

Prairie Vista Elementary School School Improvement Plan

2020

Updated September 2020

INTRODUCTION/NARRATIVE:

Prairie Vista Elementary School is a K-5 elementary school located in the suburban area of Mishawaka, Indiana. The school is organized in traditional grades. Enrollment has fluctuated between 500 and 525 students. Faculty and staff personnel number is approximately 65.

The school's curriculum is located in Prairie Vista office conference room, and the Educational Services Center of Penn-Harris-Madison School Corporation. It is a curriculum that is fully aligned with the Indiana English Language Arts, Math, Science, and Social Studies Indiana Academic Standards which all teachers have access to on the Curriculum, Instruction, and Assessment Google site within the PHM internal website. Student mastery of the primary standards for each grade level is reported to parents quarterly.

Student performance is measured in the spring of the third, fourth, and fifth grades by the ILEARN test. Third grade students also take IREAD to assess student performance in reading. Student performance is also measured at least twice a year with Clear Sights assessments for grades 3-5. Kindergarten, first and second grade teachers administers mClass/ DIBELS at least three times a year, which measures early literature development and provides data for identifying students who need early interventions. In addition, teachers measure student mastery frequently with lesson embedded criterion-referenced assessments as well as ongoing writing assessments.

MISSION, VISION AND BELIEFS:

The Board of Trustees officially adopted a Continuous Improvement Plan for the future of the Penn-Harris-Madison School Corporation during the February 13, 2006, Board of Trustees meeting. The adopted plan was developed as a result of a commitment made by Trustees to chart a future course for the Penn-Harris-Madison School Corporation through a continuous improvement planning process. Approximately 60 members of the PHM community consisting of parents, community members, teachers, support personnel, students, administrators and the Board of Trustees worked on the development of the plan from May 2005 through January 2006. During this time period members reviewed six major areas as part of their preparations, those being: 1) facilities & enrollment, 2) finance, 3) future trends, 4) learning, 5) school and community relations, and 6) PHM students and families. The adopted plan includes the following components: mission statement, vision statements, value statements, goals, and the PHM Student Profile of a Graduate. Prairie Vista Elementary School has adopted the mission, vision and beliefs of the Penn-Harris-Madison School Corporation. Along with all schools in the corporation, its efforts are to bring all students toward the proficiencies listed in the Graduate Profile for Penn High School students. District goals for accomplishing this are considered when establishing school level goals. The attached Appendix "A" includes a document identifying these proficiencies.

CONCLUSIONS AND CURRENT STATUS OF EDUCATIONAL PROGRAMMING:

Prairie Vista Elementary School, along with other schools in Penn-Harris-Madison, has focused its curriculum and assessments on the Indiana Academic Standards and preparing students to be College and Career Ready. Prairie Vista staff follows a curriculum map which aligns with the Indiana Academic Standards. Alignment is in place in language arts, math, social studies and science. Reading, writing and math are the primary areas of school improvement focus. In addition, student performance data is reported by grade and teacher as the district seeks those teacher practices that lead to the highest student performance. Multiple measures are used frequently to monitor student proficiency with the standards.

At Prairie Vista, instructional strategies support our Indiana Academic Standards. Teachers meet in grade level teams and with the principal to discuss student work, analyze data, and to discuss how to meet the needs of students. All teachers also serve on academic team committees as well as meet biweekly guided by a Teacher Leadership Team (TLT). These committees meet regularly to review recent data, using it to guide instructional decisions for our school. A learning lab is available to each class so that students may use instructional software that is organized around the Indiana Academic Standards and the PHM curriculum. Literacy groups, LiPS, Wilson, Foundations, Verbalizing and Visualizing, Number Worlds, flexible grouping in math and language arts, and teacher-provided small group instruction are all strategies used as the school works towards all students learning the intended curriculum.

The Educational Programs are:

ACADEMIC PROGRAMS		PHYSICAL PROGRAMS	SOCIAL/EMOTIONAL PROGRAMS
Spell Bowl - gr. 3, 4 & 5	Junior Achievement	4th/5th Grade Basketball Intramurals	Anti-Bullying Program
WPVN Morning News	Computer Lab	PV University	Youth Service Bureau
Veteran's Day Program	One School One Book		Junior Achievement
Art Smart(curriculum based art lessons)	K-5 th Response to Instruction (RtI)	Girls on the Run	SEL Lessons
4th / 5th gr. PUMAS Club	Remedial Summer School	Running is Elementary	Girls on the Run
Art-in-the Studio	LearningSphere	Philanthropic Programs	Mindfulness
Young Authors' Conference	Enrichment Summer Academies	Riley Children's Hospital	Boy Scouts / Girl Scouts
After School Tutoring	Student Council	PHM Silver Mile Health & Wellness Fair	Prairie Vista: PUMA PRIDE (Prepared, Respectful, Independent, Dependable, & Excellence)
Project Lead the Way	Full inclusion of IEP students	Student Council Community Outreach projects	
High Ability Instruction	STEM		
PV University	ENL Instruction & Activities	Logan	Veteran's Day Program

SUMMARY OF DATA:

In the fall of 2019, Prairie Vista's School Improvement Committee reviewed data from testing and assessments. Goals were established based on analysis of available data. As new data becomes available, goals and strategies are adjusted. Appendix "B" and pages 2-4 show recent achievement data for our school.

Assessments of the current status of educational programming throughout the grades at Prairie Vista Elementary School are listed below:

Prairie Vista started assessing students using AIRWays to assess our students in grades 3-5 the Fall of 2019. This is our baseline data on assessments:

AIRWays		Fall 2019	Winter 2020
GRADE 3 Reading	School	25	72
	District	31	55
GRADE 3 Math	School	11	43
	District	9	36
GRADE 4 Reading	School	46	62
	District	28	48
GRADE 4 Math	School	43	68
	District	22	47
GRADE 5 Reading	School	63	60
	District	40	60
GRADE 5 Math	School	18	50
	District	22	44

Figures in the DIBELS/mClass table below reflect **percent of students who met the benchmark in the spring of 2020.**

DIBELS/mClass		SPR 2018 EOY	SPR 2019 EOY	SPR 2020 MOY
GRADE K Reading	School	88	86	80
	District	83	88	78
GRADE 1 Reading	School	96	90	95
	District	83	77	74
GRADE 2 Reading	School	NA	96	84
	District	NA	82	76

Appendix “B” shows Prairie Vista’s ILEARN and IREAD results in comparison to the rest of the state of Indiana.

The analysis of student achievement on the spring 2019 ILEARN and other assessments used at Prairie Vista School indicate the following:

- In the spring of 2019:
 - Percent of 3rd grade students scoring above “cut” score on ILEARN:
 - 86% - language arts
 - 92% - math
 - Percent of 4th grade students scoring above “cut” score on ILEARN:
 - 82% - language arts
 - 90% - math
 - Percent of 5th grade students scoring above “cut” score on ILEARN:
 - 87% - language arts

- 78% - math
- ILEARN Writing:

	3 rd Grade	4 th Grade	5 th Grade
SCHOOL	51%	46%	63%
DISTRICT	34%	35%	46%
STATE	17%	16%	22%

- Attendance rate for 2019-2020 school year was 72.4

We are constantly looking at ways in which we can improve. We feel these results are a direct result of the various strategies we have in place for student achievement and we need to look at additional strategies to improve the scores. We will continue to analyze those strategies as we review our data in the future. We have goals set for very high achievement, but we will be measuring our results with those of the state and the growth model.

PARENT PARTICIPATION:

Parent Participation at Prairie Vista Elementary School has been and continues to be very high. Parents of students are consistently informed of their student's progress toward goals through written and spoken communication. Parents volunteer to assist with Art Smart, Math Pentathlon, LearningSphere, PV University, PUMAS and many more activities. Teachers are in contact with parents on a regular basis by newsletters, notes, teacher websites, phone calls and conferences. A majority of parents attends fall Parent Information Nights.

Home/School and Community relations in the Prairie Vista community

It is essential that students at Prairie Vista Elementary School be informed and share in the understanding of the School Improvement Plan. Teachers use a variety of strategies that the students will work towards the progress of the goals. Parents will be asked to participate in a variety of activities at home with their children in order to collaborate with the school as students make progress toward the goals. Such activities may include nightly family reading time, family math time with a focus on the basic skills, visits to bookstores and libraries, etc.

After feedback is received, the Prairie Vista Elementary staff and community will have the opportunity to review the School Improvement Plan. The goals and plan will be shared on our website.

TECHNOLOGY AS A LEARNING TOOL:

A description of how the school will integrate technology and the Internet into the curriculum:

At Prairie Vista Elementary School, all students and staff have access to numerous technological tools, including networked computers in each K-5 classroom as well as one 37-station PC lab and several mini-labs. We also have a class set of laptops and each class as class sets of Chrome Books for grades 1-5 and class sets of mini iPADS for kindergarten. The use of these tools is an important component of our action plan for school improvement for PL221. Technology will support the attainment of two of Prairie Vista's goals: to improve written communication and reading comprehension.

Computers are used to enhance instruction in a number of ways, among them are computer-generated assessments designed to provide timely feedback on student achievement. At the kindergarten through second grade levels, DIBELS which measures early literature development that provides data for identifying students who need early interventions. Teachers of grades K-5 may gather data on students and chart their growth using DIBELS, Earobics, Edmentium, Clear Sights, Hearbuilder Study Island, and My Virtual Reading Coach for select students. This data helps teachers make decisions regarding flexible grouping to further target student needs.

Students in grades K-3 use phonetic software such as Hearbuilders, Earobics and My Virtual Reading Coach for select students to improve decoding skills. Students in grades K-5 receive informal instruction in keyboarding and use word processing programs to add a formal look to their writing. They use the Internet for research and for prewriting activities. Students are exposed to numerous content-related videos through the use Learn 360 an Internet-based video streaming. Teachers use PowerPoint, interactive projectors, document cameras, iPad App (select students) and Libra Office to integrate technology into their curriculum, with both teacher- produced and student-created projects. Teachers also have access to Teachers' Curriculum Institute (TCI) which delivers a wealth of social studies resources directly to teachers via the Internet and National Geographic for a wealth of science resources.

All students K-5 visit the lab to use Edmentium which is a software service that encompasses a wide variety of instructional reading and math programs for elementary students. This software is also available on classroom computers and is used as a component of differentiated learning centers. All students have access to Edmentium and web-based programs that students can use at school or at home. It reinforces and helps students master the Indiana Academic Standards. After- school tutorial sessions may use technology to provide extra practice at the correct instructional level for students in grades K-5.

Teachers and staff record and analyze data that is collected through Skyward (district web-based grade book). They use the computers as data analysis tools to study DIBELS and Clear Sights test results, disaggregating them to find patterns, which might indicate strategies to improve the progress of individual students and groups of students with similar needs. Team or grade level meetings are then devoted to the discussion of those strategies and any identified areas of concern. In addition, the district has provided us with a student management system (Skyward) that records and tracks student attendance.

SEL: Technology as a learning tool to support and reinforce SEL learning competencies align the development and integration of technology with our School Improvement Plan. Internet sites are used during SEL Tier 1 instruction.

A description of the professional development strategies to be used in providing in-service to teachers and staff:

Professional development activities at Prairie Vista Elementary School focus upon improving student learning. Teachers and staff will receive training in the use of technology that will enable them to provide students with access to standards-based content in a more engaging, real-world context. In-service workshops will be provided on the use of Google Meet and See Saw and how these tools can be used for instruction. Teachers will have opportunities to learn a core set of technology skills that enable them to integrate technology into their daily classroom processes. The development of teacher/classroom-based websites and web-based curriculum programs are some of the areas that will continue to be addressed through staff development.

Teachers may be given release time to learn and explore software, create lesson plans for their classrooms, share successes, and identify challenges to better identify areas of need. The technology aide, the computer lab aide, the school secretary, and the corporation's Instructional Technology Coordinator will assist in providing appropriate training for all staff.

A process of how the need for the Internet, telecommunication and other technology in the school will be assessed:

The Penn-Harris-Madison School Corporation is committed to providing students with equitable access to up-to-date, appropriate, interactive technologies, including connectivity technologies. To this end, the district has developed a sustainable long-range budget, and works with building administrators and the technology coordinator to plan for the ongoing technology needs of each school. Grade level teams evaluate their technology needs, and submit requests to the building principal for consideration. The Prairie Vista Continuous School Improvement team makes recommendations for technology purchases that would support the academic goals established through PL 221. The building principal, teachers, staff, and technology coordinator periodically conduct both formal and informal assessments to evaluate the effectiveness of technologies in the building.

Strategy of how the overall program will continuously be assessed and evaluated:

The primary goal for developing and incorporating the use of technology into the instructional program is to enhance teaching and learning and to enable students to meet state and local standards. The Prairie Vista Technology Committee will monitor the overall technology plan and determine the most effective way to spend available monies. Frequent walkthroughs in the building from central office technology administrators, formal observations by the building administrator, and teacher/staff surveys will provide feedback on how successfully technology is being used.

The principal is in charge of annually evaluating the technology plan. This will be done by collating the various assessment data collected and examining the effectiveness of our technology driven programs. Several strategies will be employed such as: comparing the accuracy of data/reports generated compared to classroom performance; accuracy of Skyward as used for student reporting purposed; discussion of teacher use of educational software and websites and its relation to classroom objectives; and quarterly meetings between the principal/media technician/lab coordinator to update and share information.

SAFE/ORDERLY LEARNING ENVIRONMENT:

A safe and orderly learning environment has been supported by use of Social-Emotional Learning. In order to address the social and emotional needs of students from a proactive, positive standpoint using research-validated best practices, all students will receive regular Tier 1 SEL lessons. The lessons have been aligned to both the Collaborative for Academic, Social and Emotional Learning (CASEL) and IN-DOE's SEL core learning competencies, which include self-awareness/insight, self-management/regulation, relationship skills/collaboration, social awareness/connection, responsible decision making/critical thinking, sensory-motor integration and mindset. Since stress management is so critical for all students, there is a special focus on stress management multiple times throughout the course of the year. Information regarding the lesson topics and related information is communicated to school staff and parents on a monthly basis by the Director of SEL and Mental Health. The Tier 1 Lesson delivery framework is based off of a restorative practice process of using community circles to help build relationships, community and a sense of belonging.

Safe and orderly learning environment at Prairie Vista Elementary School has been supported by the use of the Lifelong Guidelines, which have been in place since 1991. We also have a school wide positive behavior plan P.R.I.D.E. (Prepared, Respectful, Independent, Dependable, and striving for Excellence) that is implemented school wide. These skills are taught throughout the year are intrinsically teaching positive behaviors. Various grade levels and /or teachers implement the "Bucket Filling" philosophy and/or Whole Brain Teaching. We believe students deserve a safe environment for learning. The open parent/teacher relationships, and the school policy that all staff is responsible for all students, support the idea that Discipline is a community effort.

Our learning environment is disciplined and safe. We have in place comprehensive safety and security plans and we practice safety drills regularly. We randomly study our time on task and improve as needed. Distractions are kept to a minimum. We use extended school year and extended day programs to vary the time for learning.

The safety of our absent students is ensured by a daily telephone safety check. An assigned staff member calls home to verify that "unaccounted for" students are in fact safely at home. Safety within the building is maintained by having all doors locked and a visitor sign-in system in the office. All staff wear picture identification tags and all visitors must sign in and wear a nametag. All volunteers who are in regular direct

contact with students are required to submit a Limited Criminal History Check. Children must be dismissed with an adult through the office before regular dismissal. All children going home other than on a school bus, are called at the end of the day, check out with an adult on duty and are then escorted out of the building to cars by an adult. Students who are permitted by their parents to walk home have a note on file in the front office.

The Prairie Vista School Safety and Security manual is on display and on file so that all staff may review it. In addition, the principal reviews the plan at the beginning of every year. A crisis intervention team is in place for emergencies. Fire, storm, earthquake, and crisis drills are practiced routinely.

PROFESSIONAL DEVELOPMENT:

Professional development of our staff will be an important vehicle to move us toward accomplishing our goals. As part of a joint district effort, our teachers will be involved in training in the following areas: assessing data, differentiated instruction, Indiana Academic Standards, performance tasks, and DIBELS for the primary grades, and continued mentoring to teach and assessments of standards and curriculum objectives.

STUDENT ACHIEVEMENT OBJECTIVES, SPECIFIC AREAS FOR IMPROVEMENT AND BENCHMARKS FOR MEASURING PROGRESS are contained in the following goals for student achievement. These goals are summarized with their Tier 1 and Tier 2 measures on the attached chart titled School Improvement Goal/Indicators Matrix, marked Appendix “C”.

ATTENDANCE: In reviewing our last year’s records, we find that most children come to school almost all of the time. Our attendance rate is 72.4%, and our suspension/expulsion rate is less than 1%. Our efforts will be to maintain/improve that rate.

SCHOOL IMPROVEMENT GOALS/BENCHMARKS FOR PROGRESS:

GOAL 1:

Writing: Each year, students in grades 3, 4, and 5 will grow 5% or higher on the Writing Standard portion of ILEARN.

For more detail on these strategies/interventions, see the attached Goal Strategies Chart for Goal 1 in **Appendix D**.

GOAL 2:

Reading: Each year, students in grades 3, 4, and 5 will attain an average score of 90% or higher on the English/Language Arts portion of ILEARN.

For more detail on these strategies/interventions, see the attached Goal Strategies Chart for Goal 2 in **Appendix D**.

GOAL 3:

Math: Each year, students in grades 3, 4, and 5 will attain an average score of 90% or higher on the Math portion of ILEARN.

For more detail on these strategies/interventions, see the attached Goal Strategies Chart for Goal 3 in **Appendix D**.

GOAL 4:

Behavior: The percentage of students consistently following the regular code of conduct will be 95% or better in grades K-5.

For more detail on these strategies/interventions, see the attached Goal Strategies Chart for Goal 4 in **Appendix D**.

GOAL 5:

Diversity, Inclusion, & Equity: Ensure a welcoming, safe, inclusive and equitable school community.

For more detail on these strategies/interventions, see the attached Goal Strategies Chart for Goal 4 in **Appendix D**.

PROFESSIONAL DEVELOPMENT PLAN: For details on the goals, activities and evaluation of the staff development plan for Prairie Vista Elementary School see the enclosed Professional Development Plan labeled as Appendix “D”.

CULTURAL COMPETENCY COMPONENT:

As part of our continuous improvement process and data collection, Penn-Harris-Madison recognizes the need to identify the racial, ethnic, language minority, cultural, exceptional learning and socioeconomic groups. The largest subgroup of concern is socioeconomic and research has shown that the impact of poverty is cross-cultural.

Currently several of our 11 elementary schools have 30% or more of their student population living at the poverty level. In addition, two out of the three middle schools, along with the high school are impacted by a subgroup of students of low socioeconomic status. Given the current economy of the state and nation, this trend will likely increase. Dr. Ruby Payne is at the forefront of research regarding instructional strategies that educators can use to effectively educate these student populations. Focused Instruction was a result of Dr. Payne's citing of practices that close the achievement gap, based on socioeconomic status. We feel we can better educate all children, particularly those of poverty.

Dr. Payne's work focuses on eight crucial resources that children need to be successful. These resources include financial, spiritual, physical, mental, support systems, emotional, relationship/role models, and knowledge of the hidden rules of middle class. All schools have identified students lacking resources and implemented strategies to meet those needs. Schools have worked at building appropriate relationships with at risk students. Ongoing professional development opportunities have and will continue addressing the needs of this particular student subgroup.

Prairie Vista Elementary School celebrates the diverse nature of our student population. Currently, our ethnicity consists of .4% American Indian, 6.1% Asian, and 3.2% Black, and 7% Hispanic 6.5% multiracial, and 76.8% white. 12.8% of our student population is on free and reduced lunch. A variety of school wide activities support the cultural heritage found within the school community. This celebration of diversity enhances the academic programs offered at Prairie Vista. LEP services are provided to 3.6% at various levels of language mastery. Students are assessed and identified for services provided by a full time ENL tutor.

SOCIAL EMOTIONAL LEARNING (SEL) COMPONENT: Since Social-Emotional Learning (SEL) has been shown in research to improve student outcomes related to behavioral and social functioning, mental wellness, and academic performance, we have an intentional, systematic focus on SEL to offer this programming in different ways (e.g., Durlak, 2011; Durlak, 2017). First, Tier 1 SEL lessons are offered on a weekly basis to all students. The lessons are housed on a Google Shared drive so all staff has access. The Tier 1 lessons cover the SEL core learning competencies outlined by the Collaborative for Academic, Social and Emotional Learning (CASEL) as well as the Indiana Department of Education. The lessons are delivered by a contracted community partner from the Youth Services Bureau. In addition to weekly lessons, a variety of professional development opportunities are offered to staff, including the ACE-Interface presentation, trauma-informed care and stress management.

TIMELINE FOR REVIEW AND REVISION

This plan will be reviewed at least twice annually, after spring testing and after fall testing, as student achievement data is measured against the benchmarks set by the plan. As necessary, interventions and strategies will be adjusted. If necessary, goals will be adjusted as Prairie Vista School strives for higher and higher levels of continuous improvement for all students. No statutes or rules will need to be waived.

<p>MISSION</p> <p>Educating students to become responsible, contributing citizens.</p>	
<p>BELIEFS</p> <ul style="list-style-type: none"> • Instruction and learning is our priority. • The instructional program should establish high academic expectations for all students. • There should be congruence among and accountability for curriculum, instruction, and assessment. • The principal is the instructional leader of the school. • Education is a collaborative responsibility shared by students, teachers, parents, and community members. • A respectful, safe and nurturing environment should be maintained. • The continuous professional growth of a quality staff is essential. 	
<p style="text-align: center;">P-H-M INSTRUCTIONAL GOALS</p> <p style="text-align: center;">Board of School Trustees <i>Governance Compact</i></p> <p>Learning being the priority of our schools, Penn-Harris-Madison is accountable for the continuous progress of all students as they work to attain the knowledge and skills outlined in the PHM Student Profile of a High School Graduate.</p> <p style="text-align: center;">P-H-M <i>Strategic Plan</i></p> <p>Increase student learning by raising academic standards, increasing student expectations and bringing congruence among curriculum, instruction, and assessment.</p> <p style="text-align: center;">P-H-M <i>District Goals</i></p> <p>All students will read at grade level by the end of 3rd grade.</p> <p>All students will do math at grade level by the end of 3rd grade.</p> <p>All 10th grade students will demonstrate mastery of the proficiencies on the GQE.</p>	<p style="text-align: center;">PROFILE OF A P-H-M HIGH SCHOOL GRADUATE</p> <p>Be an effective communicator both technically and personally who:</p> <ul style="list-style-type: none"> • Reads and comprehends written materials. • Communicates thought, ideas and information through writing. • Applies active listening skills. • Communicates thoughts, ideas and information through speaking. • Uses technology as a tool for communication. <p>Be a problem-solver who:</p> <ul style="list-style-type: none"> • Expresses own ideas. • Uses higher order thinking skills. • Collects, analyzes and assesses information related to problems. • Develops and evaluates possible solutions. • Chooses and implements solutions. <p>Be an effective contributor who:</p> <ul style="list-style-type: none"> • Expresses own ideas. • Possesses skills to be an independent thinker and cooperative worker. • Works well in a group. • Solves problems as an active member of the group. • Uses leadership skills. <p>Be a lifelong learner and contributing member of society who:</p> <ul style="list-style-type: none"> • Consistently produces a quality effort. • Sets goals and can develop and implement plans based on established criteria. • Is self-disciplined and models responsible behavior. • Has a positive and healthy self-concept. • Knows how to acquire and apply new knowledge and skills. • Possesses a global awareness. • Models good citizenship and contributes to the community. • Understands the changing world of work and how to acquire the necessary real life skills to remain productive for a lifetime. • Respects the worth, rights and feelings of others.

APPENDIX "B"

PRAIRIE VISTA ELEMENTARY SCHOOL

DEMOGRAPHIC & ACHIEVEMENT DATA - Tier 1 Indicators, 3-year collection

FALL ADM ENROLLMENT	2018	2019	2020	DEMOGRAPHICS (shows STN report)	SPR18	2019	2020
Full Day Kgn	84	83	83	DOE-%Spec ed	8.2	8.9	9.9
Grade 1	85	91	91	DOE-%LEP	3.1	3.5	3.6
Grade 2	91	94	96	DOE-% Free&Red	13.1	12.1	12.8
Grade 3	83	95	95	DOE-% Reg Ed	91.8	87.9	87.2
Grade 4	85	93	93	DOE-%Mobility (based on prior year)	TBD	TBD	TBD
Grade 5	88	97	97	AYP (Y/N)	Y	Y	Y

Figures in the ISTEP table below reflect percent of students who passed.

ISTEP /ILEARN19		SPR 2017	SPR 2018	ILEARN 2019		SPR 2017	SPR 2018	ILEARN 2019	
GRADE 3 English / Language Arts	SCHOOL	99	93	86	GRADE 5 English / Language Arts	SCHOOL	94	94	87
	DISTRICT	84	81	66		DISTRICT	82	74	74
	STATE	69	67.4	46		STATE	63	60.4	48
GRADE 3 Mathematics	SCHOOL	85	87	92	GRADE 5 Mathematics	SCHOOL	89	88	78
	DISTRICT	75	78	75		DISTRICT	83	79	71
	STATE	58	59.3	59		STATE	66	65.6	48
GRADE 3 Writing Standard	SCHOOL	96	64	51	GRADE 5 Writing Standard	SCHOOL	91	48	63
	DISTRICT	N/A	N/A	34		DISTRICT	N/A	N/A	46
	STATE	N/A	N/A	17		STATE	N/A	N/A	22
					GRADE 5 Social Studies	SCHOOL	92	91	90
				DISTRICT		77	72	67	
				STATE		59	56	46	

ISTEP/ ILEARN 19		SPR 2017	SPR 2018	ILEARN 2019
GRADE 4 English / Language Arts	SCHOOL	97	90	95
	DISTRICT	83	83	82
	STATE	68.2	66	63.8
GRADE 4 Mathematic s	SCHOOL	91	90	90
	DISTRICT	80	80	78
	STATE	62	60.9	54
GRADE 4 Writing Standard	SCHOOL	93	81	46
	DISTRICT	N/A	N/A	35
	STATE	N/A	N/A	16
GRADE 4 Science	SCHOOL	93	98	94
	DISTRICT	78	80	73
	STATE	62	57.6	46

Figures in the IREAD table below reflect **percent of students who passed**.

IREAD		SPR 2017	SPR 2018	SPR 2019
GRADE 3 IREAD	SCHOOL	100	99	100
	DISTRICT	95.9	93	93.1
	STATE	90.8	87.1	87.3

Figures in the DIBELS/mClass table below reflect **percent of students who met the benchmark in the spring of 2020. The norm will be changing for spring 2020.**

DIBELS/mClass		SPR 2018 EOY	SPR 2019 EOY	SPR 2020 MOY
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	District	83	88	78
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	District	40	60
GRADE 5 Math	School	18	50
	District	22	44

PRAIRIE VISTA GOALS/INDICATORS MATRIX

School Goals: 2020-2021

GOAL	TIER 1 INDICATORS	TIER 2 INDICATORS
<p>WRITING: <u>Writing:</u> Each year, students in grades 3, 4, and 5 will grow 5% or higher on the Writing Standard portion of ILEARN.</p>	<ul style="list-style-type: none"> ▪ ILEARN assessment in grades 3, 4, and 5. 	<ul style="list-style-type: none"> ▪ Internal writing prompts assessed with ILearn rubric and Units of Study rubrics. ▪ DOK ▪ Performance Tasks
<p>READING: <u>Reading:</u> Each year, students in grades 3, 4, and 5 will attain an average score of 90% or higher on the English/Language Arts portion of ILEARN.</p>	<ul style="list-style-type: none"> ▪ ILEARN assessment in grades 3, 4 and 5. ▪ Clear Sights assessment in grades 3, 4, and 5. 	<ul style="list-style-type: none"> ▪ Pearson unit and weekly tests ▪ Classroom assessments ▪ DIBELS in K, 1st, 2nd ▪ Open written responses: Short answer ▪ DOK ▪ Performance Tasks ▪ IXL
<p>MATH: <u>Math:</u> Each year, students in grades 3, 4, and 5 will attain an average score of 90% or higher on the Math portion of ILEARN</p>	<ul style="list-style-type: none"> ▪ ILEARN assessment in grades 3, 4 and 5. ▪ Clear Sights assessment in grades 3, 4, and 5. 	<ul style="list-style-type: none"> ▪ Classroom assessments ▪ DOK ▪ Open written responses: Short answer ▪ Performance Tasks ▪ Mini-Math Assessments ▪ IXL
<p>BEHAVIOR: The percentage of students consistently following the regular code of conduct will be 95% or better in grades K-5.</p>	<ul style="list-style-type: none"> • Number of students receiving a paw print • Number of office referrals 	<ul style="list-style-type: none"> • Number of students receiving a paw print • Number of office referrals • Number of referrals to RtI

SCHOOL IMPROVEMENT GOAL STRATEGIES

APPENDIX “D”

Writing Improvement Goal: Writing: Each year, students in grades 3, 4, and 5 will grow 5% or higher on the Writing Standard portion of ILEARN.

Specific Strategies	Periodic Measure	Responsible Persons	Timeline	Costs
1. Process writing (prewriting, draft writing, conferencing, revision/editing, and publishing) will be taught by every teacher.	Students will regularly complete the writing process: from prewriting through publishing.	Classroom teacher	Ongoing	None associated
2. Prompt writing will be taught by every teacher. Students will be given periodic practice in timed writing prompts. These prompts will be used as a teaching tool to guide classroom instruction.	A timed writing prompt will be administered a minimum of two times a year.	Classroom teacher	Minimum of fall and spring	None associated
3. Student writings will be aligned to the Indiana Academic Writing Standards and Indiana Common Core Standards at each grade level.	Tier 1 data Student writings/progress report	Classroom teacher	Immediate and ongoing	None associated
4. Investigate additional professional development opportunities/consultants to speak to Prairie Vista staff members.	Feedback from any/all staff development will help lead these decisions.	Principal Academic Committee Team Members	ongoing	Consultant fees associated with training.
5. Investigate how to meet the needs of high ability as well as struggling writers.	Feedback from any/all staff development will help lead these decisions.	Principal Resource Teachers High Ability Coordinator	ongoing	Release time Professional books
6. Investigate performance tasks	Feedback from any/all staff development will help lead these decisions.	Principal Committee Team Members Teachers	ongoing	Release time Professional books

APPENDIX “D”

Reading Improvement Goal:

Each year, students in grades 3, 4, and 5 will attain an average score of 90% or higher on the English/Language Arts portion of ILEARN.

Specific Strategies	Periodic Measure	Responsible Persons	Timeline	Costs
1. All kindergarten, first and second grade students will receive direct instruction in phonemic strategies - Foundations. Other programs such as Wilson and LiPS may be used K-3, as needed.	Tier 1 data Ongoing classroom assessment Pearson unit tests DIBELS	Classroom teacher	Immediate and ongoing	In-servicing teachers who have not been trained and those that need a refresher.
2. All teachers will teach reading and language arts through differentiating curriculum using flexible grouping, whole group instruction by teacher, heterogeneous groups by teacher, ability groups by teacher, cooperative learning groups, and individual instruction by teachers. Technology will be used to help children in specific skill areas.	Tier 1 data Informal observation Progress reports Pearson unit tests Edmentium DIBELS Clear Sights IXL	Classroom teacher	Immediate and ongoing	Professional development in differentiated instruction/literacy strategies.
3. Effective balanced literary strategies will be implemented consistently: whole class oral reading, whole class silent reading, individual silent reading, small group oral reading, partner reading, self-selected reading, word study, phonics and other decoding strategies.	Tier 1 data Informal observation Progress reports Pearson unit tests DIBELS Edmentium Clear Sights IXL	Classroom teacher	Immediate and ongoing	Continued professional development in literacy strategies.
4. All teachers will use higher order thinking skills (DOK) strategies in reading instruction to increase comprehension. Investigate Junior Great Books for High Ability readers. DOK Tied to novel studies.	Tier 1 data Informal observation Progress reports Pearson unit tests	Classroom teacher High Ability Coordinator	Immediate and ongoing	Continued professional development in literacy elements.
5. Performance tasks	Feedback from any/all staff development will help lead these decisions.	Principal Committee Team Members Teachers	ongoing	
6. Informational Text: Classroom periodicals (<i>Time for Kids, Story works, Scope</i>) HA uses William and Mary Curriculum	Tier 1 data Ongoing classroom assessment Pearson unit tests DIBELS	Classroom Teacher High ability coordinator	ongoing	Cost of periodicals

Math Improvement Goal:

Each year, students in grades 3, 4, and 5 will attain an average score of 90% or higher on the Math portion of ILEARN.

Specific Strategies	Periodic Measure	Responsible Persons	Timeline	Costs
1. Everyday Mathematics program will continue to be used by all teachers. Teachers will follow the pacing guide/information provided by the district.	Pacing information will be discussed within each grade level periodically.	Classroom teacher	Daily implementation of the program for at least 60 minutes/day.	Implementation training for any new staff members.
2. In addition to the Everyday Mathematics program, students will be expected to practice higher level thinking through the use of above- grade level materials. Emphasis will be on problem solving and mathematical reasoning. (NUMBER SENSE Teachers will use the Everyday Math games and math pentathlon, as needed.	2-3 days a week	Classroom teacher	Immediate and ongoing	Continuation of Ed Helper subscriptions (internet site).
3. Children will be taught math skills by differentiating curriculum using flexible grouping for enrichment and remediation as needed.	Tier 1 data Oral and written assessments Clear Sights IXL	Classroom teacher	Immediate and ongoing	None associated
4. Teachers will implement various strategies so that each student will demonstrate mastery of all Prairie Vista fact goals.	Tier 1 data Timed testing administered weekly and performance records kept. Quarterly unit discussions to assure we are on target. Clear Sights IXL	Classroom teacher	Immediate and ongoing	None associated
5. Math standards and skills will be aligned with the Study Island program for the purpose of practice and reinforcement of skills.	Study Island reports	Classroom teacher/ Lab coordinator	Immediate and ongoing	None associated
6. Writing: Children will be taught how to use writing to explain/describe how they solve math problems. Teachers will use the ILEARN format. Kay Davidson- Math application	2-3 days a week Tier 1 data	Classroom teacher	Immediate and ongoing	None associated
7. Performance tasks	Feedback from any/all staff development will help lead these Decisions.	Principal Committee Team Members Teachers	Immediate and ongoing	

APPENDIX “D”

Behavior Improvement Goal 4: The percentage of students consistently following the regular code of conduct will be 95% or better in grades K-5.

GOAL 5:

Diversity, Inclusion, & Equity: Ensure a welcoming, safe, inclusive and equitable school community.

District Goal to which improvement goal is aligned:

Our school climate is the result of communication and collaboration among the administration, parents, teachers, staff and students. A safe and personalized learning environment in our schools nurtures the whole child.

Specific Strategies	Periodic Measure	Resources Currently Available	Responsible Persons	Timeline	Costs
1. Teacher model and provide direct instruction of expected behavior in all areas of the building	Number of students receiving a paw print Number of office referrals	<ul style="list-style-type: none"> • Positive School-wide Behavior Team • Paw prints 	Staff	Immediate and ongoing	
2. All parents are provided a copy of Prairie Vista’s Positive School-wide Behavior Plan annually.	Number of students receiving a paw print Number of office referrals	Positive School-wide Behavior Team	Administration	Prior to the start of each academic school year and ongoing.	
3. Prairie Vista’s Positive School-wide Behavior Plan is available on the school’s website.	Number of students receiving a paw print Number of office referrals	Positive School-wide Behavior Team	Administration	Immediate and ongoing	
4. Quarterly review of office referrals	Unit meetings to discuss progress toward goal and student needs	Positive School-wide Behavior Team	Teachers and administration	Quarterly	
5. Parents are informed of the expectations at Parent Information Night	Annually	Positive School-wide Behavior Team	Teachers and administration	Annually	
6. Expectations are posted throughout the school.	Immediate and ongoing	Positive School-wide Behavior Team	Teachers and administration	Immediate and ongoing	
7. Positive messages are delivered each daily during morning announcements.	Immediate and ongoing	Positive School-wide Behavior Team	5 th Grade students and administration	Immediate and ongoing	
8. Students are recognized daily for following the School-wide Positive Behavior Plan	Number of students receiving a paw print	Paw Prints 5 th -Mini-economy, etc.	Staff	Immediate and ongoing	
9. Teachers and administration are members of an active Roti Behavior Team that has support of the Crisis Team	Monthly	Roti Team Positive School-wide Behavior Plan	Teachers and administration	Immediate and ongoing	

<p>10. Professional development opportunities to staff to support the SEL initiatives and provide information as well as best practices. ACE-Interface, trauma-informed care and stress management.</p>	<p>Immediate and ongoing</p>	<p>Positive School-wide Behavior Team YSB The district's Director of SEL</p>	<p>The district's Director of SEL & Mental Health will offer</p>	<p>Immediate and ongoing</p>	
<p>Assess and improve facilities, hallways, and classrooms to ensure they are welcoming and inclusive.</p>	<p>Ongoing</p>	<p>Inclusive language and images evident in school building, curriculum and library materials. Collaborate with PHM's Restorative Justice Leadership Team to implement RJ practices within the school</p>	<p>The director of Diversity</p>	<p>Immediate and ongoing</p>	

ACTION PLAN FOR SCHOOL IMPROVEMENT BEHAVIOR GOAL

School Goal 4 (from SIP) (The Professional Development Program should be limited to, at most, three school goals. Please use one Form D for each school goal.)
The percentage of students following the regular code of conduct will be 95% or better in grades K-5.

Professional Development Goal (s) (From #4 Forms C)

- *Increased positive school climate*
- *Create a support structure for teachers to implement research-based instructional strategies and/or whole school reform models.*
- *Ensure flexibility in the implementation of the staff development framework.*
- *Build capacity to design and deliver a staff development program that positively impacts student achievement.*

Activity*	Intended Audience (Stakeholders)	Person Responsible	Collaborative Partners Needed	Time Line (Include completion date)	Resources (People, materials, time)		
					Need	Have	
Collaboration/Peer Coaching/Mentoring	Administrators, teachers, and support staff	Administrator Teachers		Immediate and ongoing	Release time Materials Grade level goals	X	X
Successful Schools.org With Dr. Rob March	Administrators, teachers, and support staff	Administrator Teachers	Consultant	Immediate and ongoing	Release time Consultant Materials Professional Library	X X X	X X
Staff Meetings	Administrators, teachers, and support staff	Administrator Teachers		8 times per year	Time Resources	X	X
Grade Level Team Meetings	Teachers	Teachers		Weekly	Before/after school unit meeting time or common planning time		X
Technology Training/Support	Administrators, teachers, and support staff	Administrator Teachers	Technology Department Building Tech	Immediate and ongoing	Time Resources Technology Department	X	X X
SEL Tier 1 Lessons	Students	Contracted Specialist through Youth Service Bureau	YSB Specialist	Immediate and Ongoing	Time Resources		X X

