05/19/2017	\$2105	Principal, Teachers, PST Team, Extended Day Staff
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.	Academic Support Program	09/20/2016	05/19/2017	\$2106	Principal, Teachers, PST Team, Extended Day Staff
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.	Parent Involvement	08/17/2016	05/31/2017	\$2426	Parent Organizer, Principal, Technology Support Teacher, Teachers
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.	Behavioral Support Program	08/08/2016	06/05/2017	\$36335	Principal, Retract Manager, Teachers
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.	Parent Involvement	09/21/2016	06/02/2017	\$6998	Parent Organizer, Principal

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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.	Professional Learning	09/01/2016	06/02/2017	\$317	ARI Literacy Coaches, Principal, Teachers
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.	Academic Support Program	09/01/2016	05/26/2017	\$457	Teachers, Reading Intervention Teacher, Special Education Teachers, Intervention Teacher
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.	Professional Learning	09/01/2016	06/02/2017	\$922	ARI Literacy Coaches, Principal, Teachers
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.	Academic Support Program	09/20/2016	05/19/2017	\$983	Principal, Teachers, PST Team, Extended Day Staff
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.	Academic Support Program	09/01/2016	05/26/2017	\$75884	Teachers, Reading Intervention Teacher, Special Education Teachers, Intervention Teacher
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.	Behavioral Support Program	09/20/2016	06/02/2017	\$2100	Principal, Teachers
Total					\$131616	

No Funding Required

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Professional Learning	09/20/2016	06/02/2017	\$0	Principal, Teachers
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.	Professional Learning	09/26/2016	06/02/2017	\$0	Principal, teachers, AMSTI staff
Pre-K Transition	Provide a comprehensive Pre-Kindergarten program that includes an orientation session, as well as parent conferences, throughout the year.	Academic Support Program	08/17/2016	06/02/2017	\$0	Pre-K Teachers, Principal
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.	Professional Learning	08/16/2016	06/01/2017	\$0	Teachers
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.	Academic Support Program	10/10/2016	03/23/2017	\$0	Teachers
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.	Professional Learning	08/08/2016	06/02/2017	\$0	Principal, mentor teacher, new teacher
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.	Academic Support Program	03/20/2017	05/26/2017	\$0	Principal, Counselor, 5th Grade Teachers
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.	Parent Involvement	10/05/2016	06/02/2017	\$0	Parent Organizer, Principal
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.	Professional Learning	08/08/2016	06/02/2017	\$0	Principal, New Teachers
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.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	Principal, Teachers, Support Staff

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Whitley Elementary School

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.	Academic Support Program	04/03/2017	05/26/2017	\$0	Principal, Teachers
Retract Retraining	Students referred to the office for inappropriate behavior that could warrant an out of school suspension may be assigned to our Retract classroom where they will complete their assigned classwork and receive appropriate Character Education instruction with the intent of retraining the inappropriate behavior to reduce the number of times a student is placed into the Retract program.	Behavioral Support Program	09/01/2016	05/31/2017	\$0	Principal, Retract Manager, Classroom Teachers
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.	Technology	08/08/2016	06/02/2017	\$0	District Technology Resource Teacher, local school Technology Support Teacher, Media Specialist
Online Internet Safety Course	Students will participate in and complete an online internet safety course each school year.	Technology	09/26/2016	05/19/2017	\$0	Teachers
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.	Academic Support Program	09/01/2016	05/26/2017	\$0	Teachers, Special Education Teachers, Math Intervention Teacher
Perfect Attendance Certificate	Students with quarterly perfect attendance will be recognized via broadcast announcements and presented with a Perfect Attendance certificate.	Behavioral Support Program	10/07/2016	06/02/2017	\$0	Teachers, Principal, Registrar
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.	Parent Involvement	10/17/2016	03/27/2017	\$0	Teachers, Principal
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.	Academic Support Program	09/07/2016	05/26/2017	\$0	Teachers
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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2016-2017 Whitley Elementary ACIP Plan

Whitley Elementary School

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.	Technology	08/10/2016	06/02/2017	\$94981	Principal, Technology Support Teacher, Technology Resource Teacher
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.	Academic Support Program	09/01/2016	05/26/2017	\$1000	Teachers, Reading Intervention Teacher, Special Education Teachers, Intervention Teacher
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.	Parent Involvement	09/21/2016	06/02/2017	\$795	Parent Organizer, Principal
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.	Academic Support Program	08/10/2016	06/02/2017	\$45421	Teachers
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.	Academic Support Program	09/01/2016	05/26/2017	\$55888	Teachers, Reading Intervention Teacher, Special Education Teachers, Intervention Teacher
Total					\$198085	