

Prairie Elementary School
School Continuous Improvement Plan
Last Updated November 2014

CL6) School Leadership and primary caregivers will engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning.	
Current level of development or implementation:	Ongoing communication with parents and guardians is completed on a bi-monthly basis.
How it will look when fully met:	School Leadership and primary care givers will engage in regular communication to provide mutual supports and guidance between home and school.
Task	1. Classroom teachers send home a newsletter to parents twice a month (every 1st & 3rd Friday) to include the following: Common Core Standards, reading and/or math strategies for parents to use at home, and homework tips and reminders to support additional classwork. <i>Assigned to Yavonnda Smith</i>
	2. School Leadership will send home a newsletter bi-monthly to inform parents and guardians. <i>Assigned to Yavonnda Smith</i>
	3. All staff will complete Parent Contact Logs each month to record communication with parents and guardians. <i>Assigned to Yavonnda Smith</i>
	4. School Leadership will complete a Parent Contact Log monthly. <i>Assigned to Yavonnda Smith</i>
	5. Dual Language Family Coordinator & Family Academic Support & Engagement Coordinator are working with classroom teachers to outreach to parents & guardians. <i>Assigned to Yavonnda Smith</i>

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IE07) The principal will monitor curriculum and classroom instruction regularly.	
Current level of development or implementation:	Principal monitors classroom instruction as possible when combined with other administrative duties.
How it will look when fully met:	The school leadership will be able to perform informal observations, classroom walkthroughs, formal observations, along with necessary feedback for improvement or to note excellence in teaching.
Tasks	1. The Principal will create a calendar for conducting informal and formal observations, informal observations, and classroom walkthroughs to help monitor classroom instruction and curriculum regularity. <i>Assigned to Yavonnda Smith</i>
	2. Classroom data collected for walkthroughs will be reviewed and shared with all staff at Staff Development Meetings to build capacity of student engagement in the classrooms. <i>Assigned to Yavonnda Smith</i>

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IID08) Instructional Teams will review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies.	
Current level of development or implementation:	Instructional teams are good at reviewing data, but not all teams are using the data to drive instruction.
How it will look when fully met:	The Instructional Team will meet monthly to monitor data, and use the data to drive instruction.
Tasks	1. All classroom teachers will meet monthly with Literacy Interventionists to review Reading Records on all students. <i>Assigned to Yavonnda Smith</i>
	2. Reading Records are conducted on every student in their classroom to assess the instructional levels. <i>Assigned to Yavonnda Smith</i>
	3. Walkthroughs will be conducted on every staff member. <i>Assigned to Yavonnda Smith</i>
	4. Tier 2 & Tier 3 Teams meet monthly to review social, emotional, and behavioral data for students. <i>Assigned to Yavonnda Smith</i>
	5. All Staff are responsible for writing Student Growth Objectives to monitor student progress in the areas of academic progress and learning. <i>Assigned to Yavonnda Smith</i>
	6. Staff (classroom teachers & SPED teachers) meet monthly during Grade Level Meetings to review student data & monitor progress. Changes to student's services can be made at these meetings. <i>Assigned to Yavonnda Smith</i>

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<p>IIIA07) All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) <i>Title I Expectations: Effective, timely additional assistance provided to students experiencing difficulty.</i></p>	
Current level of development or implementation:	<p>(Title I expectation is being implemented.) Differentiated teaching is occurring in most classrooms, but is not always based on individual student needs.</p>
How it will look when fully met:	<p>All teachers will differentiate assignments in response to individual student performance on pre-tests and other methods of assessments. .</p>
Tasks	<p>1. Students will receive tiered support of services for academic, social, and emotional support. <i>Assigned to Yavonnda Smith</i></p>
	<p>2. All Staff will use the RtI Model for instruction and tiered support for students. Also, additional resources can be provided for students. <i>Assigned to Yavonnda Smith</i></p>
	<p>3. Literacy Interventionists will provide additional assistance to students that have been identified for intensive instruction. <i>Assigned to Yavonnda Smith</i></p>
	<p>4. Response Through Intervention Meetings are scheduled every week for individual problem solving on students that need additional services and supports. <i>Assigned to Yavonnda Smith</i></p>
	<p>5. Teachers will adapt the curriculum in different ways to meet the needs of all of their students. Task choices and flexible grouping can be used to accommodate background knowledge and interests of small groups or individual students. <i>Assigned to Yavonnda Smith</i></p>