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| |  | | --- | | **Louisa Perritt Primary** | | | |  |  |  |  |
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| |  | | --- | | **Comprehensive Progress Report** | | | | | | |  |  |
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| |  |  | | --- | --- | |  | | | **Mission:** | The mission of Perritt Primary is to provide a safe environment which will optimize student success for lifelong learning. | | **Vision:** |  | | |  | | --- | | **Goals:** | | | |  |  | | | | | | | |  |
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| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | |  | | --- | | ! = Past Due Objectives | |  | |  | | --- | | KEY = Key Indicator | |  | | | | | | |  |  |
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| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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:*** | | | | Perritt Primary has created and implemented a Leadership Team, that includes the principal, instructional facilitator, counselor, and teacher representatives, The team meets two times a month to discuss, curriculum, student data, and other information that is relevant to improving our school. Team members share the information with the teacher groups (grades and specialists) during the weekly team meetings. Grade level Professional Learning Communities (PLC) also meet weekly to discuss curriculum, instructional practices, and student achievement and assessment data. Information concerning Perritt Primary is also shared and discussed with the Perritt Parent Advisory Committee at the meetings that occur at least twice yearly. | | Full Implementation 12/10/2015 |  |  | |  |  | **ID04** | | **All teams prepare agendas for their meetings.(39)** | | **Implementation Status** | **Assigned To** | **Target Date** | | ***Initial Assessment:*** | | | | Agendas are currently being used during PLC, Leadership and faculty meetings. All grade level teams are using agendas for their weekly meetings, but not all teams are consistently utilizing them. The grade level teams are not all turning these in on a regular basis. We would also like to for all teams to use the same template when creating the agenda. | | Limited Development 12/04/2015 |  |  | |  | | | | Priority Score: 3 | Opportunity Score: 1 | Index Score: 3 |  |  | | ***How it will look***  ***when fully met:*** | | | | All teams will prepare agendas and provide a copy to all members the day before the meeting. The teams will have a recorder take minutes/notes during the meeting. The recorder will make a copy and give to the members of the team, principal, and instructional facilitator. A copy of the minutes will be kept in the PLC notebook. | | **Objective Met**  **09/19/18** | **Callie Hunley** | **12/01/2015** | | ***Actions*** | | | | | |  |  |  | | 12/4/15 | | | | 1. Share plan with all team leaders. 2. Team leaders will share the plan with all team members. 3. Team leaders will create and share agendas based on predetermined needs and share with members. 4. Team members will be assigned roles during the meeting. (topic control, timekeeper, and recorder) 5. Recorder will make copies and share minutes with team members. 6. Team leader will turn a copy of the meeting meetings in to the principal and instructional facilitator. 7. The instructional facilitator will place the documentation in the PLC notebook. | | Complete 01/29/2016 | Carrie Sharp | 12/01/2015 | | *Notes:* | | | |  | |  |  |  | | ***Implementation:*** | | | |  | | 09/19/2018 |  |  | | ***Evidence*** | | | | 3/2/2017 Weekly agendas and meeting minutes | |  |  |  | | ***Experience*** | | | | 3/2/2017 This indicator has been a great tool for encouraging collaboration among our teams of teachers. | |  |  |  | | ***Sustainability*** | | | | 3/2/2017 Continue meeting as grade level teams weekly and using the agenda to guide and direct the meeting. | |  |  |  | |  |  | **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** | | ***Initial Assessment:*** | | | | A leadership team is currently in place at Perritt Primary. Members of this team meet on the 2nd and 3rd Wednesdays of the month. The meetings begin at 3:00 and usually last about an hour. Members of this team include the principal, instructional facilitator, media specialist, kindergarten and first grade lead teachers. Teachers at Perritt also meet weekly for a PLC meetings. Kindergarten teams meet at 9:00 and 9:40 and first grade teams meet on Wednesdays at 12:20 and 1:00. The weekly PLC meetings usually meet for 40 minutes. Teachers also meet in grade level team meetings one afternoon a week for about 30-40 minutes. First grade meets on Monday, and kindergarten meets on Tuesday afternoons. | | Full Implementation 12/04/2015 |  |  | |  |  |  |  |  |  |  |  |  | | **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** | | ***Initial Assessment:*** | | | | Principal is recording indicators of effective practice during classroom observations.These evaluations are shared with individual teachers. | | Limited Development 03/16/2016 |  |  | | ***How it will look***  ***when fully met:*** | | | | Principal and instructional facilitator will observe classrooms periodically,  Data from the observations will be shared with the leadership team. The leadership team will analyze the data and use the information to plan future professional development. | |  | **Callie Hunley** | **05/25/2019** | | ***Actions*** | | | | | | **4 of 8 (50%)** |  |  | | 3/29/16 | | | | 1. All faculty will read and discuss the WiseWays for Indicator IFA02. | | Complete 01/23/2017 | Callie Hunley | 09/05/2016 | | *Notes:* | | | | Importance of frontloading information about this indicator. Make teachers aware of what is coming. | |  |  |  | | 3/29/16 | | | | 2. Leadership team will determine an instrument to be used for the observations. | | Complete 10/11/2017 | Carrie Sharp | 10/11/2017 | | *Notes:* | | | |  | |  |  |  | | 3/29/16 | | | | 4. The principal and instructional facilitator will be observing classroom instruction. | | Complete 11/06/2017 | Callie Hunley | 11/06/2017 | | *Notes:* | | | |  | |  |  |  | | 11/2/17 | | | | 3. Principal and Instructional Facilitator will be trained on how to utilize the determined instrument. | | Complete 11/03/2017 | Callie Hunley | 11/03/2017 | | *Notes:* | | | |  | |  |  |  | | 11/2/17 | | | | 5. Data from the observations will be share with and analyzed by the leadership team. | |  | Carrie Sharp | 11/15/2018 | | *Notes:* | | | |  | |  |  |  | | 11/2/17 | | | | 6. Data from the observations will be shared with the teachers. | |  | Callie Hunley | 02/15/2019 | | *Notes:* | | | |  | |  |  |  | | 11/2/17 | | | | 7. Professional Developments plans will be made that address data received from the analysis of the observations. | |  | Callie Hunley | 03/16/2019 | | *Notes:* | | | |  | |  |  |  | | 4/30/18 | | | | The observation tool will be evaluated at the end of the year to determine it's effectiveness. | |  | Callie Hunley | 05/30/2019 | | *Notes:* | | | |  | |  |  |  | |  |  | **IF06** | | **Teachers are required to make individual professional development plans based on classroom observations.(70)** | | **Implementation Status** | **Assigned To** | **Target Date** | | ***Initial Assessment:*** | | | | All teachers develop individual professional development plans. These plans are developed based upon classroom observations using the Arkansas TESS model. The principal and individual teacher discuss the results of the observations and formalize the professional development plan in the EdReflect platform. | | Full Implementation 03/30/2016 |  |  | | **!** |  | **IF11** | | **The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)** | | **Implementation Status** | **Assigned To** | **Target Date** | | ***Initial Assessment:*** | | | | High-quality professional development is ongoing at Perritt Primary. We have at least one instructional focus that is applicable across all content areas and is addressed through weekly professional learning community meetings. This focus is formative assessments and phonics. We also have one whole school culture focus, Positive Behavioral Intervention and Supports (PBIS). In addition, each teacher has a differentiated focus based on grade level and individual need as determined by TESS observations and evaluations. | | Limited Development 03/31/2016 |  |  | | ***How it will look***  ***when fully met:*** | | | | A positive school culture will be demonstrated in the classrooms and throughout the entire campus. Students will be engaged in learning while encouraging and supporting one another. Teachers will be using formative assessments on a daily basis to determine the instructional needs of their students. This information will be evidenced in data notebooks, on individual data sheets, lesson plans, and standards based report cards. Teachers will be utilizing strategies from Jan Richardson Next Step in Guided Reading to enhance the guided reading groups. Students will be experiencing success with reading and moving along the continuum to be proficient and on grade level by the end of the year. This will be apparent in school data and teacher lesson plans. Teachers in grades K and 1 will participate in a training this summer  called Reading Initiative for Student Excellence. RISE is a reading initiative promoted by the state in an effort to to train teachers in the knowledge of the science of reading and how this information will assist in teaching reading to our students. The RISE initiative will be implemented in our classrooms during the 2018-2019 school year. | |  | **Callie Hunley** | **05/30/2018** | | ***Actions*** | | | | | | **2 of 3 (67%)** |  |  | | 1/3/18 | | | | Teachers will participate in a book study by Jan Richardson entitled The Next Step in Guided Reading. Discussions about the book and class implementations will occur during weekly PLC meetings led by the instructional facilitator. A reading specialist from Dawson Educational Cooperative will assist with these discussions. Teachers will view videos of model lessons pertaining to the implementation of these guided reading groups as presented in the book. They will then take these ideas back to their classes and implement then in their guided reading groups. | | Complete 09/19/2018 | Carrie Sharp | 05/18/2018 | | *Notes:* | | | | Completed 5/18/18 | |  |  |  | | 1/3/18 | | | | Formative Assessment | |  | Shawna Childs | 05/30/2019 | | *Notes:* | | | | Teachers at Perritt Primary are involved in using formative assessment regularly to monitor students progress and determine next steps. Exit tickets, running records, and observational notes are several documents used on a daily basis to assist teachers with information about individual students. Our school also has several assessments given periodically throughout the year that provide formative information about how students are progressing and assists in identifying special needs. The NWEA Maps test and DIBELS are given at the beginning, middle, and end of the year to all students. These assessments have been instrumental in identifying specific needs and helpful in determining interventions for weak areas. They also aid in charting progress as compared to norms. The information gleaned from these assessments have also assisted with identifying students in need of an RTI plan. First grade teachers have begun using the Mid Module and End of Module test as a means of determining which students are meeting the standards in math, as they are implementing the Engage New York math curriculum. We plan to continue searching and exploring other math assessments that might be a useful formative assessment tools. As new initiatives and curriculum are implemented in our district, we plan to explore and utilize the formative assessments that are part of these programs. | |  |  |  | | 1/3/18 | | | | A group of teachers will be formed to create a Positive Behavioral Intervention and Supports Team that will lead the school in the implementation of this culture change. The PBIS team will meet to determine the best approach for presenting the information to the faculty and staff. The school will develop a matrix of desired behaviors for teachers and students to refer to on a daily basis. The information will be placed on posters and signs and displayed throughout the school. Signs will allow teachers to remind students of particular behaviors to work towards. The school will also participate in encouraging and teaching students how to be "Bucket Fillers". In an effort to promote a positive culture students will work towards filling an individual, class, and school bucket. These buckets will serve as a visual tool for promoting this concept. The counselor will also share videos and teach lessons about bucket filling. | | Complete 09/19/2018 | Elizabeth Morris | 05/30/2018 | | *Notes:* | | | |  | |  |  |  | |  |  |  |  |  |  |  |  |  | | **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:*** | | | | Perritt Primary Schools has implemented professional development to aid teachers in using extra school time effectiviely. Specific topics of professional development include, but not limited to the Barton Reading and Spellings System, components of the Wilson "Fundations" Phonics First program, interactive writing, and data analysis. We have a schedule so that classes go to computer lab twice weekly for interventions using Exact Path which is based on individual needs as indicated by the NWEA data. | | Limited Development 03/31/2016 |  |  | | ***How it will look***  ***when fully met:*** | | | | Continue the twice weekly computer lab time and also add 1 additional computer access time for every student in their classroom for Exact Path use.  Teachers may use classroom computers to achieve this 3 computer time for students, or they may check out the chrome book lab. | |  | **Carrie Browning** | **05/22/2020** | | ***Actions*** | | | | | | **2 of 5 (40%)** |  |  | | 3/31/16 | | | | 1.Determine the criteria for assessing the extended learning time initiatives. | |  | Elizabeth Morris | 09/23/2016 | | *Notes:* | | | |  | |  |  |  | | 3/31/16 | | | | 2. Assess using the determined criteria. | |  | Kaila Murphy | 01/27/2017 | | *Notes:* | | | |  | |  |  |  | | 3/31/16 | | | | 3. Schedule computer lab times for classrooms to access ExactPath 2 times weekly. | | Complete 01/17/2017 | Callie Hunley | 08/26/2018 | | *Notes:* | | | |  | |  |  |  | | 3/31/16 | | | | Implement the first grade flexible small group extended learning time. | | Complete 01/17/2017 | Calicia Thomas | 01/23/2017 | | *Notes:* | | | |  | |  |  |  | | 3/31/16 | | | | 6. Assess the first grade flexible small group extended learning time. | |  | Callie Hunley | 04/28/2017 | | *Notes:* | | | |  | |  |  |  | |  |  |  |  |  |  |  |  |  | | **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:*** | | | | Teachers worked to create units of study aligned with the Common Core Standards several years ago. These units are currently being implemented in our classrooms, but the members of the leadership team feel that they need to be revised. The team is asking that grade levels begin a process of reflecting on each weeks' lessons and discuss what is working and what is not. The teachers are also developing assessments that are more aligned to assessing the standards being taught in the units of study. | | Limited Development 02/05/2016 |  |  | | ***How it will look***  ***when fully met:*** | | | | A document of the updated unit plans will exist, that includes standards, list of texts, materials and resources. The plans will also include I Can.. statements, vocabulary, technology, lessons and activities, and evidence of differentiated instruction. The units of study will also be evident as they are implemented in classrooms. | |  | **Amy Bright** | **06/23/2017** | | ***Actions*** | | | | | | **1 of 3 (33%)** |  |  | | 3/9/16 | | | | 1. Weekly team reflections on current unit plans. 2. Appropriate revisions will be made. 3. Unit plans will be shared with the principal and instructional facilitator. 4. Implementation of revised units of study. | |  | Calicia Thomas | 07/29/2016 | | *Notes:* | | | | Nonnegotiables 1. Focus Standards 2. List of mentor texts 3. Lesson plans must reflect what is being taught 4. Phonics/Phonemic Awareness curriculum 5. Schedule 6. Instructional Team | |  |  |  | | 3/3/17 | | | | The kindergarten teachers have made revisions to the current units of study during their weekly team meetings throughout the year. These units of study are evident in the weekly lesson plans. they will continue to revise the units as necessary. | | Complete 02/15/2017 | Amy Bright | 02/15/2017 | | *Notes:* | | | |  | |  |  |  | | 3/3/17 | | | | The first grade team will begin reflecting on the units of study that are currently being used to guide instruction. They will discuss and make revisions as needed, and the lesson plans will indicate these changes. | |  | Sherry French | 05/26/2017 | | *Notes:* | | | |  | |  |  |  | |  |  |  |  |  |  |  |  |  | | **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** | | ***Initial Assessment:*** | | | | Perritt Primary utilizes a variety of ways to assess and track student data to insure their needs are being addressed. The Dynamic Indicators of Early Basic Skills (DIBELS) is given to all students at the beginning, middle, and end of the year.  Kindergarten and first grade students have also begun taking the NWEA Maps growth test this year. This reading and math assessment is given at the beginning, middle and end of the year and used to track growth of the students. Information gleaned from these assessment are used to determine student instruction, interventions, and small group placement. The information is recorded on student data sheets and a data wall. Administrators, specialists, and team of teachers meet regularly to review the results and discuss adjustments that might need to be made in order to support student achievement and narrow the learning gap. This data is also used to make decisions regarding Response to Intervention (RTI) and referrals for special assistance. In addition to DIBELS and NWEA , embedded formative assessments are used on a daily basis to inform teachers of student achievement.  This year the instructional facilitator has begun using the CTOPP 2 and Woodcock to assist with identifying students that display many of the markers associated with dyslexia. | | Full Implementation 12/10/2015 |  |  | |  |  |  |  |  |  |  |  |  | | **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:*** | | | | Perritt Primary has created a Year at a Glance that incorporates units of study for grades K and 1. These units serve as a curriculum guide to developing lesson plans for instruction. Perritt utilizes literacy and math maps that also are used to guide instruction. Science and social studies are also included in the Year at a Glance and the pacing guides. | | Limited Development 03/09/2016 |  |  | |  | | | | Priority Score: 2 | Opportunity Score: 3 | Index Score: 6 |  |  | | ***How it will look***  ***when fully met:*** | | | | Perritt Primary teachers will create and utilize a document that guides their curriculum decisions throughout the year. The document will determine which standards are taught at specific times of the year. The units of study will be correlated to the pacing guide. | | **Objective Met**  **01/03/18** | **Carrie Sharp** | **08/11/2017** | | ***Actions*** | | | | | |  |  |  | | 3/3/17 | | | | Teachers will meet to create a curriculum year at a glance document. | | Complete 08/10/2016 | Carrie Sharp | 07/01/2016 | | *Notes:* | | | |  | |  |  |  | | ***Implementation:*** | | | |  | | 01/03/2018 |  |  | | ***Evidence*** | | | | 1/3/2018  A Year at a Glance document has been created and will be uploaded to the district website. | |  |  |  | | ***Experience*** | | | | 1/3/2018  The time spent discussing and collaborating about the grade level standards was a valuable task for our teachers. The documents produced have given us a guide that helps us provide a guaranteed and viable curriculum to our students. | |  |  |  | | ***Sustainability*** | | | | 1/3/2018  Teachers will continue discussions pertaining to these documents and make revisions as curriculum changes. | |  |  |  | |  |  |  |  |  |  |  |  |  | | **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:*** | | | | Perritt Primary currently has a Title I compact, but has been in use for many years. The members of the leadership team feel the current compact needs to be revised. | | Limited Development 03/09/2016 |  |  | | ***How it will look***  ***when fully met:*** | | | | A new document will be written that reflects current expectations from students, parents, and staff. | |  | **Amy Bright** | **08/01/2019** | | ***Actions*** | | | | | | **1 of 2 (50%)** |  |  | | 3/9/16 | | | | 1. Leadership team will meet and assess current compact. 2. The Parent Principal Advisory committee will meet to assess current compact and make suggestions. 3. The team will make revisions as necessary to reflect current expectations. 4. The new compact will be distributed to staff, parents, and students at the beginning of the 16-17 school year. | | Complete 08/19/2016 | Carrie Sharp | 08/01/2016 | | *Notes:* | | | |  | |  |  |  | | 3/3/17 | | | | Making revisions to the current compact is the responsibility of the district, not the school. Perritt will work with the other elementary schools in the district to determine the next steps for creating a new compact. | |  | Callie Hunley | 05/30/2019 | | *Notes:* | | | |  | |  |  |  | |  |  |  |  |  |  |  |  |  | | **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** | | ***Initial Assessment:*** | | | | Perritt Primary has implemented STAR groups in an effort to promote positive relationships with other adults in the building. Kindergarten classes meet with a first grade mentor teacher, and first grade classes meet with a kindergarten mentor teacher. Special teachers rotate between kindergarten and first grade STAR groups. These special learning communities meet periodically throughout the year. Perritt has a partnerships with the high school to allow students interested in becoming educators. High school students come to Perritt on a daily basis and work in PreK classrooms. The high schools students are bussed from campus to campus. | | Limited Development 04/04/2016 |  |  | | ***How it will look***  ***when fully met:*** | | | | We will continue meeting in the STAR groups, but will schedule these learning communities to meet more often.. In an effort to promote and emphasize college and career, we will invite special guests from the community to share about their careers and jobs throughout the year. Teachers will also promote the idea of attending college by having a "College is Knowledge Day". Students and faculty from the local universities will spend a day at Perritt reading and sharing the importance of attending college. Teachers will also participate by sharing about their college experience. Each teacher will post a banner outside their door to signify the university they graduated from. | |  | **Elizabeth Morris** | **05/26/2017** | | ***Actions*** | | | | | | **1 of 6 (17%)** |  |  | | 4/4/16 | | | | 1. The team will determine which guests to invite from the community to discuss careers. | |  | Elizabeth Morris | 09/23/2016 | | *Notes:* | | | |  | |  |  |  | | 4/4/16 | | | | 2. Schedule and invite guests to come throughout the school year. | |  | Elizabeth Morris | 10/03/2016 | | *Notes:* | | | |  | |  |  |  | | 4/4/16 | | | | 3. Plan a "College is Knowledge Day" for National Library Week | |  | Kaila Murphy | 04/14/2017 | | *Notes:* | | | |  | |  |  |  | | 4/4/16 | | | | 4. Invite guests from the local universities to participate in "College is Knowledge Day" | |  | Kaila Murphy | 04/14/2017 | | *Notes:* | | | |  | |  |  |  | | 4/4/16 | | | | 5. Implement "College is Knowledge Day". | |  | Kaila Murphy | 04/14/2017 | | *Notes:* | | | |  | |  |  |  | | 4/4/16 | | | | 6. Faculty and staff will wear school colors and post university banners outside the classrooms and offices in conjunction with College Day. | | Complete 10/07/2016 | Kaila Murphy | 04/14/2017 | | *Notes:* | | | | Signs have been created and posted outside each teacher and specialist's door that displays the high school and college they graduated from in an effort to promote the importance of education. | |  |  |  | |  |  |  |  |  |  |  |  |  | | | | | | |  |  |