

Unified Comprehensive Needs Assessment and School Improvement Plan

School Name	Prairie View Elementary School
Local Education Agency Name	New Prairie United School Corporation
School Year	2019-2020

I. Develop a vision of excellence

Vision of Excellence

Prairie View's Vision of Excellence includes the full implementation and realization of the New Prairie United School District's Mission, Vision, and Core Beliefs.

II. Create a school profile

School Profile

Prairie View Elementary School (PVE) is one of three K-5 buildings in New Prairie United School Corporation (NPUSC). Upon completion of the fifth grade, students from PVE attend New Prairie Middle School for grades 6-8.

Prairie View Elementary School is a K-5 school with 307 students. Of that number 156 are boys, and 151 are girls. Currently, 40% receive free and reduced lunch rates. Prairie View has 0 ENL students, 24 students with IEPs, and 37 students identified as High Ability.

Currently, 49 staff members that work in some capacity at our school and contribute to educational programming. The school is comprised of 2 classrooms per grade level. 24 certified teachers deliver instruction with the assistance of 25 non-certified support staff members who play an important role in helping our children.

Vision

NPUSC's vision is to ensure high levels of learning for ALL students. We strive to become a "High-Reliability School System" that provides for every student and family we serve the following:

We strive to provide the following for every student and family we serve.

1. A safe and collaborative learning environment
2. Excellent student learning environment based on teaching best practices & high levels of student learning in every classroom
3. A guaranteed curriculum in every school, ensuring no matter where a student is attending in NPUSC, all students develop the need for academic success through mastery of grade-level power standards

4. An outstanding programming & facility approach that gives equal respect-passion-attention-& resources to College and/or Career Readiness and Co-Curricular and Extra-Curricular opportunities
5. A recognized school district at the regional and national level for Student Performance on state assessments, national assessments, and high placement rates in the college or career pathways chosen by students
6. Formal/Planned assistance for ALL NPUSC secondary students to develop a career and/or college pathway plan that includes resources and exploration opportunities

Mission Statement

Our purpose is to ensure high levels of learning for ALL students.

Core Beliefs or Core Values

NPUSC Core Values and Collective Commitments:

- We are student-centered; all decisions and actions will be based on what students need to achieve our Mission.
- Relationships Matter in NPUSC-Student/Teacher, Employee to Employee, Employee to Administration; We strive for continuous growth and improvement for the betterment of our students, even if this introduces short-term tension. Relationships matter in NPUSC, and continuous growth for student success matters even more.
- We will pursue growth and improvement opportunities for our professionals and classified staff to constantly strive to be the best we can be for students. We believe striving to learn and implement the latest research in best practice for learning and for organizational function/management is in the best interest of the students we serve.
- We will strive to be a model school system focused and known for literacy development to engage students in 21st Century Learning Experiences.
- We will strive to be a model school system focused on technology integration, especially to engage students in literacy skills for 21st Century Skill Readiness.
- We will hold community engagement and partnerships in high regard and will communicate consistently with our school community to inform and collect feedback to inform NPUSC direction.
- We will effectively manage NPUSC Fiscal & Facility Resources to provide the best learning experience for students.
- We will develop a college prep or career pathway plan for every NPUSC student.

- We pursue excellence in extra-curricular & co-curricular activities. We believe many critical life lessons & soft skills are developed in these programs and in daily interaction with students by our teachers and staff.

Student Demographics

[Student Demographics](#)

Staff Demographics

[Staff Demographics](#)

Student Behavior

[Student Behavior](#)

Student Academic Outcomes

[Student Academic Math Outcomes](#)
[Student Academic Literacy Outcomes](#)

Summary of Current School Improvement Strategies

Model PLC Best Practices That Will Guide our Work:

- Teams will have operating norms for behavior to preserve/protect the PLC process to ensure healthy, effective, results-oriented collaboration
- Teams will collectively identify and review power standards
- Teams will in time apply/develop common formative assessments aligned to power learning standards
- Teams will provide or work with dedicated “no new teaching time” to allow for targeted and timely intervention and acceleration
- Schools will have Leadership Teams that serve as “guiding coalitions” for using the PLC process to develop and monitor school-wide goals for student/adult learning
- Schools will have intervention/RTI teams to develop school-wide and individual student plans that address causes in learning gaps, not symptoms. Plans will be targeted, time-specific, measured, and include clarity of roles and desired outcomes.

Summary of Core Curricula

The curriculum for Prairie View Elementary School is based on Indiana Academic Standards. Ready Math pacing guides and curriculum maps direct the flow of instruction. PLC process includes the identification of Essential Standards and learning targets for E/LA and Math.

Prairie View Elementary School's curriculum is based on the New Prairie United School Corporation adopted curriculum and aligned with the Indiana College and Career Readiness Standards. All grade levels have worked with our corporation curriculum department to map the academic standards using a web-based program - Build Your Own Curriculum. Each classroom teacher has internet access to the standards and standards posted in their classroom.

Language Arts

The Language Arts curriculum in grades K-5 is based on the Indiana College and Career Readiness Standards. The students receive a variety of teaching methods and curriculum including McGraw-Hill Reading Wonders as a basal series found on both, individual iPads and as hard copies, Foundations by Wilson Reading for phonics and spelling instruction, literacy groups in grades K-5, and Smekens Six + One Writing Traits instruction. Language Arts remediation opportunities include instruction from the Title I personnel, small group tutoring, and/or use software and a variety of apps (iPad) to remediate as determined necessary by the classroom teacher and the RtI team.

Mathematics

The Math curriculum in grades K-5 is based on the Indiana College and Career Readiness Standards. Students receive a variety of teaching methods including problem-solving strategies to teach rigorous Math skills to all students. NPUSC transitioned to Ready Math in fall 2017. Additional Math remediation opportunities may include instruction from the Title I personnel, small group tutoring, and/or use software and a variety of apps (iPad) to remediate as is determined necessary by the classroom teacher and the RtI team.

Science

The Science curriculum in grades K-5 is based on the Indiana College and Career Readiness Standards. Discovery Science has been implemented beginning fall 2018. It is frequently integrated with Language Arts to support the informational text component shared by both curriculums. A variety of materials are used to support instruction including hands-on learning labs, Science Weekly, Scholastic Let's Find It Out, etc. The Young Astronauts Program is also available to students at PVE.

Social Studies

The Social Studies curriculum in grades K-5 is based on the Indiana College and Career Readiness Standards. It is frequently integrated with Language Arts to support the

informational text component shared by both curriculums. A variety of materials and resources are utilized including web-based information, Time for Kids, Scholastic Let's Find It Out, Indiana Studies Weekly, and Junior Achievement, etc.

Curriculum for E/LA, math, spelling, writing, science, health, social studies, music, and physical education are reviewed and revised along with state textbook adoption. Copies of curriculum are available at the New Prairie United School Corporation Offices 5327 N. Cougar Road, New Carlise, IN 46552

Summary of Formative and Summative Assessments

Curriculum drives instruction/assessment and all are in alignment. Assessment data is evaluated to monitor students' progress as well as curriculum trends and instruction. All state and common grade-level assessments are reviewed during meetings and after NWEA Map assessment benchmarks. Electronic data pages reflect student achievement for NWEA. This is also incorporated during data meeting discussions. BOY, MOY, EOY, for NWEA, IREAD3, and ILEARN reports are shared and studied at professional learning community (PLC) data meetings. In addition, teachers create Common Formative Assessments to measure student progress toward mastery for identified Essential Standards. The Response to Instruction (RtI) Team reviews students who are at risk academically, socially, or emotionally. In cooperation with parents, staff tailors educational programs for students based on the multi-tiered model of support (MTSS). Data is shared, PLC Meetings and RtI Meetings that address the effectiveness of the intervention, teaching strategies and curriculum, and changes are made accordingly.

Summary of Academic Intervention and Enrichment Programs

Strategies for low achieving and at-risk student populations.

Prairie View is committed to its vision that all students can learn at high levels. Careful analysis of individual student data during grade-level meetings with an emphasis on the at-risk/low achieving population helps ensure that appropriate instructional strategies are being implemented and student needs met. Daily 90-minute reading blocks are in place at all grade levels. Tier 2 blocks provide an additional 30 minutes of extended learning opportunities, and Tier 3 blocks provide additional one-on-one time with teachers and instructional assistants. These are flexible and skill-driven and are implemented at all grade levels. In addition, a mentoring program is in place where school staff and high school students volunteer to meet with at-risk students weekly. They engage students in academic activities as well as support the students socially/emotionally.

Additionally, we have a variety of Math and reading programs available for students to use on their ipads, computers, and laptops including but not limited to Reflex Math, Lexia, etc.

Intervention opportunities include, but are not limited to:

Fountas and Pinnell - Students that are struggling with reading as determined by the classroom teacher, are given the diagnostic reading assessment in order to identify the challenge areas in reading and determine an accurate reading level.

Licensed School Counselor- Students and families needing help with emotional, behavioral, and, in some cases, financial concerns are able to consult with the school's counselor. Teachers, students, and families can request services offered by a community licensed clinical social worker who conveniently meets with clients at the school.

Paraprofessional Support - Prairie View is staffed with several paraprofessionals that are assigned to assist in the remediation services of students. Teachers provide lesson plans and instructional resources for paraprofessionals in order to meet the needs of at-risk students. Training is provided by Title I in Balanced Literacy, Wilson Foundations, and various reading and math programs.

Peer Mentor Support - This intervention is used when a student is found to respond better to peer assistance than adult assistance. Students are recommended to read to other students, practice Math facts, etc. Teachers or the RtI team can recommend this strategy.

Special Education - Students who have been evaluated and have an IEP are provided with Special Education services. Prior to evaluation, students move through the RtI process.

Title I - Students who require additional assistance in the areas of Math or reading receive Title I services, which offer extra time and help provided by the Title I staff. Students are identified using a variety of methods including assessment data and teacher nomination.

RtI - Teachers refer students who are in the bottom (25%) quartile of ELA or Math, who did not pass ILEARN and/or present other areas of concern (i.e. behavioral) to the attention of the RtI Team with the goal to develop an individualized intervention plan. The team revisits each RtI student's case approximately every week. Parents are invited to participate in all meetings and are informed of goals set for their child. The students' intervention plans follow them to the next grade level for continuous support if needed.

Individual Therapy Sessions -Prairie View is partnering with Licensed Clinical Social Workers from Meridian Counseling to offer in-house services to students in need. The school counselor assists in sharing this information with parents and guardians.

Bobcat Club - This after school program is offered to all students K-5. Homework assistance is offered as well as activities that review and enrich curriculum taught in the classroom in an “edutainment” format. Additionally, the Bobcat Club offers a variety of enrichment clubs including Robotics, Young Astronauts, and Technology (i.e. Spheros, etc.). Ipads, laptops, and CleverTouch panels are utilized in the after school program.

Focused Instruction/ER Time - Students in grades 1-5 are flexibly grouped for 20-30 minutes four to five days per week for focused instruction on a specific group of standards to pre-teach and/or re-teach in math and reading.

Technology Opportunities - A variety of web-based programs including iPad apps are utilized to provide students with additional practice opportunities in all curricular areas.

Opportunities for proficient and advanced levels of student academic achievement/rigorous and challenging curriculum for all students.

In all content areas and grade levels, the district curriculum goes beyond basic skills and reflects higher-order thinking (interpreting data, problem-solving, applications, communication, analysis, and synthesis). District curriculum designees and their committees ensure that the written curriculum is rigorous and challenging for all subjects. Administrators monitor all students for engagement in work that is challenging and includes appropriate depth rather than “covering content”. High ability students are cluster grouped at each grade level. The curriculum accelerates and enriches as it aligns to the IDOE standards and beyond. All students are offered the opportunity to apply for our summer enrichment programs through summer school.

Enrichment opportunities include, but are not limited to:

Focused Instruction/ER Time - Students are flex-grouped for 30 minutes every day for focused instruction on a specific group of standards in mathematics and reading.

Student Council - This is offered to 3rd, 4th and 5th-grade students who are nominated by the student body to represent the school. They conduct projects that help both the community and school.

Math Bowl - Through ISTEP+ data analysis, Math assessments and teacher recommendation students are selected to participate in Math Bowl.

Spell Bowl - Through pre-testing and teacher nomination, students can participate in the Spell Bowl.

Spelling Bee - Students in grades 3-5 can qualify for the spelling bee. The two top performers, one competitor, and one alternate, from the school proceed to the next level.

Science Fair - All students can participate in the Prairie View Science Fair, which encourages the study of the various areas of Science.

History Fair - Students in grade five participate in the Prairie View History Fair, which guides the students through historical research culminating in a presentation.

Young Authors - students are given the opportunity to publish their own book. They take part in workshops offered by professional authors and/or illustrators.

Circle the State - Students who excel in vocal music form a group that meets weekly before school and culminates in a large group performance of many schools across the state.

Junior Great Books - promote shared inquiry to boost comprehension skills and provide additional skills for High Ability students.

ALEKS - Computer-based Math program implemented High Ability students and students working at least one grade level above in Math to continue moving through higher-level skills at their own pace.

List of Other Programs for Students (Schoolwide or Targeted to Specific Groups of Students)

Strategies for underserved populations/curriculum appropriate to the learner/cultural competency.

Instruction is differentiated in all content areas and levels. Teachers implement a variety of instructional strategies, assessments, resources, and flexible grouping patterns in order to meet the needs of all learners. Strategies include visual cues (graphic organizers), hands-on activities, small group instruction, the use of Math manipulatives, reciprocal teaching in guided reading groups, technology, Focused Instruction/ER Time, etc. An ESL highly qualified teacher is on staff to assist English language learners. Prairie View offers an after school program (Bobcat Club) to assist students with homework, tutoring, and enrichment opportunities. All elementary classrooms are language enriched and vocabulary is embedded in instruction.

Valuing diversity means accepting and respecting differences. Prairie View's students come from different backgrounds, and their customs, thoughts, ways of communicating, values and traditions vary accordingly. The choices that our students make are powerfully affected by their culture. By accepting and acknowledging our students' cultures, educators can maximize their relationship with the students and their families. We are continually exploring opportunities to educate our staff and our students regarding cultural variables, and we have successfully developed a school climate that teaches kindness and respect to all who work and attend school at Prairie View. Staff development continues through visits to other schools, information from the Cultural

Competency Committee, etc.

In addition, Prairie View's students receive social and emotional training and support through the use of the Second Step program. This material is presented by our school counselor during 40-minute classes each week for all grade levels. The school district has adopted the Second Step program resources for implementation K-12 beginning in the 2019-2020 school year.

Summary of Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies

PVE staff is comprised of highly qualified teachers. Every teacher has a minimum of a Bachelor's or Master's degree in education and demonstrated competence in the subject areas of Elementary Education. As a Title I school, all paraprofessionals are highly qualified. Each assistant has either a certified teaching license, has completed a minimum of 2 years at an accredited college, or has passed the Indiana ParaPro Praxis.

Recruitment: Prairie View Elementary attracts student teachers/interns from local universities including Purdue North Central, Indiana University of South Bend, Bethel, St. Mary's College, etc. These student teachers are teamed up with highly qualified mentor teachers during their student teaching experience. They often return as substitute teachers, long term substitute teachers, assistants, and teachers in New Prairie schools. NPUSC posts teaching positions on its website and accepts applications through an online system, Applitrak. The superintendent supervises the hiring process from application and resumé through interviews, reference calls, and board approval. NPUSC searches for highly qualified teachers and assistants for all positions.

Selection: Prairie View staff works collaboratively with administrators and central office staff to select the best candidates for interviews. Panel interviews are conducted and then candidates are brought back for second interviews with the superintendent and curriculum director. Background checks are conducted on all new employees and every four years on existing employees. DCS background checks are also run. School Board approval is necessary for employment of all personnel.

Induction: All new teaching staff is required to attend New Teacher Training that includes opportunities to engage in all technology applications, curriculum, teaching models and "support for new teachers" options (including mentors).

Summary of Teacher and Staff Professional Learning Opportunities

As a staff, we understand and agree that focused staff development must be grounded in best practice and research-based methods. The Prairie View professional development plan is purposefully designed to be prescriptive for the needs that have been identified throughout our school improvement planning process. We have identified what programming needs to be strengthened and have tied these needs into teacher professional goals. Teachers across the corporation agreed to add professional development sessions to focus on school improvement efforts. Prairie View participates in late start days every Wednesday (45 minutes).

- Continuation of successful implementation of changes made in prior years
- Ongoing Balanced Literacy Training
- Ongoing High Ability Training
- Ongoing RtI Training
- Ongoing Cultural Competency Training
- Ongoing Data Analysis
- Ongoing Collaborative Data Meetings with data analysis (PLC's)
- Ongoing Effective Instruction and Assessments with Solution Tree (PLC)
- Ongoing Cross Grade Level meetings
- Ongoing Technology Training
- Ongoing Math Training
- Late Start Wednesdays (adds 75 minutes of PD)
- Monthly Grade Level Meetings
- Quarterly Cross-Grade Level meetings
- Monthly Staff Meetings
- Monthly training for instructional assistants
- Ongoing writing training (Smekens)
- Ongoing reading training (Smekens)
- Mandatory State Training (suicide, CPS, homelessness, sex, gangs, active shooter, sexual harassment, social/emotional needs of students, seclusion and restraint, CPI and safety,

Summary of Teacher and Staff Coaching and Evaluation Model

New Prairie United School Corporation uses the RISE Model of performance evaluation. Each certified staff member is observed at least twice a year and provided feedback based on the RISE rubric. Final evaluation ratings include scores from observations, SLO competencies, growth model data (Group 1 Teachers) and school letter grades.

Performance Level Ratings:

Each teacher will receive a rating at the end of the school year in one of four performance levels:

Highly Effective: A highly effective teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Effective: An effective teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Improvement Necessary: A teacher who is rated as improvement necessary requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Ineffective: An ineffective teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Summary of Key Family and Community Engagement Strategies

Prairie View Elementary School invites all parents to be active partners in educating our children. The school administration, teachers, and support staff actively recruit parent involvement in many ways for multiple purposes. Parents are invited to serve as active members of school planning and curriculum committees. Teachers at all grade levels K-5 have enthusiastic parent volunteers who support numerous classroom activities. They assist by serving as room parents, participating in enrichment clusters, tutoring students, supervising field trips, preparing instructional materials, assisting with class projects, attending parent meetings, utilizing the parent resource room, etc. Parents are kept informed via classroom/school newsletters, website, PTO Facebook page, phone messaging system, personal phone calls, PowerSchool, Schoology, Google Classroom, mailings, and emails. Parents are invited to a beginning of the year “Meet and Greet” night and parent/teacher conferences which are held in October. They are also invited to attend RtI meetings with their child’s teacher. Students utilize daily planners for further school/home communication.

The Parent Teacher Organization (PTO) Executive Board coordinates multiple service projects and student activities to complement our instructional program throughout the year. Our PTO is instrumental in funding many opportunities that help extend learning opportunities. Because of our PTO, every teacher is the beneficiary of a classroom stipend that they use for discretionary supplies or materials for their classroom. PTO meetings are open to all staff and parents and the leadership of the PTO is always seeking ways to involve more parents. Facebook allows parents/staff to follow and communicate with the PTO.

Throughout the year parents and students join together for a variety of opportunities such as reading together, making a project together, and learning about Title 1 services and benefits. Some of these events include but are not limited to parent conferences, Literacy Nights, Grandparent (VIP) Day, All-Pro Dads and iMoms breakfasts. Parents are provided with resources to support their students’ education (at home) and are introduced to our Parent Resource Room which houses a variety of materials for families.

Prairie View Elementary is committed to building close parental relationships. Parents have the opportunity to review and comment on the school improvement plan throughout the year. There is parental representation on the school improvement team that reflects Prairie View’s parent concerns and perceptions.

List of Community Partnerships

Various community resources are available to Prairie View parents, including information on parenting and discipline; medical, dental, and health information; and brochures on area recreation opportunities for students. These materials are located in the Parent Resource Center. Parents should sign in at the main office before utilizing the Resource Center.

Periodically throughout the school year, social agencies are highlighted in the school newsletter to keep parents informed of available assistance within the community. In addition, printouts of social agencies are available to parents by contacting the school counselor.

Community Agencies:

- Youth Service Bureau
- Head Start
- Big Brother/Big Sisters
- The Advocacy Center
- Local Area Churches / Food Banks
- Super Shot Free Immunizations
- LaPorte County WIC Office
- IU Health – LaPorte Hospital
- Salvation Army
- YMCA of LaPorte
- LaPorte County Head Start
- LaPorte Healthy Families

Prairie View School assists in the transition of pre-school children by attending IEP case conference meetings for placement and programming of students. In addition, pre-school parents and staff are provided communication and procedure documents for Prairie View School. Pre-school students and teachers have access to equipment, materials, library services and other building space. Kindergarten Registration is held annually in the spring to provide parents with information and enroll students in our kindergarten programs.

The Indiana Partnership Center: A not-for-profit Parent Information and Resource Center, funded in part, by the U.S. Department of Education, Office of Innovation and Improvement, serving the families of Indiana, helping to ensure the academic success of Hoosier children.

The IPC publishes a newsletter, [Partners in Learning](#). This resource is available by visiting Prairie View's Parent Resource Center. You may also contact Indiana's Parent Information & Resource Center (PIRC) at 921 E. 86th Street Suite 108, Indianapolis, Indiana 46240 or calling (317) 205-2595, toll-free at (317) 205-9790 or log on to www.fscp.org.

School Improvement Plan Template

*Note: If you are planning to use this School Improvement Plan template to ensure you are fulfilling all of the school improvement planning requirements in Indiana Code, but are **not** completing the Comprehensive Needs Assessment (CNA) portion of this template, you must complete a School Profile (CNA Phase 3) to ensure all requirements are met. Please use [this link](#) to access a template for the School Profile.*

Phases

- I. [Form a School Improvement Plan development team](#)
- II. [Review focus areas, key findings, and root causes](#)
- III. [Describe the school's core components to identify opportunities to address focus areas](#)
- IV. [Select evidence-based interventions that address the school's focus areas](#)
- V. [Design a professional development plan](#)
- VI. [Develop a roadmap to guide implementation of the school improvement plan](#)

I. Form a School Improvement Plan development team

SIP Development Team Members

Note: Add or subtract rows as needed.

Name	Stakeholder Group(s)	Role(s)
Rhonda Myers	Building Administration	Principal
Dr. Carrie Cannon	District Administration	Title I Coordinator
Wendi Hemphill	Staff	Title I Teacher K-2
Lauren Dyer	Staff	Title I Teacher 3-5
Tim Flanagan	Staff	School Counselor
Sarah Binder	Staff	Teacher - Grade 5
Debbie Jurkowski	Family/Community	Parent

Note: Use the tables below to name the topics that committees will focus on to support the process of developing a SIP as well as the members of these committees, modifying the tables as needed.

Note: TSI identified schools must include a domain of study specific to each subgroup identified as low performing.

Committee's Focus: District Review Team		
Name	Stakeholder Group(s)	Role(s)
Dr. Carrie Cannon	District Administration	Title I Coordinator/Asst. Supt
Dr. Paul White	District Administration	Superintendent
Rich Shail	School Board	President

Committee's Focus: Parent and Community

Name	Stakeholder Group(s)	Role(s)
Kellie Sturgeon	Parent-Teacher Organization	President
Rhonda Smorske	Parent-Teacher Organization	Vice President
Jane Bealor	District Classified Staff	PVE Representative
Wendi Hemphill	Rep.	Union Executive Committee

II. Review focus areas, key findings, and root causes

If you did not complete the Comprehensive Needs Assessment (CNA) template, you will need to identify focus areas to guide your work in this and subsequent phases of the School Improvement Planning process. See CNA Phase 6 for resources that can help you identify these focus areas.

If you did complete the Comprehensive Needs Assessment (CNA) template, to guide the presentation and discussion in this SIP phase, please use the text from Phase 6 of the CNA to complete all but the greyed cells below. The greyed cells should be completed after the presentation, based on questions and ideas raised during the SIP development team’s discussion.

Review of Focus Area 1	
<p>Description of Focus Area 1: Improve writing scores</p> <p>In past years our school has focused on improving reading and math. Last year’s priority was improving our math scores, in which we succeeded. Based on our current data, the focus needs to shift to writing. We need</p> <p><i>(Click here to return to the description of Focus Area 1 from the CNA)</i></p>	
<p>Modified Description of Focus Area 1: Improvement of writing scores on state standardized tests.</p>	
Description of key findings for Focus Area 1 (strength or area for growth)	Root causes for key findings from Focus Area 1
<p>After analyzing the data provided from the previous year (18-19), our area of weakness is writing. Our overall ELA proficiency score was 57%. Students’ scores were the lowest in this content area, which impacted both our achievement and growth scores.</p>	<p>We do not have a designated uninterrupted time daily for the writing process across all grade levels.</p> <p>We need to continue to implement effective writing instruction and strategies.</p> <p>We need to improve our writing instruction to make sure we achieve the rigor necessary to perform on state standardized testing.</p> <ul style="list-style-type: none"> • Students must show mastery of the four types of writing- expository, persuasive, narrative, and descriptive.

Review of Focus Area 2

Description of Focus Area 2: Creating CFAs (Common Formative Assessments)

We began the PLC process last year. Within the past year, our teachers have identified essential standards in Reading and broken essential standards into learning targets. Our next step in creating an effective PLC Model School is to design and implement CFAs for our essential standards.

(Click [here](#) to return to the description of Focus Area 2 from the CNA)

Description of key findings for Focus Area 2 (strength or area for growth)

(Click [here](#) to return to the description of key findings for Focus Area 2 from the CNA)

Teachers are currently using provided assessments as formative and summative assessment tools.

Grade level teachers are not using the same assessments and/or testing at the same time.

Assessments need to be designed to best address each learning target identified.

Root causes for key findings from Focus Area 2

(Click [here](#) to return to the root causes for Focus Area 2's key findings from the CNA)

CFAs for all essential standards at all grade levels in all content areas (ELA and Math) have yet to be created or fully implemented.

Review of Focus Area 3

Description of Focus Area 3:
Effective instruction (IPLI Goal)

Prairie View will create, implement, and share with all stakeholders a “Framework for Instruction” that will drive our effective tiered instruction in all classrooms. As a result of our framework, teachers will complete self-evaluations from recorded lessons in order to strengthen their effectiveness in their tiered instruction. Model examples will be shared with all staff in a shared Google Drive folder as a resource for all teachers to use.

(Click [here](#) to return to the description of Focus Area 3 from the CNA)

Description of key findings for Focus Area 3 (strength or area for growth)

Root causes for key findings from Focus Area 3

(Click [here](#) to return to the description of key findings for Focus Area 3 from the CNA)

Tiered instruction can be improved to meet the vision of our school.

Teachers have expressed the desire to see other effective instruction happening within the building to increase their own effectiveness within their classroom.

Studies show that self-reflection leads to change and growth in the area of focus.

(Click [here](#) to return to the root causes for Focus Area 3’s key findings from the CNA)

The need to provide more focused and intense Tier 3 instruction has led to the need of stronger/more effective Tier 1 instruction.

III. Describe the school's core components to identify opportunities to address focus areas

Note: In the tables below, the SIP development team will describe many of the school's core elements, such as curriculum and assessment. After describing each core element, the SIP development team is encouraged to reflect on the extent to which the school's approach to this core element will help it address a key finding or contributing factor from one or more of its focus areas. It is possible that a core element may not be applicable to each focus area. In these cases, the SIP development team is encouraged to write "not applicable" in the cell, but only after careful reflection.

Description of Core Component: Safe Learning Environment
<ol style="list-style-type: none">1. How will the school maintain a safe and disciplined learning environment for students and teachers?2. How will the school ensure clear expectations are communicated to students?3. How will the school create an environment in which there is genuine respect for students and a belief in their capability?4. How will the school utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?
<p>Our school will maintain a safe and disciplined learning environment for students and teachers by holding all parties accountable for their actions. Clear expectations and consequences will be shared with all members of the school family. Prairie View has developed a Crisis Plan. The plan details actions to be taken in emergencies and were developed collaboratively by a team of staff members. Professional development sessions will be held for the staff to advise them of the plan.</p> <p>Each staff member at Prairie Elementary School has a red emergency backpack with all of the emergency plans in it. These backpacks are kept in an accessible place and are carried by teachers during drills and emergencies. A copy of each building plan is located in the district and building office.</p> <p>Our building has a voluntary Crisis Team. The Crisis Team is trained through the Crisis Prevention Institute (CPI) in non-violent crisis intervention strategies. Fire drills, active shooter drills, severe weather drills, and lockdown drills are practiced on a scheduled basis. Evacuation plans for students are developed and practiced for safe evacuation from PVE.</p> <p>Prairie View has been equipped with an Automated External Defibrillator (AED). This life-saving device is located outside of the main office hallway. All staff is trained in Cardiopulmonary Resuscitation (CPR) and use of the AED device.</p>

The building plan is a part of the corporation safety plan, which is updated yearly or as needed. Every adult in our building is required to have an ID on them at all times during the school day. Teachers/staff who need to leave the building during the school day must sign out or inform the office that they are leaving the grounds. The building plan includes emergency instructions for; a disaster plan of communication with team leaders for each building; a plan for serious injury/trauma; suicide plan; evacuation plans for the student body (including the disabled); flood preparedness; lockdown procedures; procedures to address mass student disturbances, outside disturbances, and hostage situations; chemical spills; bomb threats (all secretaries are trained on proper telephone technique if this happens, including a form to complete with all pertinent information); explosion (in the building or the nearby surrounding area which may affect our building; gunfire/shooting; and national disasters. PVE conducts routine drills for the following: fire drills (one per month-evacuation instructions are posted in each classroom); severe weather drills (two a year); lockdown drills/active shooter drills (at least 4 times a year).

PVE is proactive in safety matters. Students are well-prepared in safety management. PVE safety committee team continually reviews and updates the plan. All staff reviews and discuss safety and crisis intervention plan at the beginning of each school year and whenever updates are made.

Gap Analysis: Safe Learning Environment

How will the school's plan for fostering a safe learning environment also help the school address its focus areas?	In what ways does the school's plan for fostering a safe learning environment <i>not</i> help the school address its focus areas?
<p>For Focus Area 1: Students will feel safe within the school building and be able to focus on their instruction and demonstrate their personal best on given assessments.</p>	<p>For Focus Area 1: N/A</p>

<p>For Focus Area 3:</p> <p>Teachers will feel comfortable to share with each other their videos and reflections. Teachers will be able to use feedback provided by others, to improve all tiered instruction. Teachers will be able to gain insight into effective instruction that is happening within the school and benefit from the work of others without feeling threatened or demeaned.</p>	<p>For Focus Area 3: N/A</p>
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Description of Core Component: Curriculum
<p>1. Provide an overview of the school's curriculum, including, but not limited to:</p> <ul style="list-style-type: none"> ● A description of the school's curriculum review and adoption process; ● A description of the school's curriculum for Tier I instruction as well as a brief rationale for using these curricular resources; ● A description of the school's curriculum academic interventions as well as a brief rationale for using these curricular resources; and ● A description of the culturally responsive curricular materials, if any, that the school is using to ensure all students' cultural differences are recognized and appreciated. <p><i>Note: Please ensure there is a copy of the curriculum available for inspection by members of the public as required by 511 Indiana Administrative Code 6.2-3.</i></p>
<p>Prairie View Elementary School's curriculum is based on the New Prairie United School Corporation adopted curriculum and aligned with the Indiana College and Career Readiness Standards. All grade levels have worked with our corporation curriculum department to map the academic standards using a web-based program - Build Your Own Curriculum. Each classroom teacher has internet access to the standards and standards posted in their classroom.</p> <p>The Language Arts curriculum in grades K-5 is based on the Indiana College and Career Readiness Standards. The Students receive a variety of teaching methods and curriculum including, McGraw-Hill Reading Wonders as a basal series found on both, individual iPads and as hard copies, Foundations by Wilson Reading for phonics and spelling instruction, literacy groups in grades K-5, and Smekens Six + One Writing Traits instruction. Language Arts remediation opportunities include instruction from the Title I personnel, small group tutoring, and/or use software and a variety of apps (iPad) to remediate as determined necessary by the classroom teacher and the RtI team.</p>

The Math curriculum in grades K-5 is based on the Indiana College and Career Readiness Standards. Students receive a variety of teaching methods, including problem-solving strategies to teach rigorous Math skills to all students. NPUSC transitioned to Ready Math in fall 2017. Additional Math remediation opportunities may include instruction from the Title I personnel, small group tutoring, and/or use software and a variety of apps (iPad) to remediate as is determined necessary by the classroom teacher and the RtI team.

The Science curriculum in grades K-5 is based on the Indiana College and Career Readiness Standards. Discovery Science has been implemented beginning fall 2018. It is frequently integrated with Language Arts to support the informational text component shared by both curriculums. A variety of materials are used to support instruction, including hands-on learning labs, Science Weekly, Scholastic Let's Find It Out, etc. The Young Astronauts Program is also available to students at PVE.

The Social Studies curriculum in grades K-5 is based on the Indiana College and Career Readiness Standards. It is frequently integrated with Language Arts to support the informational text component shared by both curriculums. A variety of materials and resources are utilized, including web-based information, Time for Kids, Scholastic Let's Find It Out, Indiana Studies Weekly, and Junior Achievement, etc.

Gap Analysis: Curriculum

How will the school's curricular resources also help the school address its focus areas?	In what ways do the school's curricular resources <i>not</i> help the school address its focus areas?
<p>For Focus Area 1:</p> <p>PVE's writing curriculum will address all 4 types of writing. Curricular resources provide a foundation for tiered supports and interventions.</p>	<p>For Focus Area 1:</p> <p>N/A</p>
<p>For Focus Area 2:</p> <p>Teachers will design CFAs that cover material that has been instructed with the use of the school curriculum.</p>	<p>For Focus Area 2:</p> <ul style="list-style-type: none"> ● Curriculum guides do not address level of rigor/DOK ● Curriculum guides do not provide teachers with effective resources and/or instructional strategies

<p>For Focus Area 3:</p> <p>Teachers will be using the curricular resources for their Tier 1 instruction. Teachers must understand the curriculum in order to have effective instruction within their classrooms.</p>	<p>For Focus Area 3:</p> <p>N/A</p>

Description of Core Component: Assessment

1. Provide an overview of the assessments that will be used in the school in addition to the statewide testing system, including, but not limited to:
 - A description of the school’s interim assessments, including the frequency with which they will be administered;
 - A brief rationale for using these interim assessments;
 - A description of how teachers and staff will be provided ongoing professional development to support their use of student data from these interim assessments to inform instruction;
 - A description of the school’s expectations for daily and/or weekly formative assessments (e.g., exit tickets); and
 - A description of how teachers and staff will be provided ongoing professional development to support their use of daily and/or weekly formative assessments to inform instruction.

Titles and Descriptions of Assessments Used

SCHOLASTIC READING COUNTS

Computerized comprehension test students take after reading a book at their Lexile level.
Monthly

NWEA

A measure of academic progress, grades K- 5. NWEA measures student growth and learning needs. NWEA is used throughout the year to build achievement with individual students and classrooms. It provides innovative resources that support the Indiana College and Career Readiness Standards. Teachers also utilize NWEA to create formative assessments.

BOY, MOY, EOY

ALEKS

Web-based individualized Math program which determines student knowledge and periodically reassess to ensure that topics are learned. High ability and identified high achieving students working above grade level utilize this program.

Intermittent

ILEARN

ILEARN assessments measure the academic performance of students in English/Language Arts, Mathematics, Science(4), and Social Studies (5). In addition to individual student data, aggregated ILEARN student results are used as primary performance indicators for continuous school improvement.

Yearly

I AM

An individual student assessment administered by staff members who work directly with eligible special education students.

Yearly

IREAD-3

Third-grade state standardized reading test.

Yearly

WIDA ACCESS

WIDA ACCESS is a standards-based English language proficiency assessment given to students who have been identified as English language learners. It is given annually to monitor students' progress in acquiring academic English.

Yearly

CogAT

The CogAT assessment is a test used to qualify students for our high ability program. The test measures reasoning and problem-solving skills in the areas of verbal, quantitative (Mathematics), and spatial or non-verbal (using shapes and figures to solve problems).

HA /K, 2, 5

Iowa Tests

The Iowa Tests of Basic Skills, also known as the Iowa Tests, is a standardized test provided as a service to schools by the College of Education of the University of Iowa and is used to qualify students for our high ability program.

HA/K, 2, 5

Dolch Sight Words Lists

K-2nd students are assessed to determine sight word focus as a class and individually.
Teacher Directed

Reading A-Z

Grades 4 and 5 students orally read passages designed for one-minute readings several times with appropriate expression and fluency to increase reading rate, with the goal of improved focus on comprehension. This occurs several times per week.

Teacher Directed

Wilson Fluency

K-2 students are assessed on sounds, words, and reading passages using the Wilson Fluency Passages and Unit Tests.

Teacher Directed

Writing Samples

Grades K-5 participate in writing prompts throughout the school year using the Smekens Educational training, which is scored by a rubric from 6 Traits.

Teacher Directed

Narrative of Assessments

In addition to the early literacy strategies with WIDA ACCESS, our school corporation utilizes NWEA. These are computer-based assessment programs that provide teachers with immediate data on student progress in their academic standards. These programs provide a variety of reports to assist with the analysis of the data. Depending on the results, students that show no or poor growth on standards are remediated in weak areas within the class setting, in small groups, or individually. Teachers meet in common and cross-grade level meetings to compare data and adjust instruction. Our Title I teachers assist with remediation strategies. The ESL teacher administers WIDA ACCESS assessments to determine the English language proficiency of students with a language other than English on their Home Language Survey. Identified students are assessed annually in the spring semester to determine their levels of speaking, listening, reading, and writing in English. After students have attained two consecutive years at an overall level 5-Fully English Proficient (FEP), the students are exited from the ESL program.

Yearly

Common Formative Assessments

Teachers create CFAs for assessing essential standards and learning targets in each of the content areas (ELA and Math). Data is analyzed, reteaching, or enrichment occurs, reassessment takes place for identified students.

Grade Level Teacher Team Directed

Exit Tickets

Teachers create short, frequent checks for mastery to determine effectiveness of instruction and depth of student understanding.

Grade Level Teacher Team Directed

Gap Analysis: Assessment

How will the school's assessment plan also help the school address its focus areas?	In what ways does the school's assessment plan <i>not</i> help the school address its focus areas?
For Focus Area 1: Summative and interim assessments provide yearly and quarterly data that can be used to inform instruction.	For Focus Area 1: N/A
For Focus Area 2: Summative and interim assessments provide yearly and quarterly data that can be used to inform instruction.	For Focus Area 2: N/A
For Focus Area 3: Summative and interim assessments provide yearly and quarterly data that can be used to inform instruction.	For Focus Area 3: N/A

Description of Core Component: Instruction

1. What strategies will teachers and staff use to promote authentic versus compliant [student engagement](#)?
2. How will teachers and staff bridge cultural differences through effective communication?
3. What strategies will teachers and staff use to provide all students with opportunities to learn at [all Depth of Knowledge levels](#)?
4. What strategies will teachers and staff use to monitor and adjust instruction during individual lessons?
5. What strategies and systems will the school put in place to ensure teachers vary their instructional strategies?
6. How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?

- Teachers will practice effective/positive communication strategies to promote a climate conducive to learning for all students.
- Teachers will use a variety of instructional strategies to include technology, traditional text resources, independent practice, guided practice, kinesthetic, etc.
- Teachers ensure that student-learning objectives are specific, measurable,

- attainable, realistic and timely, and are aligned to the standards-based curriculum.
- Teachers use instructional strategies and response strategies that actively engage and meet student learning needs.
- Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.
- Teachers demonstrate the necessary content knowledge.
- Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement.
- Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.
- Teachers will vary their assessment of proficiency using the rigor on DOK with a focus on level 2 and level 3 questions.

Gap Analysis: Instruction

How will the school's plan for instruction also help the school address its focus areas?	In what ways does the school's plan for instruction <i>not</i> help the school address its focus areas?
For Focus Area 1: Teachers will use learning targets/objectives, multiple instructional strategies, and frequent checks for understanding.	For Focus Area 1: CFAs are being developed sporadically throughout the school.
For Focus Area 2: Teachers will use learning targets/objectives, multiple instructional strategies, and frequent checks for understanding.	For Focus Area 2: Writing will be a new area of focus and at this time does not include CFAs for assessment purposes.

Description of Core Component: Cultural Competency

1. Provide an overview of the school's cultural competency strategies, including, but not limited to:
 - A description of how teachers and staff will learn about students' cultures;
 - A description of how teachers and staff will utilize resources in the students' communities;
 - A description of the school's methods for increasing educational opportunities and educational performance for each student subgroup; and

- A description of the areas in which additional professional development is necessary to increase cultural competency in the school's educational environment.

Prairie View Elementary staff has studied the enrollment data to attempt to identify the racial, ethnic, language minority, exceptional learning, and social-economic groups.

Targeted groups for the 2019-2020 school year are:

1. Male students
2. Female students

Currently, appropriate strategies for improving student achievement for each identified subgroup at Prairie View are emphasized in this schoolwide plan. Strategies for meeting the needs of our identified groups are:

1. Response to Intervention / Tier Approach to instruction
2. Staff will read articles regarding effective instruction and assessment pertinent to subgroups.
3. Staff members are presented with data findings when available; to support the staff in new learning to develop teaching strategies to meet Prairie View's identified.

Instruction is differentiated in all content areas and levels. Teachers implement a variety of instructional strategies, assessments, resources, and flexible grouping patterns in order to meet the needs of all learners. Strategies include visual cues (graphic organizers), hands-on activities, small group instruction, the use of Math manipulatives, reciprocal teaching in guided reading groups, technology, Focused Instruction/ER Time, etc. An ESL highly qualified teacher is on staff to assist English language learners. Prairie View offers an after school program (Bobcat Club) to assist students with homework, tutoring, and enrichment opportunities. All elementary classrooms are language enriched and vocabulary is embedded in instruction. Valuing diversity means accepting and respecting differences. Prairie View's students come from different backgrounds, and their customs, thoughts, ways of communicating, values and traditions vary accordingly. The choices that our students make are powerfully affected by their culture. By accepting and acknowledging our students' cultures, educators can maximize their relationship with the students and their families. We are continually exploring opportunities to educate our staff and our students regarding cultural variables, and we have successfully developed a school climate that teaches kindness and respect to all who work and attend school at Prairie View. Staff development continues through visits to other schools, information from the Cultural Competency Committee, etc.

Gap Analysis: Cultural Competency

How will the school's cultural competency plan also help the school address its focus areas?

In what ways does the school's cultural competency plan *not* help the school address its focus areas?

For Focus Area 1:

For Focus Area 1:

Our cultural competency plan will aid in meeting the individual needs of all learners.	Staff could mistakenly believe that teaching in a culturally competent manner could take attention away from an emphasis on standards-based instruction.
For Focus Area 2: Our cultural competency plan will aid in meeting the individual needs of all learners.	For Focus Area 2: Staff could mistakenly believe that teaching in a culturally competent manner could take attention away from an emphasis on standards-based instruction.
For Focus Area 3: Our cultural competency plan will aid in meeting the individual needs of all learners.	For Focus Area 3: N/A

Description of Core Component: Family Engagement

1. How will the school work to maximize the engagement of family members in the school, including to improve student academic outcomes?
 2. What strategies will the school use to increase family and community engagement, including family literacy programs?
 3. What strategies will the school use to understand parents' hopes, concerns, and suggestions?
 4. How will the school keep parents apprised of services offered by the school?
 5. How will the school ensure its staff have the cross-cultural skills necessary for successful collaboration with family members?
- Note: When describing the school's parent and family engagement policy, please be sure to include a school-parent compact outlining shared responsibility for high student academic achievement, per 511 Indiana Administrative Code 6.2-3.*

Prairie View Elementary School invites all parents to be active partners in educating our children. The school administration, teachers, and support staff actively recruit parent involvement in many ways for multiple purposes. Parents are invited to serve as active members of school planning and curriculum committees. Teachers at all grade levels K-5 have enthusiastic parent volunteers who support numerous classroom activities. They assist by serving as room parents, participating in enrichment clusters, tutoring students, supervising field trips, preparing instructional materials, assisting with class projects,

attending parent meetings, utilizing the parent resource room, etc. Parents are kept informed via classroom/school newsletters, website, PTO Facebook page, phone messaging system, personal phone calls, Power School, Schoology, Google Classroom, mailings, and emails. Students utilize daily planners for further school/home communication.

The Parent Teacher Organization (PTO) Executive Board coordinates multiple service projects and student activities to complement our instructional program throughout the year. Our PTO is instrumental in funding many opportunities that help extend learning opportunities. Because of our PTO, all teachers are provided a stipend to purchase books for their classroom libraries each spring (BOGO). PTO meetings are open to all staff and parents and the leadership of the PTO is always seeking ways to involve more parents. Facebook allows parents/staff to follow and communicate with the PTO.

The PTO, Title I, Title III, and the Bobcat Club site coordinator plan and sponsor activities that bring families to school including a Grandparents' (VIP) Day, monthly parent breakfast meetings, Spring Appreciation Picnic, and Family Nights. In addition, PTO sponsors Science Alliance, Spring Fest and a Fifth Grade Manner's Luncheon at a local formal restaurant.

Parents participate in 504 Plans and IEP meetings each year with office staff and classroom teachers. Incoming Kindergarten students and their families are invited to Parent Night where the curriculum is explained and food service and transportation showcase their departments. In addition, our grade 5 students are transitioned to middle school with a school visit and middle school staff presentation in the spring.

Parent signatures are required on the following documents that are included in the on-line registration process each summer:

- Parent Home - School Compact
- Parent Involvement Policy
- Parents Right to Know

Throughout the year parents and students join together for a variety of opportunities such as reading together, making a project together, and learning about Title 1 services and benefits at our Annual Title I Parent Meeting held in the fall. Some of these events include but are not limited to parent conferences, Literacy Nights, Grandparent (VIP) Day, All-Pro Parents breakfasts and iMoms breakfasts. Parents are provided with resources to support their students' education (at home) and are introduced to our Parent Resource Room which houses a variety of materials for families.

Prairie View Elementary is committed to building close parental relationships. Parents have the opportunity to review and comment on the school improvement plan throughout the year. There is parental representation on the school improvement team that reflects Prairie View's parent concerns and perceptions.

Gap Analysis: Family Engagement	
How will the school's family engagement plan also help the school address its focus areas?	In what ways does the school's family engagement plan <i>not</i> help the school address its focus areas?
For Focus Area 1: The family engagement plan encourages parents to be active participants in their child's educational experience. This includes information about all standardized testing.	For Focus Area 1: N/A
For Focus Area 2: N/A	For Focus Area 2: The current family engagement plan does not address writing instruction.
For Focus Area 3: Teachers welcome parent feedback regarding the effectiveness of their teaching strategies	For Focus Area 3: N/A

Description of Core Component: Technology
1. How will the school coordinate its technology initiatives, in service of improving student academic outcomes?
<p>To ensure continuous progress toward this goal, teachers will utilize a variety of strategies and technology equipment to provide students with 21st-century technology skills. Strategies include:</p> <ul style="list-style-type: none"> ● iCoach assigned to the building to provide PD for staff ● Clevertouch technologies to enhance learning and to address individual learning styles ● Experimenting with simulation applications to build upon scientific research showing that the use of computer-based manipulatives has a strong impact on student achievement ● 1:1 student iPad availability ● E-Learning events for inclement weather and professional development opportunities for staff

- software applications, apps, computer resources, and other manipulative devices to improve their keyboarding skills to meet corporation technology plan goals
- Digital citizenship (proper use and handling of iPads/internet safety) taught to all grade levels
- iPad and/or computer usage daily
- Parent-Teacher Conference Sign -Up and On-Line Registration for families
- Use of online teacher planbook (Planbook.com)
- Use of Late Start Days to improve teaching and learning by moving up in the SAMR Model.

Gap Analysis: Technology

How will the school's technology plan also help the school address its focus areas?	In what ways does the school's technology plan <i>not</i> help the school address its focus areas?
For Focus Area 1: Technology increases the opportunities to vary classroom instruction and increase student engagement.	For Focus Area 1: N/A
For Focus Area 2: Technology increases the opportunities to vary classroom instruction and increase student engagement especially since the ILEARN assessment is all digital and includes student written responses.	For Focus Area 2: Teachers may not have sufficient time to allow for improved keyboarding that is necessary to improve writing skills for ILEARN assessment.

Description of Core Component: Transition to Elementary School (for elementary schools only)

Note: For more information about Indiana's graduation pathways, please review [this memo](#) from the Indiana State Board of Education.

1. How will the school assist preschool students with the transition to elementary school?

A Preschool was opened at Prairie View Elementary during the 2009-10 school year that is operated by the LaPorte YMCA. The YMCA offers a sliding fee scale to offset tuition costs as well as accepting vouchers. It is available to all NPUSC students that are 3, 4, and

5 years old. The preschool utilizes an established curriculum (Pinnacle). Additionally, our local special education cooperative hosts a preschool program for students identified with needs located at LaPorte High School.

Area preschools are invited to bring their students for a visit to Prairie View Elementary kindergarten. Kindergarten Round-Up occurs in the spring and gives incoming kindergarteners an opportunity to visit Prairie View Elementary, meet our staff, and schedule a time for an assessment.

Gap Analysis: Transition to Elementary School

How will the school's transition to elementary school supports also help the school address its focus areas?	In what ways does the school's transition to elementary school supports <i>not</i> help the school address its focus areas?
<p>For Focus Area 1: The transition to elementary school supports families and ensures that our students arrive to kindergarten ready to learn.</p>	<p>For Focus Area 1: The Screener is a districtwide, predetermined review document. It is not altered unless by committee decision.</p>
<p>For Focus Area 2: The transition to elementary school supports families and ensures that our students arrive to kindergarten ready to learn.</p>	<p>For Focus Area 2: The Kindergarten Screening tool does not specifically address writing, other than letter formation in writing name.</p>
<p>For Focus Area 3: The transition to elementary school supports families and ensures that our students arrive to kindergarten ready to learn.</p>	<p>For Focus Area 3: N/A</p>

IV. Select evidence-based interventions that address the school's focus areas

Evidence-Based Interventions for Focus Area 1

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:
FOCUS AREA #1:

Implementation of Common Formative Assessments in major content areas (Math, Reading, and Writing)

Strategies:

- Curriculum = curricular resources provide a foundation for tiered supports and interventions
- Assessment = once learning targets and essential standards are identified for reading, writing and math, data from CFAs, quarterly assessments and yearly assessments will drive improvement or sustainability of intervention
- Instruction = data from CFAs, quarterly assessments and yearly assessments will drive improvement or sustainability of intervention
- Technology = offers opportunities to tier supports and remediation

Describe the key findings and root causes, if any, for this focus area that are **not** sufficiently addressed by these strategies from the core components:

The core assessment components, as they currently exist, do not provide the formative data needed for teachers to know what essential standards or learning targets students have mastered throughout the year. A process for creating common formative assessments is needed so that data can be generated and analyzed to better inform classroom instruction and mastery of skills. This will provide teachers with the means to know what standards have been mastered and to adequately spiral instruction to increase student retention of content and skills.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York: Routledge.

Kim Bailey, Chris Jakicic. (2015) *Common Formative Assessment: A Toolkit for Professional Learning Communities at Work*. Indiana: Solution Tree Press

Evidence-Based Interventions for Focus Area 2

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

FOCUS AREA #2:

Implementation of effective writing instruction daily in all classrooms.

Strategies:

- Curriculum = standards detail writing genres to be implemented at each grade level K-5
- Instruction = strategies for effective instruction of writing studied through Smekens Education
- Assessment = student work samples, quarterly assessments and yearly assessments will drive improvement or sustainability of intervention
- Family Engagement = the family engagement plan will provide opportunities for families to become partners in their student's skill development concerning 21st century skills
- Technology = offers opportunities to tier supports and remediation

Describe the key findings and root causes, if any, for this focus area that are **not** sufficiently addressed by these strategies from the core components:

The current schedule at Prairie View does not provide time for effective writing instruction. The 2019 ILEARN scores reflect the need for students to improve writing skills. ILEARN data indicates that student reading comprehension is assessed through a writing in response to reading format.

The ILEARN test requires our students to have stamina for increase writing / typing. Our students are assessed on reading comprehension through their ability to effectively respond in writing to what they have read. Students are required to write answers in a way that includes a genre of writing.

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Evidence-Based Instruction = 6+ Writing Traits Instruction

Teachers at Prairie View will plan for regular writing instruction and practice at least 30 minutes per day for four days a week (minimum) throughout the 2019-2020 school year. During this instruction time teachers will:

1. Focus on genre writing as assigned by Indiana Academic Standards
2. Use a variety of reading resources (fiction and nonfiction) to use in "writing in response to reading"

3. Analyze areas of student mastery and needs for improvement
4. Professional development will include data analysis, instructional reflection, intentional planning, and action research to provide improved instruction for students and continuous job-embedded learning for teachers

U.S. Department of Education(December 2011) *An Investigation of the Impact of the 6 + 1 Trait Writing Model*, Conducted by: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance

Smekens, Kristina. (2018) *The Ultimate Guide to 6+ Traits of Writing*. Indiana. Smekens Education.

Evidence-Based Interventions for Focus Area 3

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

FOCUS AREA #3:

Evaluation and reflection of the effectiveness of Tier 1 instruction.

- Strategies:
 - Cultural Competency = the cultural competency plan will facilitate an environment and skill development needed by students and teachers to work and be citizens of a diverse and changing world
 - Assessment = teachers will assess their effectiveness of a variety of teaching strategies and then celebrate achievements and identify areas for improvement
 - Technology = the teachers will use video (flip instruction) to memorialize and then provide self reflection of current teaching strategies and effectiveness.

Describe the key findings and root causes, if any, for this focus area that are **not** sufficiently addressed by these strategies from the core components:

We do not adequately reinforce our own positive attributes or identify our areas for improvement regarding instruction. Video and then self assessment surveys will provide a vehicle for improved instructional strategies.

Describe the evidence-based intervention(s) that the school has identified to address the key

findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Evidence-Based Instruction = Teacher Self-Efficacy Belief

Collective teacher efficacy (CTE) is the collective belief of the staff of the staff of Prairie View in their ability to positively affect students. CTE has been strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of our school. When we believe that we will make a positive difference then they will very likely will.

Marzano, R.. (2003). *What Works In Schools: Translating Research Into Action*. Virginia. ASCD.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York: Routledge.

V. Design a professional development plan

Be sure to include a discussion of how professional development will, at a minimum, (1) increase cultural competency in the school's educational environment and (2) improve instruction using student assessment data.

Discussion of Professional Development
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<p>Our Professional Development plan will facilitate an environment and skill development needed by students and teachers to work and be citizens of a diverse and changing world. All of our PD goals were designed around student assessment data. The PLC model our school is implementing will result in high levels of learning for ALL students. The creation and implementation of Essential Standards CFAs will allow teachers to gather data for more effective instruction.</p>

VI. Develop a roadmap to guide implementation of the school improvement plan

[Prairie View's Roadmap](#)