

Prairie View Elementary School

2008-2011

Continuous Improvement and Professional Development Plan

Public Law 221

Advisory Committee

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Lisa Puckett, *Teacher*

Meetings

August 27, 2007 6:00p.m.

October 5, 2007, 2:40 p.m.

October 8, 2007 6:00 p.m.

November 12, 2007, 6:00 p.m.

December 10, 2007, 6:00 p.m.

January 14, 2008, 6:00 p.m.

February 8, 2008, 2:35 p.m.

February 11, 2008, 6:00 p.m.

March 10, 2008, 6:00 p.m.

April 21, 2008, 6:00 p.m.

May 12, 2008, 6:00 p.m.

May 20, 2008, 2:45 p.m.

May 23, 2008 2:40 p.m.

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Note: Bold lettering indicates required components.

PROFILE OF PRAIRIE VIEW ELEMENTARY SCHOOL

Goshen Community Schools District Profile

Goshen is located in north central Indiana, about three hours east of Chicago, and three hours north of Indianapolis. This city of Goshen is home to 30,555 residents and is the county seat for Elkhart County. Goshen Community Schools encompasses all of Elkhart Township. Goshen is an incorporated city, served by a mayor and city council. The city of Goshen encompasses 13.2 square miles. The 2001 annual budget was \$14, 161,000.00. The city's primary source of revenue is approximately 85 percent property tax and 15 percent state tax. The tax rate per \$100 assessed valuation in the city of Goshen, Elkhart Township, is \$7.7582.

Goshen enjoys a diversified economy. The chief industries include recreational vehicle manufacturing, manufactured homes, a cancer treatment center, and a liberal arts college. In addition, Goshen hosts many agribusinesses: dairy, poultry breeding/processing, fruit, corn, and soy beans. The service industry is growing in this city. Recently, large chain and retail stores have entered the business market. These additions include Wal-Mart, Target, Lowes, Menards, Kohls, and Sam's Club.

The varied economic opportunities have supported the population growth within this city. The type of employment available in Goshen attracts many young families with children. The median age of residents is 30.7 years with the largest percent of the population falling in the 25-44 age range. This young adult range composes 28.1 percent of the population. The second greatest concentration of residents is in the 45-64 range, which is 22.3 percent of the population. (STATS Indiana, 2004).

The Goshen Community School district comprises an area of 36 square miles and has a system-wide enrollment of 6150. The demographics of Goshen Community Schools are represented by 59 percent White, 33 percent Hispanic, 5 percent Multiracial, 2 percent Black, and 1 percent Asian. The socio-economic makeup for this school corporation is 54 percent paid lunch students, 36 percent free, and 10 percent reduced. In addition, there are 1919 language minority students with over 30 different languages spoken. The school corporation has six elementary schools, one middle school and one high school, and two alternative schools. Other educational opportunities provided within the Goshen Community School district includes: in-patient school at Oaklawn mental health facility, special needs pre-school, Head Start, and two parochial schools: Bethany Christian School and St. John's Catholic School.

The residents of this school corporation are provided with a plethora of community resources. LaCasa helps families with housing, translation, and emergency assistance. The Maple City Health Clinic and the Center for Healing and Hope provide health care and health education classes. Goshen Hospital provides several health, nutrition, and educational opportunities for this school community. In addition to healthcare and housing, educational opportunities are enhanced through partnerships with Boys and Girls Club, Goshen College, and the Greencroft Retirement Community. Each of these agencies provides individuals and/or programs, which augment the varied educational programs residing within Goshen

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Community Schools. From volunteers in the classroom to providing mentors and tutors for students, these community resources are an integral part of our school community. These community resources provide a rich foundation for all students.

Prairie View Elementary School Profile

Prairie View Elementary School is a kindergarten through fifth grade public school located in Elkhart County, northern Indiana. It will house 6 special education classrooms under the organization of the Elkhart County Special Education Cooperative. The special education classes include 2 preschools, 3 functional skills classrooms, and 1 emotional disabilities classroom. Built in 2006, it currently has a population of 479 students plus an additional 56 part-time pre-school students.

This neighborhood school is the newest one of seven elementary schools in the Goshen Community School Corporation. Our teachers and staff strive to recognize and address the needs of all students, encourage family and community involvement and create a positive learning environment. Professional growth and development is highly valued.

Numerous strategies and programs will be put in place to identify students' needs and provide a continuum of intervention services.

All of our curricular frameworks are based on standards and best practice research. Related information can be found on the corporation's website, www.goshenschools.org. Literacy and math coaches provide teachers with modeling of effective instructional strategies as well as observations and coaching regarding course work in these areas.

The building staff includes:

- Principal (1)
- Regular Education Teachers (21)
- Special Education Teachers (7)
- Intervention Teacher (2.5)
- ENL Teachers/Instructors (2.5)
- Music Teacher (.8)
- Art Teacher (.8)
- P.E. Teacher (.8)
- Speech Therapist (1.5)
- Nurse (1)
- School Counselor (1)
- Media Resource Specialist (1)
- Special Education Assistants (12)
- Primetime Assistants (3)
- Secretary (1)
- Bookkeeper (1)
- Technology Resource Coordinator (1)
- Cafeteria Employees (5)
- Custodians (3.3)

DESCRIPTION AND LOCATION OF CURRICULUM

Prairie View Elementary School provides a mix of traditional core curriculum and enrichment educational programs in self-contained classrooms. Educators for children with no special needs, for students with learning difficulties, and for those requiring remediation are equally committed to a consistent and structured approach to education with minimal pull-out from the classroom.

<u>Curriculum:</u>	<u>Minutes/Week</u>
○ Writing (<i>Balanced Literacy</i>)	225
○ Instructional Reading (<i>Balanced Literacy</i>)	225
○ Skill-Level Reading (<i>Balanced Literacy</i>)	200
○ Math	250
○ Social Studies	200
○ Science/Health	200
○ Physical Education	45
○ Music and Movement	45
○ Art	45
○ Orchestra (5 th grade—optional)	45

The faculty has high educational expectations and engages in regular evaluation of the essential curriculum standards. Consistency across classrooms is valued and achieved through grade level meetings, common collaboration time, sharing of successful curriculum experiences, and agreement on common curricular goals for all students.

The principal provides leadership for the educational program. The corporation's Executive Director for Elementary Education serves as a consultant to the principal and gives leadership on issues of corporation curriculum alignment, textbook adoption, and special services support for school curriculum goals.

TITLES AND DESCRIPTIONS OF ASSESSMENT INSTRUMENTS

Prairie View Elementary School gives its students (grades 2-5) the *Acuity* test in math and language arts three times a year. Students in grade K-2 also take the IRDA three times a year. *ISTEP* is also given to students (grades 3-5) in September but will also be given in March and May this coming year. The scores from the *ISTEP* tests, the *Acuity* test, and the *IRDA* are compiled on a student profile that follows every student through each grade within the corporation. Student profiles are a valuable instrument that help: (1) place students in the appropriate classrooms; (2) provide teachers with information to make the necessary accommodations within the classroom; and (3) assist in the placement of students in special educational programs.

<u>Assessment</u>	<u>Time of Year Given</u>
<i>ISTEP</i>	September, March, May
<i>Acuity</i>	September, February, April
<i>IRDA</i>	October, January, May
<i>Rigby Reading Assessment</i>	September & May

MISSION STATEMENT PROCESS

The Prairie View Elementary School staff approved the school's mission statement in May of 2006.

Daily Mission of Prairie View Elementary School

Prairie View Elementary School's staff, programs, and activities keep their students' options in life alive and dreams intact.

VISION STATEMENT PROCESS

The Prairie View Elementary School staff approved their vision statement in May of 2006.

Vision for the Future of Prairie View Elementary School

A school with a positive, student-centered culture where students are self-confident and prepared for their next challenge in life.

Prairie View Elementary School COMMON THREADS



Educational philosophies, beliefs, and best practices shared across all grade levels.

Thread 1: **VALUES** (Adopted: June 2, 2006)



All members of the school community treat people right and do the right thing in all situations.

Thread 2: **LEARNING AT HIGH LEVELS** (Adopted: November 2006)



All instructional staff engage students in purposeful learning every school day. Engaging school work:

- *engages the students in meaningful learning.*
- *directs the students' efforts in productive ways.*
- *leads students to the desired results.*
- *instructs students in skills that will be of continuing value to them.*

Thread 3: **WRITING** (Adopted: January 19, 2007)



All teachers assess students in writing with the understanding that a lifelong writer writes well when she...

- *Communicates meaning in her writing*
- *Brings her knowledge of genre into her writing to communicate meaning*
- *Structures texts in ways that enables the readers to grasp her meaning*
- *Uses precise detail to develop parts of the structure to better communicate meaning*
- *Gives her writing appropriate voice to enhance her meaning*
- *Uses conventions to guide the reader through the text and enhance her meaning*

Teachers will look for these characteristics in individual conferences and teach them in whole group mini lessons.

Thread 4: **READING** (Adopted: January 19, 2007)



All teachers share these beliefs about how reading instruction will impact student learning at high levels:

- *Students learn to read by reading and reading is connected to writing.*
- *Student response to reading is important to show comprehension and conversation with students about reading is important for making meaning.*
- *Students learn to read best when taught within their individual zones of development.*
- *Students learn to read and write best when they feel emotionally safe.*

Thread 5: **MATH** (Adopted: April 2007)



Students become engaged in learning mathematics as teachers pose problems rather than just assign tasks.

Indicators of a successful launching of the math lesson are:

- *The teacher was clear about the mathematical focus of the learning and sharing parts of the lesson.*
- *The preceding investigation and sharing parts of the lesson resulted in student engagement and high levels of learning.*

Indicators of a successful investigation part of the math lesson are:

- *The teacher did not have to model in order for the students to solve the math problems.*
- *The students confidently tackle difficult problems with eagerness and perseverance.*

Indicator of a successful sharing part of the math lesson is:

- *A variety of un-prescribed solutions are presented by the students, indicating use of knowledge flexibility.*

LITERACY VISION AND FRAMEWORK—Balanced Literacy

A vision for the literacy program at Prairie View Elementary School and a clear path to get there. The **ultimate goal** of this vision is to build life long readers and writers in our students and embrace a professional growth mindset of life long literacy learning.

Balanced Literacy Definition: The balance of time in our schedule for Reading Workshop, Writing Workshop, and Word Study. The balance and variation of teacher support within each workshop. The balance in our teaching theory and practice between teaching parts and teaching the whole in reading and writing.

The Goals of Prairie View Teachers are:

- to have a strong understanding of literacy acquisition, and what helps students engage in reading and writing at high levels and achieve at high levels.
- to continue to strengthen their lessons based on that growing knowledge.
- to consistently be practicing a balanced framework of the three workshops.

Key Activities for Teachers to Reach Goals:

1. PROFESSIONAL LEARNING

Professionally, we will strive for a growth mindset. A growth mindset is one in which we see our student and ourselves as fluid works in progress. This mindset impacts our teaching and our expectations. We will nurture the expectation that no matter where we are in this literacy journey we will actively pursue a next step in our professional literacy learning. Our goal is that all teachers become experts in how children learn to read and write.

2. READING

P.V. Common Threads in Reading—*All teachers share these beliefs about how reading instruction will impact student learning at high levels:*

- *Students learn to read by reading and reading is connected to writing.*
- *Student response to reading is important to show comprehension and conversation with students about reading is important for making meaning.*
- *Students learn to read best when taught within their ZPD*
- *Students learn to read and write best when they feel emotionally safe.*

When these components are in place, what does it look like, sound like, and feel like at Prairie View during Reading Workshop?

- Large group—Interactive read aloud (primary), shared reading (primary), & mini lesson.
- Small group—guided reading (based on ongoing assessment and ‘behaviors to notice and support’)
- Independent reading—individual reading & conferring—of just right books,
- Managed independent literacy activities that support and give opportunity to practice literacy behaviors and skills (primary)
- Share time
- With the gradual release of support from teacher.

3. WRITING

Common Thread in Writing—*All teachers will assess students in writing with the understanding that a lifelong writer writes well when she...*

- *Communicates meaning in her writing*
- *Brings her knowledge of genre into her writing to communicate meaning*
- *Structures texts in ways that enable the reader to grasp her meaning*
- *Uses precise detail to develop to better communicate meaning*
- *Gives writing appropriate voice to communicate meaning*
- *Uses conventions to enhance meaning*

Teachers will look for these characteristics in conferences and teach for them in whole group mini lessons.

When these components are in place, what does it look like, sound like, and feel like at Prairie View during Writing Workshop?

In the Primary Grades:

- Large group—Storytelling, talk, Interactive writing, shared writing, mini lesson
- Small group—guided writing groups as needed
- Independent—during workshop and lots of practice during Managed Independent Learning/center activities
- Share time
- With a gradual release in support from teacher

In the Intermediate Grades:

- Large group—mini lesson
- Independent
- Share time
- With a gradual release in support from teacher

4. WORD STUDY

When Word Study is in place at Prairie View, what does it look like, sound like, and feel like?

- Whole group—mini lesson
- Small group or independently
- Vocabulary development
- Share time

Our goal will be to gain awareness of our student's spelling stage and offer support and practice at their stage and also teach grade level appropriate High Frequency Words and word study patterns in whole group settings.

Common Language Definition of Literacy Terms:

- Growth Mindset—A growth mindset is one in which we see our student and ourselves as fluid works in progress. A fixed mindset is one in which we view our talents and abilities as fixed. This mindset impacts our teaching and our expectations.
- Mini lesson—a brief (8-10 minute) focused lesson on a specific aspect of reading, writing or word study that the students will be invited to follow or practice during independent work time.

SUMMARY OF CURRENT EDUCATIONAL PROGRAMMING DATA

Academic Performance

Prairie View Elementary School opened its doors for the first time for the 2006-07 school year. Because of its short history, there is not much longevity data available yet. Below are results from ISTEP+, NWEA MAP, and Grade-Level Benchmark data.

ISTEP+

Fall 2006	% Passing Language Arts	% Passing Math
3 rd Grade	55%	51%
4 th Grade	56%	60%
5 th Grade	64%	59%
6 th Grade	n/a	n/a
Fall 2007	% Passing Language Arts	% Passing Math
3 rd Grade	51%	47%
4 th Grade	59%	65%
5 th Grade	54%	63%
6 th Grade	59%	67%

NWEA Measure of Academic Progress (MAP)

	Prairie View Mean RIT Spring 2006	Corporation Mean RIT Spring 2006	Prairie View Mean RIT Spring 2007	Corporation Mean RIT Spring 2007	Prairie View Mean RIT Spring 2008	Corporation Mean RIT Spring 2008
3 rd Math	186.9	186.0	198.2	200.0	197	199
4 th Math	200.8	199.5	207.1	209.1	207	206
5 th Math	207.0	206.2	215.0	214.9	216	216
3 rd Reading	181.0	181.9	195.3	195.8	196	196
4 th Reading	191.5	194.7	201.7	204.2	203	203
5 th Reading	205.2	201.3	210.0	207.7	206	209

Kindergarten Student Performance Data

- Percent of students who read at least 20 high frequency words by the end of kindergarten:

	At least 20	At least 25	Less than 15
2006-07	77%	40%	17%
2007-08	83%	63%	9%
- Percent of students who wrote at least 20 high frequency words by the end of kindergarten:

	At least 20	At least 25	Less than 15
2006-07	64%	34%	28%
2007-08	77%	48%	17%
- Percent of students who learned at least 20 new words and 20 new sounds by the end of kindergarten:

	At least 20	At least 29	Less than 15
2006-07	75%	32%	17%
2007-08	80%	56%	11%
- Percent of students who recognized up to 20 new numbers in sequence by the end of kindergarten:

	At least 20	Less than 15	Write #'s up to 20
2006-07	82%	13%	76%
2007-08	84%	13%	84%

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- Percent of students who met the IRDA administration-3 benchmark scores:

	IRDA Overall Benchmark=49	IRDA Writing Benchmark=31	Rigby Level A/B
2006-07	N/A	N/A	64%
2007-08	52%	61%	78%

First Grade Student Performance Data

- Percent of students who reached the Rigby benchmarks:

	Reached at least level “I”	Made 1-year’s growth—all students	Made 1-year’s growth—ENL only
2007-08	74%	96%	92%

- Percent of students who could count, write, and identify numbers up to 100:

	Up to at least 100
2006-07	92%
2007-08	90%

- Percent of students achieving a 3 on problem-solving math common assessment:

	At least a score of 3
2006-07	83%
2007-08	93%

Second Grade Student Performance Data

- Percent of students who reached the Rigby benchmarks:

	Reached at least level “M”	Made 1-year’s growth	Made more than one year’s growth—
2006-07	72%	N/A	N/A
2007-08	68%	79%	47%

- Percent of 2nd grade students predicted to pass the 3rd grade fall ISTEP+ tests based on the spring NWEA test results:

	Proficiency in Reading	Proficiency in Math	Proficiency in Language Usage
2006-07	54%	43%	52%
2007-08	60%	54%	53%

Third Grade Student Performance Data

- Percent of students who reached the Rigby benchmarks:

	Reached at least level “O”	Made 1-year’s growth—all students	Made 5 quarters’ growth—students entering below-level	Made 3-4 quarters’ growth—students entering =/+ level
2006-07	79%	79%	64%	96%
2007-08	68%	63%	47%	78%

- Percent of 3rd grade students predicted to pass the 4th grade fall ISTEP+ tests based on the spring NWEA test results:

	Proficiency in Reading	Proficiency in Math	Proficiency in Language Usage
2006-07	71%	62%	67%
2007-08	72%	61%	71%

- Percent of 3rd grade students who met the NWEA growth goal—spring to spring:

	Reading	Math	Language Usage
2006-07	69%	45%	58%
2007-08	63%	62%	68%

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Fourth Grade Student Performance Data

- Percent of students who reached the Rigby benchmarks:

	Reached at least level "S"	Made 3 quarters' growth—entered on level	Made 4 quarters' growth—students entering below-level	Made at least 1 quarters' growth—students entering above level
2006-07	n/a%	(3/4) 66%	(16/30) 53%	(12/12) 100%
2007-08	n/a%	(6/12) 50%	(28/50) 56%	(54/58) 93%

- Percent of 4th grade students predicted to pass the 5th grade fall ISTEP+ tests based on the spring NWEA tests:

	Proficiency in Reading	Proficiency in Math	Proficiency in Language Usage
2006-07	60%	55%	52%
2007-08	67%	74%	69%

- Percent of 4th grade students who met the NWEA growth goal—spring to spring:

	Reading	Math	Language Usage
2006-07	68%	40%	55%
2007-08	58%	52%	58%

- Percent of students who scored 3 or more on math common assessments 4.2.5 (multiplication), 4.3.7 (word problems), and 4.2.8 (adding fractions).

	Proficiency in Reading
2007-08	46%

Fifth Grade Student Performance Data

- Rigby growth percents of students that began at level S(28):

	Made 0 level's growth	Made 1 level's growth	Made 2 levels' growth
2007-08	0%	17 %	83%

- Rigby growth percents of students that began at level T:

	Made 0 level's growth	Made 1 level's growth	Made 2 levels' growth
2007-08	0%	100 %	0%

- Percent of students who reached Rigby level S (28), T(29), and U(30)

	Reached Level T(29)	Tested out of Rigby
2007-08	64%	53%

- Rigby growth percents of ENL students who began the year below level "S" (28):

	Made 0 level's growth	Made 1 level's growth	Made 2 levels' growth	Made 3 levels' growth	Made 4 levels' growth
2007-08	31%	8%	23%	23%	15%

- Rigby growth percents of non-ENL students who began the year below level "S" (28):

	Made 0 level's growth	Made 1 level's growth	Made 2 levels' growth	Made 3 levels' growth	Made 4 levels' growth
2007-08	7%	13%	20%	40%	20%

- Percent of 5th grade students predicted to pass the 6th grade fall ISTEP+ tests based on the spring NWEA tests:

	Proficiency in Reading	Proficiency in Math	Proficiency in Language Usage
2007-08	56%	80%	52%

- Percent of 5th grade students who met the NWEA growth goal—spring to spring:

	Reading	Math	Language Usage
2006-07	56%	56%	40%
2007-08	37%	56%	34%

Attendance Data

Student attendance will be monitored at Prairie View by a committee made up of the principal, secretary, nurse, and counselor. This committee will routinely meet to discuss attendance procedures and concerns. Parents will receive a letter from the school when the child has eight or more absences. Recently, Goshen Community Schools has joined forces with Elkhart County Department of Family and Children Services and the Probation Office to increase the intensity of its student attendance policy. There are five levels within the new policy.

Prairie View’s attendance goal is 90%.

Attendance Rates:

2006-07	2007-08
96%	96%

CONCLUSIONS ABOUT THE CURRENT EDUCATIONAL PROGRAMMING

Curriculum Support of the Indiana Academic Standards

Prairie View Elementary School’s curriculum adheres to the academic standards outlined by the state board of education. All curricula is evaluated and revised to assure alignment with the latest Indiana Academic Standards. Standards in each curricular area have been published and distributed to teachers, students, and families. Prairie View Elementary School adheres to the Indiana State Board of Education textbook adoption procedures.

Instructional Support of the Indiana Academic Standards

The principal provides the instructional support and leadership at Prairie View Elementary School. Instructional leadership at Prairie View focuses on: incorporating the school's mission into the instructional efforts, affirming instructional success, overseeing the alignment of instruction with state and local academic standards, promoting instructional resources, and observing/evaluating teachers. In addition to the formal leadership, collaboration among teachers greatly supports instructional efforts. Ideas and successes are shared through weekly collaboration team meetings. All instructional efforts focus on achieving high levels of learning for all students.

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Analysis of Student Achievement

The school principal and counselor at Prairie View Elementary School conference with classroom teachers twice each year to analyze each student’s academic achievement and emotional well being. The first conferences take place within the first grading period of the school year. The conference team discusses at risk student’s progress and develops an intervention plan when necessary. Follow-up conferences are held in the spring. In addition to these conferences, a *Child Study Team* meets as needed to discuss individual student academic, emotional, or behavioral concerns. Necessary intervention steps are developed and follow-through plans are established. Information used for analyzing student achievement comes from:

- ISTEP+ test scores
- *Acuity* test scores
- *IRDA* test scores
- Language Arts Common Assessments
- Math Common Assessments
- School counselor input
- School psychologist input
- School nurse input
- Discipline records
- Teacher narratives
- Past Child Study Team reports
- Student report cards
- Attendance reports
- Family input

Parental Participation in Prairie View Elementary School

Parents are an integral part of the educational efforts at Prairie View Elementary School. Parents are informed of the educational programming by means of:

- A copy of the state curriculum standards that is given to parents every fall.
- The use of student assignment notebooks to communicate concerns and progress to parents on a weekly basis.
- Fall and spring parent-teacher conferences that provide teachers the opportunity to explain the educational program, state standards, and to discuss student performance.
- A Latino Parent Group meets with the principal 3-4 times per school year for a bi-lingual discussion time to answer questions, share information, and receive feedback.

Prairie View Elementary School
Percentage of Parents Attending Fall Parent-Teacher Conferences

School Year	2006-07	2007-08
Percentage %	93%	96%

In addition, the Parent Teacher Organization strengthens the educational programming at Prairie View Elementary School by:

- funding special educational projects each school year
- providing incentives to students for good performance
- supporting Prairie View’s improvement goals

The school principal and teacher representatives for the Parent Teacher Organization keep members of the PTO abreast of school educational initiatives. Feedback from parents is taken into account when establishing school initiatives and improvement goals.

Finally, parents participate in strategic planning through their involvement on the *Advisory Group*. Currently, four parents serve on this group.

Technology as a Learning Tool at Prairie View Elementary School

Technology at Prairie View is current and is used as a learning tool. Prairie View has a full-time technology resource coordinator who is well qualified. Technology includes:

- two 30-station networked computer dedicated labs
- a 12-station networked computer lab in the media center
- Media Cast video streaming equipment
- an LCD projector in each classrooms
- at least one networked computer in each classroom
- Internet access to all networked computers
- digital video cameras, photo cameras, and editing software

The school is very well equipped with technology and the staff continues to learn how to use current technology as a learning tool to facilitate student achievement. The technology resource coordinator conducts in-services to train staff.

Safe and Disciplined Learning Environment at Prairie View Elementary School

Prairie View Elementary provides a safe and disciplined learning environment by:

- establishing and clearly communicating behavior expectations to students and parents;
- providing adequate supervision at recess and transition times;
- addressing behavior concerns through consistent discipline, communication with parents, and involvement of community members or agencies when appropriate;
- maintaining a *School Safety Committee* to review safety procedures and address safety concerns;
- rehearsing emergency drills (fire, storm, lock-down, and other disaster) on a regular basis;
- providing C.P.R. and A.E.D. training for staff;
- maintaining a *Emergency Response Team* for handling medical emergencies;
- monitoring visitors—via visitors badges and numerous security cameras;
- providing anti-bullying curriculum to all students throughout the school year;
- providing anti-drug curriculum to 5th graders
- monitoring attendance and notifying parents when children are absent without notification from a parent or guardian.
- annual inspection of the playground and playground equipment.
- annual inspection of the fire alarm system.
- annual inspection of the elevator.
- the presence of carbon monoxide detectors
- removal of ice from sidewalks and entryways.
- the availability of an Automatic External Defibrillator and trained staff to use it.
- keeping a crisis response flip chart in every classroom.
- training all staff annually on Universal Precautions.
- using two-way radios between the office and the playground.
- training office staff annually on protocol for dispensing medication to students.

As a result, behavior leading to disciplinary action is minimal and serious injuries caused by emergency situations or accidents are avoided.

Improving Cultural Competency at Prairie View Elementary School

In 2007-08, 37% of our student population were English as a New Language (ENL) students, creating cultural diversity within the school. The current demographics are: 54.6% Caucasian, 32.3% Hispanic, 8.5% Multiracial, 3.6% Asian and 1.1% Black. Prairie View has two full-time ENL teachers on staff who work at providing the ENL students with the educational resources necessary to succeed academically. Teachers are provided with opportunities to receive SIOP training to assist them with ENL students in their classrooms. School-wide communication home is translated into Spanish, which is the first language of most of Prairie View's ENL students. Finally, a Latino Parent Group meets with the principal 3-4 times per school year for a bi-lingual discussion time to answer questions, share information, and receive feedback.

Forty-seven percent of Prairie View Elementary School's students come from low income households. Prairie View Elementary School will increase achievement of low income students through techniques outlined in Ruby Payne's Framework for Working with Students from Poverty.

Prairie View Elementary School also has 57 students in its special education programs that generally have underachieved compared to the general population. As with ENL achievement, the achievement of special education students is significantly lower in English/language arts than it is with math.

Professional Development at Prairie View Elementary School

Professional development is offered to all staff members. The majority of the professional development takes place through the weekly collaboration team meetings and monthly reflection times. The principal has the lead role in planning in-services during the school year. Moneys are available for attending conferences and workshops that support Prairie View's school improvement efforts.

Professional Development Goals and Action Plans

1. What is Prairie View Elementary School's vision toward which the Professional Development Program leads?

Building consistency at each grade level and good sequencing from grade to grade will be a main focus of professional development. There is now one math program that teachers are using throughout the building as well as one language arts framework. Prairie View will establish school-wide math and language arts team to promote communication and consistency throughout the building. Collaboration teams at each grade level will be the primary avenue through which all professional development takes place. Weekly meeting times will focus on collecting and using student achievement data that can be analyzed to help teachers teach more effectively—with the goal of all students learning at high levels.

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2. What are the goal of Prairie View’s Professional Development Program?

In collaboration teams (PLC’s), teachers identify the academic and developmental needs of specific student groups who are not learning at high levels (proportionate to the average student at Prairie View) in Reading, Writing, and Math. Teachers will then identify and implement best instructional practices and strategies that lead to high levels of learning for all students. Finally, teachers will successfully lead all students towards one year’s academic growth in math, reading, and writing as a result of effective instructional practices teachers learn during professional development activities.

3. How will faculty members be involved in continuous learning? How will continuous learning be embedded in practice?

*Prairie View’s staff study the book *The Art and Science of Teaching* (Robert Marzano) to help our Professional Learning Communities (PLC’s) achieve better academic student growth. Prairie View PLC’s will use ideas from Marzano to address the school improvement goals. All staff will also attend Balanced Literacy in-services on all early release school days to further their knowledge of effective literacy instructional practices. The Balance Literacy framework is the basis for all of our literacy instructional practices.*

Professional Development Action Plan:

Activity	Intended Audience	Person Responsible	Collaborative Partners	Time Line	Resources Needed
Collaboration Team Meetings	Entire Staff	Principal and Collaboration Team leaders	GCS educational leaders-by invitation per topic	August 2008— May 2009 and On-going	Funds for purchasing resource materials. Funds to pay for substitute teachers during in-service release time
Training for Using the Acuity testing system	Grades 2-5 Staff	Principal	Language Arts and Math Coaches. Technology Resource Coordinator	Fall 2008	Training Materials and Release Time
Continued Balanced Literacy Training	All K-2 Staff; and 3-5 Language Arts Staff	K-5 Literacy Coach	GCS Grade Level Teams	On-going	Funding for Reference Materials
Using Data to Guide Effective Instruction	Entire Staff	Principal and Collaboration Team leaders	Robert J. Marzano	In-services in August, October, and November 2008	Purchasing professional literature— <i>The Art and Science of Teaching</i>
Action Research projects to develop and test effective intervention strategies for struggling students	Classroom and intervention teachers	Principal and Collaboration Team leaders.	School intervention team teachers. Math and Literacy coaches.	On-going during the school year. In June-July of 2009.	Release time and stipends for selected teachers to do action research projects in the summer.

STUDENT ACHIEVEMENT GOALS AND OBJECTIVES

Prairie View Elementary School chose one improvement goal that supports the efforts of the grade-level professional learning community teams. At the center of the goal is Prairie View's focus on helping all students learn at high levels.

Specific School Improvement Areas the Need Immediate Attention

- ◆ Diagnosis of the differentiated needs of students in large classrooms.
 - While teachers do a good job of grouping students into tiers of intervention needs, they need to become proficient and efficient at identifying specific growth areas, especially in reading.
 - Teachers need to become better users of running records to benchmark student achievement growth.
 - Teachers need to use current benchmarking assessments in ways that better helps differentiate instruction.
- ◆ Management and Organization of Intervention in large classrooms
 - Progress monitoring is time consuming and complicated, especially in large classrooms with 40-50% of students needing it. Teachers need to find the time and become efficient at this task.
- ◆ Deciding on priorities and sticking to them despite outside pressures.
 - As a non-Title I school, Prairie View does not always have the resources and time to address the needs of both tier two and tier three students. Prairie View's methodology is consistent but does not always have the personnel. This dilemma leads, at times of the year, to staff needing to focus on a particular group and leaving others underserved.
- ◆ Picking up on interventions for new students where teachers left off the past year.
 - Staff can improve on the way they pass along student data and intervention strategies for students to the next grade level. Doing this in a more seamless manner will gain us weeks, if not months, of focused intervention.

Goal and Objective—Prairie View Elementary School will address these improvement areas through the following goal and objective:

Goal: *Students demonstrate at least one school year's academic growth in Reading, Writing, and Math.*

Objectives:

1. *Student ISTEP scores show one year's growth at the end of each school year.*
2. *All demographic sub-groups will make Annual Yearly Progress.*

BENCHMARKS FOR PROGRESS

Prairie View Elementary School has many methods in place for tracking student progress. It is the consensus of the staff that no additional benchmarking instruments will be necessary to properly measure improvement. However, careful thought will be given as to what information is derived from the benchmarks and how that information is used.

Benchmark instruments currently being employed by Prairie View Elementary School include: ISTEP, Acuity, Indiana Reading Diagnostic Assessment (IRDA), Report Cards, Reading and Writing conference logs, and quarterly common assessments in Math and Language Arts.

Of this list, the ISTEP, Acuity, IRDA, and Report Cards are the benchmarking instruments applied in a consistent manner to most students—and therefore will be used as the primary benchmarks. The following is a list of the benchmarks and the goal of each benchmark.

School-Wide Benchmarks

ISTEP benchmark (3rd-5th Grade)—

- Percent of students passing each area of the test every time the same group of students take the test.

Goal: 3% yearly increase of students passing the test in each academic area.

Acuity testing benchmark (Grades 2-5)—

- Percent of students scoring a passing mark on the three diagnostic tests.

Goal: 3% increase each year up to 90%.

IRDA Benchmark (Grades K-2)—

- Percent of students making one years growth, spring-to-spring.

Goal: 3% increase each year up to 90%.

Attendance Benchmark—

- Students maintain an attendance rate no less than 93% .

Goal: Maintain attendance rate above 93%.

Grade-Level Benchmarks

Kindergarten—3% yearly growth in each of the following benchmarks:

- Percent of students who read at least 20 high frequency words by the end of kindergarten.
- Percent of students who wrote at least 20 high frequency words by the end of kindergarten.
- Percent of students who learned at least 20 new words and 20 new sounds by the end of kindergarten.
- Percent of students who recognized up to 20 new numbers in sequence by the end of kindergarten.
- Percent of students who met the IRDA administration-3 benchmark scores.

First Grade—3% yearly growth in each of the following benchmarks:

- Percent of students who reached the Rigby growth benchmarks.
- Percent of students who could count, write, and identify numbers up to 100.
- Percent of students achieving a 3 on problem-solving math common assessment.
- Percent of students who met the IRDA administration-3 benchmark scores.

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Second Grade—3% yearly growth in each of the following benchmarks:

- Percent of students who reached the Rigby growth benchmarks.
- Percent of students scoring a passing mark on the three diagnostic tests.

Third Grade—3% yearly growth in each of the following benchmarks:

- Percent of students who reached the Rigby growth benchmarks.
- Percent of students scoring a passing mark on the three diagnostic tests.

Fourth Grade—3% yearly growth in each of the following benchmarks:

- Percent of students who reached the Rigby growth benchmarks.
- Percent of students scoring a passing mark on the three diagnostic tests.
- Percent of students who scored 3 or more on math common assessments 4.2.5 (multiplication), 4.3.7 (word problems, and 4.2.8 (adding fractions).

Fifth Grade—3% yearly growth in each of the following benchmarks:

- Rigby growth percents of students that began at level S(28).
- Rigby growth percents of students that began at level T.
- Percent of students who reached Rigby level S (28), T(29), and U(30).
- Rigby growth percents of ENL students who began the year below level “S” (28).
- Rigby growth percents of non-ENL students who began the year below level “S” (28).
- Percent of students scoring a passing mark on the three diagnostic tests.

INTERVENTIONS FOR THE IMPROVEMENT GOAL

Goal 1: Students demonstrate at least one school year’s academic growth in Reading, Writing, and Math.

Interventions to address Goal 1:

	Literacy (Reading and Writing)	Math
First Tier Interventions:	At least 185 minutes daily of uninterrupted literacy instruction. Balanced literacy instruction in all classrooms as defined on the Literacy Vision and Framework. Fidelity in every classroom to Prairie View’s Reading and Writing Common Threads.	At least 60 minutes daily of uninterrupted math instruction. Fidelity in every classroom to Prairie View’s Math Common Thread.
Second Tier Interventions:	<u>With Support from Interventionists:</u> 1 st Semester: Guided Reading for everyone each day 2 nd Semester: Guided Reading or Writing groups for every student below grade level each day Students are invited to attend <i>The 3-R Academy</i> —a summer program for students with academic needs.	<u>With Support from Interventionists:</u> Math double dipping for students below grade level or with specific needs (1-3 weeks per session) Students are invited to attend <i>The 3-R Academy</i> —a summer program for students with academic needs.
Third Tier Interventions:	<u>With Support from Interventionists and the Child Study Process:</u> Progress monitoring benchmarking for all students not making adequate growth. Students are invited to attend <i>The 3-R Academy</i> —a summer program for students with academic needs.	<u>With Support from Interventionists and the Child Study Process:</u> Progress monitoring benchmarking for all students not making adequate growth. Students are invited to attend <i>The 3-R Academy</i> —a summer program for students with academic needs.

Current Successful Interventions that will be continued at Prairie View Elementary:

- ◆ The academic schedule—focused uninterrupted instruction time in literacy and math
- ◆ The intervention structure—we have the ability to assist all grade levels with at least tier two intervention.
- ◆ The teaming up ENL, Special Education, and other intervention teachers.
- ◆ The assessment and data collection maps for each grade level to assure that teachers are assessing in ways and at times that informs and guides instruction.
- ◆ Collaboration teams meet weekly to identify the best instructional practices that promote high levels of learning for all students.
- ◆ Teach language arts effectively via the Balanced Literacy Vision framework.

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- ◆ Intervention teacher teams will provide 2nd tier reading and math intervention in and out of the classroom for all students who are below grade level, including ENL and Special Education students.
- ◆ Promote recreational reading to all students.
- ◆ Summer reading programs are implemented at the school to reduce summer reading level regressions.
- ◆ Provide ample books in the school and classroom libraries that promote the Latino and Asian heritages. (*Improving Cultural Competency*)
- ◆ Teachers continue to implement *Math Trailblazers* curriculum and use the quarterly common assessment data to assist them with instructional decisions.
- ◆ Teachers use formative assessments to help guide instruction.
- ◆ Teachers incorporate the essential standards (state standards, district essential learnings, and school community values) into daily instruction.
- ◆ Teachers develop and use assessment and curriculum maps to guide instruction.
- ◆ Teachers record grades on the report cards that more accurately reflect student competency of the essential standards.
- ◆ Textbooks are adopted that best address the essential standards.

STATUTES AND RULES TO BE WAIVED—

None

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Prairie View Elementary Improvement Three-Year Timeline

School Year	Intervention Actions	Responsibility	Resources	Dates of Implementation
2008-2011	New teachers train in Balanced Literacy.	Literacy Mentors and District Trainer	Classroom coverage and stipend pay	August through May
	Teachers work on curriculum and assessment maps and align math and language arts instruction with state standards.	Principal and teachers		August through May
	Teachers review ISTEP, Acuity, IRDA, and Rigby data for incoming grades and adjust instruction as prescribed by the data. Collaboration teams meet to review areas of need.	Teachers and principal	Common meeting time for grade-level teams	August, January, May—ISTEP September, November, and February—Acuity October, January, May—IRDA August through May—Rigby
	Teachers use the <i>Indiana Core Standards, Lessons Frameworks, and Assessments</i> resources available for daily lesson planning and development of curriculum maps.	Teacher and principal	Resources ordered from state DOE	August through May
	Second tier intervention is provided for all students who are performing below grade-level in grades K-5 in reading, writing, and math.	Intervention teachers and grade-level teacher teams	Intervention team	September through May
	Teachers work in collaboration teams to improving reading and math instruction through reflective practices, action research and implementation of best instructional practices.	Grade-level collaboration teams	Common prep time for grade-level teams	Once per week, August through May
	All teachers receive training on Balanced Literacy framework.	Literacy coaches	Materials for training sessions and stipends for literacy coaches	September 26, November 24, January 16, February 23, and April 27
	Teachers work at improving reading instruction through continued modeling and coaching sessions with a Balanced Literacy coach.	Literacy Mentors	Stipends for the Literacy coaches	August through May
	Grade-level teams compile benchmark data. Teachers use the data to reflect on effectiveness of current assessment practices.	Principal	Collaboration team meeting times	December and May
	Teachers receive ongoing coaching and in-services in Math Trailblazers curriculum.	Math Mentors	Stipend for math mentors	August through May
	Collaboration teams develop use formative assessments to assist them in attaining data on levels of student learning.	Collaboration teams	Common prep time	Monthly, August through May
	School Improvement Advisory Team members meet to revise Improvement Plan and Professional Development Plan	Advisory Team members		August through May