

Prairie View Elementary School

2009-2012

**Continuous Improvement and Professional
Development Plan**

Public Law 221

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 65 percent paid lunch students, 42 percent free, and 23 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 7 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 2 emotional disabilities classroom. Built in 2006, it currently has a population of 474 students plus an additional 53 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 3-5) the *Acuity* test in math and language arts three times a year. Students in grade K-2 will begin to take literacy and math benchmark assessments through M-Class (Wireless Generation) three times a year. *ISTEP* is also given to students (grades 3-5) in March and May. The scores from the *ISTEP* tests, the *Acuity* test, and M-Class 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, November, April
<i>M-Class</i>	September, November, April
<i>Rigby Reading Assessment</i>	May

MISSION STATEMENT

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

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 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 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 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 math 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 proceeding 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.*
- Thread 6: **BUILDING BACKGROUND KNOWLEDGE** (Adopted: March 2008)
Students learn common background knowledge via the Marzano 6-Step process. Teachers will
1. *Provide a description, explanation, or example of the new term.*
 2. *Ask students to restate the description, explanation, or example in their own words.*
 3. *Ask students to construct a picture, symbol, or graphic representing the term or phrase.*
 4. *Engage students periodically in ACTIVITIES that help them add to their knowledge of the terms in their notebooks.*
 5. *Periodically ask students to discuss the terms with one another.*
 6. *Involve students periodically in GAMES that allow them to play with terms.*

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.

Goshen Community Schools' Definition of High Ability:

A high ability student is one who performs at, or shows the potential for performing at, an outstanding level of accomplishment in reading/language arts and/or mathematics when compared to other students of the same age, experience, or environment. A high ability student is characterized by exceptional gifts, talents, motivation, or interests. A multifaceted assessment plan is used to identify these students and nominations are accepted from staff, parents, and students.

Goshen Community Schools' Philosophy of High Ability:

The Goshen Community School Corporation is committed to meeting the unique needs of the high ability students through a range of services and differentiated instruction.

High ability students have a unique set of needs that must be addressed. Goshen Community School Corporation is committed to helping high ability students with the intellectual, social and emotional challenges that they might face. GCS believes in order for high ability students to be academically successful it is important to provide academic challenges at the intellectual, rather than the chronological level of the student. High ability students work at a faster pace or at a higher academic level than that of others of the same age or experience. High ability students will be provided additional educational opportunities to broaden and enrich their learning.

Differentiated Instruction for High Ability Prairie View

Guided Reading—

- High ability students will be grouped together for instructional reading. They will develop as readers and improve their reading comprehension through ability leveled reading materials and instruction.

Building Background Knowledge—

- High ability students will demonstrate extended and deeper knowledge of vocabulary taught through Marzano's 6-Step instruction process. This deeper knowledge will be evident during steps 2, 3, and 4 during which time the teachers can independently evaluate their level understanding.
- High ability students will be grouped together at appropriate times to work at developing knowledge and understanding of the vocabulary being introduced.

Phases Two and Three of Math Trailblazer's Lesson Plans—

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

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

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

- High ability students present a variety of un-prescribed solutions, indicating use of knowledge flexibility.

Writers Workshop—

- High ability students will receive writing instruction appropriate to their writing level. High ability students will be given regular opportunities to demonstrate deeper and more extensive writing skills.

Engagement in High Levels of Learning—Teacher engage high ability students in purposeful learning every school day. Characteristics of engaging school work, expected from all teachers, include work that:

- 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.

SUMMARY OF CURRENT EDUCATIONAL PROGRAMMING DATA

Academic Performance

ISTEP+

Fall 2008	% Passing Language Arts	% Passing Math
3 rd Grade	63%	48%
4 th Grade	60%	57%
5 th Grade	63%	62%
6 th Grade	50%	70%

2008-09 Kindergarten Students

Language Arts

- 71% are on grade level in Rigby (based on new benchmark of a “C” reading level)
- 92% are on grade level in High Frequency Words
- 76% made one year’s growth in Rigby Reading Assessment
- 93% made one year’s growth in High Frequency Words

Math

- 86% are on grade level for reading numbers
- 80% are on grade level for writing numbers
- 97% are on grade level for counting numbers

2008-09 1st Grade Students

Language Arts

- 88% are on grade level in Rigby
- 88% are on grade level in High Frequency Words
- 96% made one year’s growth in Rigby Reading Assessment
- 93% made one year’s growth in High Frequency Words

Math

- 93% are on grade level for reading numbers
- 95% are on grade level for writing numbers
- 98% are on grade level for counting numbers

2008-09 2nd Grade Students

Language Arts

- 74% are on grade level in Rigby Reading Assessment
- 83 % are on grade level in High Frequency Words
- 90% made one year's growth in Rigby Reading Assessment
- 80% made one year's growth in High Frequency Words

2008-09 3rd Grade Students

Language Arts

- 82% are on grade level in Rigby Reading Assessment
- 81% made one year's growth in Rigby Reading Assessment

Math

- 82% are on grade level in Acuity
- 69% made one year's growth in Acuity

2008-09 4th Grade Students

Language Arts

- 70% are on grade level in Rigby Reading Assessment
- 65% made one year's growth in Rigby Reading Assessment

Math

- 68% are on grade level in Acuity
- 81% made one year's growth in Acuity

2008-09 5th Grade Students

Language Arts

- 68% are on grade level in Rigby Reading Assessment
- 70% made one year's growth in Rigby Reading Assessment

Math

- 75% are on grade level in Acuity
- 79% made one year's growth in Acuity

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 95%.

Attendance Rates:

2006-07	2007-08	2008-09
96%	96%	96.3%

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.

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, an *Intervention Team* meets regularly 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
- M-Class literacy and math assessments
- Language Arts Common Assessments
- School counselor input
- School psychologist input
- School nurse input
- Teacher narratives
- Past Intervention 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 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	2008-09
Percentage %	93%	96%	95%

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 have input to Prairie View’s strategic planning at monthly parent teacher meetings.

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;

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- 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.
- 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 2008-09, 37% of our student population were English Language Learners (ELL) students, creating cultural diversity within the school. The current demographics are: 54.6% Caucasian, 30% Hispanic, 9% Multiracial, 3% Asian and 1% Black. Prairie View has two full-time ENL teachers on staff that work at providing the ELL students with the educational resources necessary to succeed academically. Teachers are provided with opportunities to receive SIOP training to assist them with ELL students in their classrooms. School-wide communication home is translated into Spanish, which is the first language of most of Prairie View's ELL students. Finally, a Latino Parent Group attempts to meet with the principal 3 times per school year for a bi-lingual discussion time to answer questions, share information, and receive feedback.

Sixty-five (65) 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.

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 one math program that teachers are using throughout the building as well as one language arts framework. Prairie View will use math and language arts mentors and coaches 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.

2. What is 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 teachers will practice the strategies of Robert Marzano on Building Background Knowledge to help our Professional Learning Communities (PLC's) achieve better academic student growth and narrow the achievement gap among our students. Prairie View PLC's will use ideas from Marzano to address the school improvement goals. All staff will also attend four Balanced Literacy in-services to further their knowledge of effective literacy instructional practices. The Balance Literacy framework is the basis for all of our literacy instructional practices. All staff will also attend four math instruction in-services to help align and understand the central learning goals for each grade level. Finally, a group of teachers will attend a reading conference in February.

STUDENT ACHIEVEMENT GOALS AND OBJECTIVES

Prairie View Elementary School's improvement goals support 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

- ◆ Practicing effective language arts instruction for English Language Learner students in large classrooms.
- ◆ Understanding the key teaching objectives for Prairie View's math curriculum and how these key objectives connect to each other from grade to grade.
- ◆ Picking up on interventions for existing students where teachers left off the past year in a timely and effective manner.

Goal and Objective—Prairie View Elementary School will address these improvement areas through the following goals, objectives, and strategies:

Goal 1: *Students demonstrate at least one school year's academic growth in Reading and Writing.*

Objectives:

1. Student ISTEP and M-Class scores show one year's growth.
2. All demographic sub-groups will make Adequate Yearly Progress.

Strategies:

1. Teachers will teach selected key Language Arts vocabulary using the Marzano 6-step process for building background knowledge.
2. Students who are below grade-level language arts benchmarks will receive tier 2 intervention through the school's RTI framework.
3. Students who are below grade-level will participate in summer school.
4. Teachers will improve their instructional effectiveness in teaching reading and writing through quarterly professional development, with attention given to the unique needs of English Language Learners.
5. Teachers will continue learning how to use literacy assessments (Rigby, Acuity, M-Class, and others) to drive instruction and improve student learning.
6. Students will make expected yearly growth as readers and writers as they receive instruction through Prairie View's balanced-literacy framework.

Goal 2: *Students demonstrate at least one school year's academic growth in Math.*

Objectives:

1. Student ISTEP and M-Class scores show one year's growth.
2. All demographic sub-groups will make Adequate Yearly Progress.

Strategies:

1. All teachers will teach the corporation's selected key Math vocabulary using the Marzano 6-step process for building background knowledge.
2. Students who are below grade-level math benchmarks will receive tier 2 intervention through the school's RTI framework.

3. Students who are below grade-level will participate in summer school.
4. Teachers will improve their instructional effectiveness in Math through monthly and quarterly professional development on instructional best practices.
5. Teachers will continue learning how to use math assessments (MClass and Acuity) to drive instruction and improve student learning.

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 being employed by Prairie View Elementary School include: ISTEP, Acuity, and the MClass math and literacy assessments.

These benchmarking instruments will be 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 Benchmarks

Kindergarten, 1st Grade, and 2nd Grade

Language Arts Benchmark Goals

- 75% are on grade level in the Rigby and MClass reading assessments
- 75% are on grade level in High Frequency Words
- 100% made one year's growth in the Rigby and MClass reading assessments
- 100% made one year's growth in High Frequency Words

Math Benchmark Goals

- 75% are on grade level for reading numbers
- 75% are on grade level for writing numbers
- 75% are on grade level for counting numbers

3rd Grade, 4th Grade, and 5th Grade

Language Arts Benchmark Goals

- 75% are on grade level in the Rigby Reading assessment
- 75% are on grade level in the Acuity Language Arts assessment
- 100% made one year's growth in Rigby Reading assessment

Math Benchmark Goals

- 75% are on grade level in the Acuity math assessment
- 100% made one year's growth in Acuity math assessment

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 Goals:

	Goal 1: Literacy (Reading and Writing)	Goal 2: 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 summer school.	<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 summer school.
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 summer school.	<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 summer school.

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

- ◆ The academic schedule provides uninterrupted instruction time in literacy and math
- ◆ An intervention structure ensures that all students who are below benchmark receive tier two intervention.
- ◆ ENL, Special Education, and other intervention teachers team up to better serve at risk students.
- ◆ Benchmark and growth data is collected for each grade level to assure that teachers are using data to inform and guide instruction.
- ◆ Collaboration teams meet weekly to identify the best instructional practices that promote high levels of learning for all students.
- ◆ Students grow in language arts skills via the Balanced Literacy Vision framework.

Continuous Improvement Plan
Prairie View Elementary School

- ◆ Teachers promote recreational reading to all students.
- ◆ Summer reading programs are implemented at the school to reduce summer reading level regressions.
- ◆ Ample books are available 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 record grades on the report cards that more accurately reflect student competency of the essential standards.

STATUTES AND RULES TO BE WAIVED—

None