

Prescott Elementary School

Comprehensive Progress Report 2017-2018

Mission:

The Prescott School District's fundamental purpose is to ensure high levels of learning for ALL students.

Preparing Students Today to Lead Tomorrow! Our philosophy is based on the idea that the purpose of education is to provide a continuation of essential learning. It is our ultimate goal to supply each child with the facts and experiences that will enable him/her to compete in the 21st century as responsible, caring and productive citizens. This will aid our youth in becoming self-sufficient individuals mentally, physically, socially and morally so that they can meet the demands of a rapidly changing society. It is essential to instill in each student the importance of individual worth and to create a positive self-image through the personal development of initiative, resourcefulness, and responsibility. It is the intent of the faculty to lead students toward being disciplined, productive, informed and fulfilled individuals. To achieve these ideas, mutual respect and understanding must be present in the learning process on the part of all participants - the faculty, students, and community. In pursuit of our mission, we will build, nurture and strengthen collaborative teams with an unwavering focus on learning for all. We will assess our effectiveness based on results rather than intentions. Prescott schools and teams will seek timely, relevant evidence and information and use it to promote continuous improvement.

As a Professional Learning Community, our work will be driven by the following four questions:

Vision:

What do we want all students to know and be able to do?

How will we know if each student has learned it?

What will we do if they don't learn it?

What will we do if they have learned it?

Goals: Prescott Elementary School will participate in professional learning community (PLC) where essential standards are linked to common assessments that drive Instruction.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establish a team structure with specific duties and time for instructional planning			
	ID01	A team structure is officially incorporated into the school governance policy.(36)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our leadership team meets at times that are convenient for them. Our district is very accommodating during and after school. Our instructional teams meet 2x weekly by grade level.	Limited Development 02/23/2016		On-going
		Priority Score: 1 Opportunity Score: 3	Index Score: 3		
How it will look when fully met:		When this objective is fully met we will be allowed to continue to meet at times that are convenient to members of the Leadership Team.	Objective Met 03/19/16	Shannon Henderson	05/19/2017
Update:		Since we will implement PLC this year, we will meet one time weekly (Wednesdays) as a grade level or content area team to focus on essential standards and common formative assessments and one time weekly for regular planning (Thursday).	10/30/2017		
Action(s)	Created Date				
1	2/27/16	Check with the district to see if board minutes are available to show evidence the board is aware of this team and will continue to allow us to meet without a policy.	Complete 03/17/2016	Shannon Henderson	03/04/2016
Notes:		Check with Mrs. Janes to get board minutes.			
Implementation:			03/19/2016		
Evidence		3/19/2016 School board agenda and minutes from the meeting.			
Experience		3/19/2016 Shannon Henderson met with the Prescott School Board in December to update them on the ACSIP plan. She discussed the possibility of adding a policy for the leadership team (LT). The board agreed that no policy was needed at this time, since the LT team is allowed to meet at their discretion.			
Sustainability		3/19/2016 The leadership team will continue to meet monthly or bimonthly as needed. If a need arises for a policy we will revisit this indicator.			
	ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We already have committees in place and some of them already have agendas and minutes. We currently do not share out minutes of meetings.	Limited Development 11/01/2015		On-going

		Priority Score: 1	Opportunity Score: 3	Index Score: 3		
How it will look when fully met:		When this objective is fully met we will know which committees need to keep agendas and minutes of their meetings. We will also know who needs to have access to their minutes and agendas and where we should keep this information. Evidence would be the minutes and agendas as well as when and where the information will be shared from each committee.		Objective Met 12/28/15	Kimberly Grimes	03/31/2016
Action(s)	Created Date					
1	11/1/15	Which committees need to have agendas and minutes kept at each meeting?		Complete 11/18/2015	Kimberly Grimes	11/30/2015
		<i>Notes:</i> Mrs. Grimes will check with state agencies and other principals to see which committees need to meet regularly and keep agendas/minutes of their meeting. Update: Mrs. Grimes contacted the Standards Department to see which committees were required to meet regularly. She was told there were no requirements on which committees had to meet nor a minimum of required meetings.				
2	11/21/15	We will make a list of committees that we will require agendas and minutes from. We will decide on a place where all agendas and minutes can be found easily.		Complete 12/09/2015	Lauren Zimmerman	01/20/2016
		<i>Notes:</i> Ask technology department which drive would be better to use or if Google Docs would be a better place for sharing.				
Implementation:				12/28/2015		
Evidence		12/28/2015 Agenda from our next faculty meeting where we discussed these committees and agendas. We will also have the list of committees that will keep the information.				
Experience		12/28/2015 We made a list of committees that will keep a binder/folder of agendas and minutes of their meetings. We discussed the idea of putting it on a website or having a certain drive to keep them in, but our leadership team decided that keeping a binder/folder was sufficient at this time. We will inform staff and faculty of the committees that will need to keep this information and that everyone has access to them.				
Sustainability		12/28/2015 We will inform faculty/staff at our next meeting and make sure binders/folders are kept up to date.				

ID07		A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The committee decided the leadership team that was already in place did not meet all requirements set forth by this indicator. The leadership team at this time meets periodically and does not have a set amount of time to meet. We do have grade level teams already in place that meet twice a week for at least 45 minutes.	Limited Development 09/20/2015		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		When this objective is fully met at Prescott Elementary School, the leadership team will meet twice a month for at least an hour each time. The evidence needed will be sign in sheets, agendas, and minutes from the meetings.	Objective Met 11/01/15	Kimberly Grimes	10/30/2015
UPDATE:		We meet as a Leadership Team 2x monthly to work on essential standards and planning.	12/18/2017		
Action(s)	Created Date				
1	9/20/15	Meetings will be scheduled ahead of time and all members notified in advance. Each member will be aware that the meeting will last at least an hour.	Complete 10/23/2015	Kimberly Grimes	10/30/2015
		<i>Notes:</i> We need to set up a calendar and times that each teacher and principal will be able to meet. We do not want teachers missing the same class periods.			
Implementation:			11/01/2015		
Evidence	11/1/2015	We have our agendas, minutes, plans, and tasks all on this website. Each member of the leadership team has folders that they keep their Wise Ways, agendas, and resources in.			
Experience	11/1/2015	We had to set up a leadership team, agendas, folders, and meet twice monthly for at least an hour.			
Sustainability	11/1/2015	We will need to continue meeting each month, following the agendas, meeting goals and tasks, and finding times that are convenient for all members to meet.			

Core Function:	School Leadership and Decision Making
Effective Practice:	Align classroom observations with evaluation criteria and professional development

!		IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our principal and assistant principal observe all teachers. Teachers meet with administrators and discuss our PGP as well as our observations. Professional development needs are discussed at these meetings.		Limited Development 02/10/2016		
<i>How it will look when fully met:</i>		The leadership team will look over summaries from principal reports and have input on what kind of professional development is being offered.			Jessi Thompson	04/26/2018
Action(s)	Created Date			1 of 2 (50%)		
1	2/23/16	Mrs. Grimes and Ms. Janes will present the Leadership Team with summaries of evaluation strengths and weaknesses. The leadership team will look over the summaries and make recommendations on the kind of professional development we feel will best meet the needs of our school.		Complete 05/26/2016	Kimberly Grimes	05/20/2016
		<i>Notes:</i> Due to all evaluations not being complete until later in the year, we feel it is best to have a complete summary of strengths and weaknesses to look at (no names will be given).				
2	6/2/16	After reviewing summaries, we will have a school wide goal on classroom management for the 2016-2017 school year. Mrs. Grimes and Ms. Janes will update us throughout the year on this goal. Professional development will be provided either in the summer or as a mini-PD session throughout the year.		Complete 5/25/2018	Kimberly Grimes	06/03/2018
		<i>Notes:</i> We will use observations and discipline visits to determine if more PD is needed on this goal. Update: After surveys, discussions, observations, and looking at discipline reports Mrs. Grimes and Ms. Janes have decided we will continue to work on classroom management for the 2017-2018 school year. This year we held several professional workshops that dealt with conscious discipline and a mini-PD on Behavior Tools. Behavior Tools is a workshop that a group of teachers went to and then came back and shared information, hand-outs, and power points with us a faculty.				
		IF06	Teachers are required to make individual professional development plans based on classroom observations.(70)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are already observed by our principal and assistant principal following TESS guidelines. We plan for our PGP and discuss professional development opportunities with our team. After observations they discuss strengths and weaknesses with us that will help guide us as we		Limited Development 11/21/2015		

		choose our professional development. Feedback after observations are not always as timely as the teachers or principals would like.			
		Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:		When this objective is fully met, teachers will receive timely feedback on their PGPs and classroom observations. Teachers will have input on what professional development they attend. Teachers will be willing to learn and collaborate with other teachers.	Objective Met 06/02/16	Kimberly Grimes	06/06/2016
Action(s)	Created Date				
1	11/21/15	Plan a time where teachers can go and observe other teachers.	Complete 01/20/2016	Kimberly Grimes	03/04/2016
		<p><i>Notes:</i> Teachers will be able to give input on what strategies or skills they would like to observe.</p> <p>UPDATE: Mrs. Grimes and Ms. Janes are meeting with teachers and some teachers have already observed other teachers. No schedule has been set up at this time.</p> <p>UPDATE: At the meeting on Jan. 20th, 2016 we decided it would better serve teachers that observations would not be required. Observations would be an option for teachers who would like to observe a fellow teacher in a particular subject, lesson, or domain such as behavior management or assessment. Observations will be on an on-needed basis and can be set up at a time that is convenient for the teacher.</p>			
2	1/23/16	Teachers will have input on the type of professional development they would like to attend based on TESS observations, ratings, budget, strengths, and weaknesses.	Complete 05/26/2016	Kimberly Grimes	05/20/2016
		<p><i>Notes:</i> PD opportunities may arise during the year, but most teachers plan for PD during the summer. Summer PD at our educational co-op does not come out until the spring. This is why it will be a recurring task each year. We already have a budget for PD, we just need to work within that budget.</p>			
Implementation:			06/02/2016		
Evidence		6/2/2016 Each teacher met with Mrs. Grimes or Ms. Janes to go over our growth plans and discuss goals for the upcoming year. Mrs. Grimes sent an email about choosing our days and a PD sheet to fill out to make sure we document our domains and workshops that we want to attend.			
Experience					

		6/2/2016 After reading WISE WAYS we discussed and determined we already had a say in our professional development each year, but we did not always base it on observations and TESS.			
	Sustainability	6/2/2016 Continue meeting with principal and assistant principal each year to determine needs of professional development.			
	IF11	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To	Target Date
	Initial Assessment:	We already have some Learning Communities in place. We meet 2x weekly within our grade level. We have several teachers who exhibit Leadership by sharing information and professional development with other teachers. Our Resources include the Southwest Educational Co-op who meet with our teachers on specific information they are needing such as writing, behavior, assessments, etc. Each teacher keeps data on students to show improvement and growth.	Limited Development 12/28/2015		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
	How it will look when fully met:	Teachers leading job-embedded, differentiated professional development to meet the needs of staff. Evidence of this objective will be agendas, hand-outs, websites, or other information that is provided to teachers.	Objective Met 10/07/16	Kimberly Grimes	05/18/2016
	UPDATE:	We are participating in professional development through Solution Tree. We received a three year grant for establishing professional learning communities.			9/1/2017
	Action(s)	Created Date			
	1	12/28/15 Find a 30 minute time frame once a month or every other month to have a mini-professional development session.	Complete 03/08/2016	Kimberly Grimes	02/26/2016
		<i>Notes:</i> You will have to take into consideration tutoring, Wednesday Homework Club, and 21st Century after school program. You will also have to take into consideration WHERE we will be able to meet K-6.			
	2	12/28/15 Find out topics that people would like to see in a mini-professional development session.	Complete 03/08/2016	Shannon Henderson	02/26/2016
		<i>Notes:</i> Send out survey by email, Survey Monkey, or put in their mailboxes.			
	3	3/12/16 Add 3 or 4 mini-PD sessions to the 2016-2017 school year.	Complete 09/22/2016	Kimberly Grimes	08/22/2016

Notes: Use survey results to choose topics of sessions. Making sure they are on the calendar will help teachers plan in advance.

Implementation:		10/07/2016		
Evidence	10/7/2016 Agendas and sign in sheets will be available upon request.			
Experience	10/7/2016 After going over surveys and discussions with teachers we found that they needed more grade specific professional development. They would also like to see more PD on classroom management and to see modeled lessons.			
Sustainability	10/7/2016 We will continue to assess our professional development needs grades K-6 yearly.			

Core Function:		School Leadership and Decision Making			
Effective Practice:		Expanded time for student learning and teacher collaboration			
!	IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We have tutoring weekly after school in literacy and math. We have a Homework Club on Wednesdays after school that helps students that need extra help with homework. We have remediation time in grades 5-6. We attempted block scheduling in the past, but it did not work for us. We have 21st Century program available after school M-Th that works with students on homework, remediation, and enrichment.	Limited Development 01/23/2016		
How it will look when fully met:		When this goal is met, we will have a remediation time that is used effectively. Evidence will include the data and schedule of remediation time (this will vary from grade to grade).		Shannon Henderson	05/10/2018
UPDATE:		We are working with Solution Tree to best meet the needs our students with RTI. We are looking at options that will work with each grade. We have a set RTI time in place for grades K-6. Changes will be made based upon need.			
Action(s)	Created Date		3 of 4 (75%)		

1	1/23/16	Discussions/Surveys with staff on how best to approach remediation in K-6. 5th and 6th grade already has a plan in place so we will look at what they do first. Discussions will include the need for GOOD remediation, schedules, and amount of time needed for remediation.	Complete 03/08/2016	Debbie Maxwell	03/31/2016
		<i>Notes:</i> Schedules will need to be looked at and we will need to decide if this will be weekly, daily, etc.			
2	3/12/16	We will add a remediation time for grades K-6 for the 2016-2017 school year.	Complete 09/14/2016	Kimberly Grimes	10/24/2016
		<i>Notes:</i> Look at schedules and meet with grade levels to discuss what this will look like and how schedules will work.			
3	10/11/16	After completing one cycle of remediation we will look at data to see students' progress.	Complete 01/20/2017	Shannon Henderson	01/31/2017
		<i>Notes:</i> During Oct.-Jan, teachers will note what is working and what is not working.			
4	1/20/17	We will evaluate the RTI program to see what changes or revisions need to be made.	Complete 05/30/2018	Debbie Maxwell	08/11/2017
		<i>Notes:</i> Teachers will meet in grade levels and give strengths and weaknesses of the RTI program. They will turn in a summary of this discussion to Mrs. Maxwell to be shared at our LT meeting. Update: The RTI program has been evaluated. We will need to decide what to do with information we received from this survey.			

Core Function:		School Leadership and Decision Making			
Effective Practice:		Ensure High Quality Staff - Recruitment, Evaluation, and Retention			
	II01	The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have someone from the school who attends job fairs and college days.	Limited Development 01/23/2016		
		Priority Score: 1 Opportunity Score: 1	Index Score: 1		
How it will look when fully met:		We would like to see a good representation of teachers and administrators on a recruitment team. We would like to see the Prescott Public School booth that is taken to colleges and job fairs be inviting and be a good representation of academics as well as sports. Evidence would include suggestions that we make to the district.	Objective Met 06/02/16	Shannon Henderson	05/31/2016
Action(s)	Created Date				

1	2/10/16	Make suggestions to the district on ways to promote our school in a positive light.	Complete 05/10/2016	Shannon Henderson	05/20/2016
		<i>Notes:</i> We would like to see minority teachers increase, collage of our school (pictures of our students in academic settings including science labs, reading, etc.), a positive teacher on the recruitment team, encourage high school students to go into the teaching field (club at the high school level would be great).			
Implementation:			06/02/2016		
Evidence		6/2/2016 After discussions, a letter was typed up of our suggestions. We sent this letter to our superintendent and he will be looking into our suggestions as well as the district and high school suggestions.			
Experience		6/2/2016 After reading the WISE WAYS we felt this was a district objective instead of an elementary school objective, but we started discussions and came up with several ideas we would like to see incorporated at our school.			
Sustainability		6/2/2016 If the district feels they need more input or suggestions we will revisit this indicator at that time.			

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engage teachers in aligning instruction with standards and benchmarks			
!	IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We already meet by grade level 2x weekly. Since we use TLI, our curriculum is aligned to standards. 3rd-6th grade use units that are aligned to standards. Special Education is integrated into all classrooms. Update: Due to no longer having access to TLI we are revising our priority score from a 1 to a 3. Our opportunity score will change from a 3 to a 1.	Limited Development 02/10/2016		
How it will look when fully met:		When this objective is fully met we will have developed or already have in place standards-aligned units of instruction K-6.		Deshawna Cooper	12/15/2017

UPDATE:		Since implementing PLC this school year, we will build units of instruction around essential standards in each subject.			3/31/2018
Action(s)	Created Date		3 of 3 (100%)		
1	2/23/16	Teachers will meet by grade level to discuss their units of instruction. They will give feedback and input on how their units of instruction are aligned by standards.	Complete 05/13/2016	Shannon Henderson	05/13/2016
		<i>Notes:</i> They will need to take into consideration if we do not continue with TLI, what units of instruction will they use and how will they make sure they are aligned by standards.			
2	6/2/16	We will take the 2016-2017 school year to evaluate our units of instruction. Notes will be taken during grade level meetings on what is working and what needs to be changed with each unit. Information will be shared each semester with the Leadership Team. Update: Due to all teachers not having access to TLI information we are revising and creating maps as needed.	Complete 05/03/2017	Shannon Henderson	05/05/2017
		<i>Notes:</i> Reminders need to be sent out throughout the year to remind teachers to be taking notes and documenting changes they would like to see.			
3	11/10/16	We will work with literacy specialists at the local educational co-op to plan are instructional units.	Complete 02/21/2017	Shannon Henderson	04/21/2016
		<i>Notes:</i> Hold monthly meetings with specialists. UPDATE: We are meeting with Karen Harris from the local educational co-op and working on curriculum maps/guides. Due to TLI shutting down, new teachers in place, and not being able to locate all unit information we previously had we will be creating new units or instruction or revising ones already in place.			

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assess student learning frequently with standards-based assessments			
	IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We test students using The Learning Institute (TLI) 4x each year. We test students using DIBELS 3x a year, plus we progress monitor students at risk either monthly or bimonthly. We test students using a Diagnostic On-line Reading Assessment 3x a year. We test students 3x a year on STAR Math and on Star Reading. We track math assessments using a Google Doc. form.	Limited Development 11/21/2015		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	

How it will look when fully met:		When this objective is fully met, the Leadership Team and grade levels will go over all data they receive. We will discuss at-risk students and what we can do to help those students. All tests will be kept in one document to be able to see all assessment results and to gain a clear picture of each student. The evidence will be a completed document that shows all assessment results for literacy in one place and results for math in one place.	Objective Met 01/20/17	Shannon Henderson	08/18/2017
UPDATE:		Teachers will begin to create common formative assessments around essential standards for the 2017-2018 school year.			04/06/2017
Action(s)	Created Date				
1	11/21/15	Create a spreadsheet or use Google Docs to track student assessment results.	Complete 01/20/2016	Debbie Maxwell	02/12/2016
		<p><i>Notes:</i> We have a 5th grade teacher who already uses a Microsoft spreadsheet to track her student's scores in literacy. Our math facilitator also uses Google Docs to track math assessments K-6. We will get a copy of both to bring to our Dec. or Jan. leadership meeting to discuss and see if one of these would work for literacy.</p> <p>UPDATE: We have looked at several documents using EXCEL and Google Docs. Our team liked what we saw, but due to Mr. Blom's suggestion, we will look at Google Docs to see if it is easy to use for our teachers.</p>			
2	11/21/15	Check with Mr. Blom (technology coordinator) to see if we will continue to use Microsoft or will we be moving to Google Docs. This could impact our decision on which document we will need to create.	Complete 12/09/2015	Shannon Henderson	12/18/2015
		<p><i>Notes:</i> We want to create a document to track student test scores, but we hear that we may be moving to Google Docs.</p>			
3	1/23/16	A completed Google Docs spreadsheet with information from a 2nd and 3rd grade teacher will be made. We will look over information presented to see if we need to add or take away any information. We will gather ideas on what information each specific grade will need. The math facilitator already uses a Google Doc for math assessments and reteaches. This one will be a place for literacy information. We will begin with the following information located on the Google document: STAR testing, DORA testing, DIBELS, TLI testing, and grades for each nine weeks.	Complete 04/18/2016	Lauren Zimmerman	04/08/2016
		<p><i>Notes:</i> We would like have room for each test three times per year, some teachers test four times per year. We may need two documents to look over. We will have information for the first two tests of the year on this document so we can see if this is something that will help literacy teachers.</p>			

4	4/25/16	Reevaluate the testing components. We will use survey data, budget concerns, information from other schools, and recommendations as we look into what will best benefit our students and teachers.	Complete 09/23/2016	Shannon Henderson	09/05/2016
		<i>Notes:</i> What tests are state mandated, which ones are research based, and which ones will give us the most information with the least amount of testing.			
5	10/11/16	We will implement ACT/ASPIRE interim assessments.	Complete 01/20/2017	Brenda Smith	12/01/2016
		<i>Notes:</i> We will no longer take TLI tests that we have done in the past. We will continue with DORA, STAR, and DIBELS.			
Implementation:			01/20/2017		
Evidence		1/20/2017 Information on our assessments can be found on Google Docs. We share all the information with teachers and administration. We will have this information to track students year to year.			
Experience		1/20/2017 We were able to come up with a spreadsheet to use in Google Docs that will house all the data from our assessments. We discussed what we would like it to look like and what information needed to be on it. ACT/ASPIRE interim assessments were also added three times a year as well. We will use the data that we receive to look closely at student progress, strengths, and weaknesses.			
Sustainability		1/20/2017 We will continue to test each student at least 3x a year using DIBELS, DORA, STAR, and ACT/ASPIRE.			
!	IID07	The Leadership Team monitors school-level student learning data.(105)	Implementation Status	Assigned To	Target Date
Initial Assessment:		At this time our Leadership Team does not monitor school-level student learning data, however teachers monitor classroom and grade level data. We have had discussions on how this would work in our elementary school, but no concrete plans have been made at this time.	Limited Development 10/14/2016		
How it will look when fully met:		When this objective is fully implemented we will have a working data wall that will make it easier to identify weak areas and possible gaps in our curriculum. Once we have this in place, our leadership team will		Deshawna Cooper	10/02/2017

have a better understanding of the needs of our students so we can make informed decisions and recommendations concerning curriculum and instruction.

Action(s)	Created Date		1 of 2 (50%)		
1	10/14/16	We will create a data wall.		Shannon Henderson	09/15/2017
Notes: UPDATE: We decided to change the date on this task and to start the data wall for the 2017-2018 school year.					
2	10/14/16	We will discuss academic data for all grades K-6.	Complete 01/20/2017	Jessi Thompson	12/01/2016
Notes:					

IID08		Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We have instructional teams as well as assessment procedures already in place. Individual teachers evaluate their strategies and student outcomes. Instructional Teams turn in grade level reports to the principal monthly.	Limited Development 01/20/2017		
How it will look when fully met:		When this objective is met, Prescott Elementary will use student data to assess strengths and weaknesses of our curriculum. The curriculum will be evaluated and updated as needed. Needs survey, grade level meetings, and changes in curriculum will be used as evidence that the objective is fully met.		Shannon Henderson	04/23/2019

Action(s)	Created Date		1 of 2 (50%)		
0	3/10/17	We will explore the possibility of new literacy curriculum.	Complete 05/01/2017	Shannon Henderson	06/28/2017
Notes: We need a consistent curriculum that is research based and will work for grades K-6. Examples will be needed for grades K-6. UPDATE: After looking at several options, our teachers decided on Open Court Literacy Curriculum. We went before the school board and they approved the purchase. We will begin using the program in Aug. 2017.					
1	2/17/17	Assessments will be included in curriculum units that are being created or revised.		Karen Harris/Jessica Gutierrez	06/08/2019
Notes: Meet with literacy teachers to incorporate and embed assessments into instructional activities. Meet with Jessica to see what assessments math teachers give and how they can be embedded into their curriculum. Assessments are on lesson plans, but not included in all curriculum K-6. UPDATE: After essential standards are set and common formative assessments created, then better assessments will be added to our curriculum.					

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound instruction in a variety of modes			
	IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We have pacing guides in place K-6. We use The Learning Institute (TLI) pacing guides. We also have math pacing guides that go along with our TLI guides. Several grades also have their own maps that follow the TLI pacing guides.	Limited Development 11/21/2015		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		When this objective is fully met the teachers will use and follow their pacing guides and modules. This will be reflected in teacher's lesson plans.	Objective Met 12/28/15	Debbie Maxwell	01/22/2016
UPDATE:		We will revise pacing guides to match essential standards.			8/12/2018
Action(s)	Created Date				
1	11/21/15	We will need the TLI pacing guides K-6 for documentation as evidence.	Complete 11/19/2015	Kelley Dice	11/20/2015
		Notes: We would like a document with all grades K-6 if possible so it will be easier to upload. Mrs. Grimes the principal would also like the document sent to her so she will have it one document as well.			
2	11/21/15	We will need math pacing guides and science pacing guides if they are available to use as evidence that we use these documents to guide our instruction.	Complete 12/09/2015	Jessica Gutierrez	01/15/2016
		Notes: Please send math and science pacing guides to Shannon Henderson to upload. If possible send as one document if it is available. The principal would also like a copy of this.			
Implementation:			12/28/2015		
Evidence	12/28/2015	We uploaded the TLI pacing guides as proof. We also have the math and science pacing guides, as well as a weekly pacing guide if needed. We decided at this time not to upload those since it would be many documents and we are only allowed to upload 60. We do have them and can upload them if necessary.			
Experience	12/28/2015	We discussed our Wise Ways and what was expected of this indicator. We believed we were already doing most of this, but discussion and			

	proof was needed. We were given copies of TLI pacing guides, SS/Science pacing guides, Math pacing guides which all align with our TLI pacing guides. Some guides are more specific and detailed down to week or month.			
Sustainability	12/28/2015 Teachers will need to continually follow the pacing guides, update, and change them as needed to meet student's needs.			

Core Function:	Classroom Instruction
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Effective Practice:	Provide a tiered system of instructional and behavioral supports and interventions
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	IIID01	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention.(5193)	Implementation Status	Assigned To	Target Date
Initial Assessment:		This school year we have implemented a 45 minute period for RTI interventions. We have a screening system in place that consist of DIBELS, DORA, Star Math and Star Reading. Each child is tested at the beginning, middle, and end of the year using these assessments.	Limited Development 11/11/2016		
How it will look when fully met:		When this objective is fully met we will have a team that sets the benchmark and cut off scores for RTI interventions as well as incorporates behavior interventions into our school.		Brenda Smith	11/16/2018
Action(s)	Created Date		3 of 4 (75%)		
1	11/11/16	We will form a committee that will set cut off scores and guidelines for RTI and behavior interventions.	Complete 01/20/2017	Kimberly Grimes	06/16/2017
		<i>Notes:</i> Will we use a committee that is already formed or will we form a new one? UPDATE: We have a committee in place, but will need time to meet, set cut off scores, and brainstorm interventions.			
2	11/11/16	We will gather behavior data.	Complete 01/20/2017	Patricia Roberts	01/27/2017
		<i>Notes:</i> We would like to analyze behavior data based on gender, race, and grade. Is there a way to track students year to year (before this year or starting this year)? UPDATE: Ms. Roberts has access to many reports on behavior.			
3	1/20/17	The committee will set benchmark and cut off scores for RTI.	Complete 04/27/2017	Shannon Henderson	06/16/2017
		<i>Notes:</i> Teachers will need release time or PD time to accomplish this.			
4	1/20/17	Using behavior data we will implement behavior interventions.		Lauren McCain	02/09/2018
		<i>Notes:</i> What interventions are already in place?			

Core Function:		Family Engagement in a School Community			
Effective Practice:		Explain and communicate the purpose and practices of the school community			
	FE04	The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We have a school compact in place that outlines school responsibilities, parent/guardian responsibilities, and student responsibilities. This school compact goes home during Open House for parents to sign and return. Our principal signs these as well as the student, and parent.	Limited Development 10/13/2015		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		When this objective is fully met, we will have a compact that teachers, staff, and parents feel best meets our school's needs.	Objective Met 11/22/15	Lauren McCain	12/04/2015
Action(s)	Created Date				
1	10/13/15	We will need minutes from the Title I and Parental Involvement committees. They have met and discussed our school compact and we will see what suggestions or concerns those committees have.	Complete 11/18/2015	Kelley Dice	11/19/2015
<i>Notes:</i> See Tonda Pennington and Kathie Janes to get minutes from meetings.					
Implementation:			11/22/2015		
Evidence	11/22/2015	We have uploaded the minutes from the Title I Advisory Committee and the Parental Involvement Committee where they reviewed the compact. In our Leadership Team 3 minutes you can see where we read the Wise Ways and compared the compact to other examples. We agree at this time to leave our compact as is. We also uploaded a copy of our Parent Compact as evidence.			
Experience	11/22/2015	We had three teams meet to discuss the Parent Compact we already have in place. The Title I Advisory Committee, the Leadership Team, and the Parental Involvement Committee met. All three teams agreed our compact was parent friendly and met the needs of our students. It is available in English and Spanish.			
Sustainability	11/22/2015	Nothing more is needed at this time except to be open to suggestions or improvements to our Parent Compact.			

Core Function:		High School: Opportunity to Learn			
Effective Practice:		Ensure content mastery and graduation			
HS04		The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are a K-6 school and therefore not many of the WISE WAYS information applies to an elementary school. We already have people from the community that come and read to our kindergarten students (Kiwanis). In the 2nd grade students are exposed to local community and government. Students are taken on a field trip to local banks and the court house or people from the community come to the school to share what they do. We are also involved in the Black Stallion program which brings in other careers that students are able to learn about.	Limited Development 02/23/2016		
		Priority Score: 1 Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		When this objective is fully met we will have members from our community and surrounding areas willing to share with our students information on their careers and what they do.	Objective Met 05/10/17	Brenda Smith	08/25/2017
Action(s)	Created Date				
1	2/23/16	Create a list of people that would be willing to come to our school and share about their career.	Complete 05/03/2017	Shalonda Flemons	05/26/2017
		<i>Notes:</i> We may want a Career Week or something built into an instructional unit that would bring the community in. UPDATE: More time is needed to gather information and compile a list that can be used grades K-6.			
2	5/10/16	Discuss with teachers and staff at our end of year ACSIP meeting. Teachers will send their suggestions so we can compile a list.	Complete 09/22/2016	Shannon Henderson	08/19/2016
		<i>Notes:</i> We would like each grade to have different people from the community to visit, so as not to overlap.			
<i>Implementation:</i>			05/10/2017		
<i>Evidence</i>		5/10/2017 We completed a needs survey where teachers gave suggestions on community professions or named community leaders they think would be willing to share what they do with our students. We now have a list that will be available for grade levels to choose from. For example: 2nd grade started with the Master Gardeners and they have come to the school and shared information on what they do to help our community and what the students can do. The Master Gardeners will			

	continue this partnership with 2nd grade for the rest of the year and will start fresh with a new batch next year.			
<i>Experience</i>	5/10/2017 We discussed with several community members what they would be willing to do help our school. We shared our ideas and they shared some of theirs. Some grades will be working with their community partners all year, where as some will be holding Career Weeks or Days.			
<i>Sustainability</i>	5/10/2017 Each grade level needs to make sure they communicate with each other so that the same community members are not sharing for several grades. We would like students to be exposed to as many different people and professions in our community as possible.			