

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Keely Twibell

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Prairie Vista Elementary School

(As it should appear in the official records)

School Mailing Address 15400 Brick Road

(If address is P.O. Box, also include street address.)

City Granger State IN Zip Code+4 (9 digits total) 46530-8414

County St. Joseph County State School Code Number* 7324

Telephone 574-271-0055 Fax 574-273-1846

Web site/URL https://prairievista.phmschools.org E-mail Ktwibell@phm.k12.in.us

Twitter Handle <u>@PumasPrairie</u>	Facebook Page <u>https://www.facebook.com/keely.twi</u> <u>bell.7</u>	Google+ <u>ktwibell@phm.k12.i</u> <u>n.us</u>
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YouTube/URL <u>https://www.youtube.com/user/PennHarrisM</u> <u>adison</u>	Blog _____	Other Social Media Link _____
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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Jerry Thacker

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: jthacker@phm.k12.in.us

Other)

District Name Penn-Harris-Madison School Corporation Tel. 574-259-7941

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Chris Riley

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 11 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 15 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 8 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	41	35	76
1	38	44	82
2	36	44	80
3	43	51	94
4	28	32	60
5	48	45	93
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	234	251	485

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 9 % Asian
 - 2 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 80 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 10%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	25
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	24
(3) Total of all transferred students [sum of rows (1) and (2)]	49
(4) Total number of students in the school as of October 1	495
(5) Total transferred students in row (3) divided by total students in row (4)	0.099
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 11 %
53 Total number ELL
 Number of non-English languages represented: 21
 Specify non-English languages: Urdu, Bosnian, Arabic, German, Spanish, Norwegian, Amharic, Russian, Bahasa Malay, Hungarian (Magyar), Punjabi, Japanese, Pushtu (Pashto), Greek (Eretria), Korean, Tagalog (Pilipion), Portuguese, Tamil, Malayalam, Hindi, Mandarin (Sichuanese)
8. Students eligible for free/reduced-priced meals: 13 %
 Total number students who qualify: 64

Information for Public Schools Only - Data Provided by the State

The state has reported that 13 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 11 %
55 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>7</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>5</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>10</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>25</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>6</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	27
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	98%	98%	98%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 1997

15. Please summarize your school mission in 25 words or less: We educate today's child for tomorrow's world by offering each student opportunities to achieve maximum potential for the future by developing self-directed and self-motivated individuals.

PART III – SUMMARY

“We can’t hide our PRIDE inside; we’re Pumas!” chant students and staff during an afternoon assembly. Their words truly embody the excitement of the entire Prairie Vista community.

The Prairie Vista campus is tucked away among neighborhoods in suburban Granger, Indiana. This close-knit community is evident as both current and past families enjoy the school’s playgrounds, tennis courts, sports fields, and prairie paths. The school opened in 1989 in response to rapid growth in the Penn-Harris-Madison School Corporation. Organized in traditional K-5 grade levels, averaging 500 students and supported by 65 staff, Prairie Vista is a student-centered learning community that creates a secure, nurturing, and diverse environment where twenty-one languages are represented.

Walk into any class and students will show you how they are PREPARED, RESPECTFUL, INDEPENDENT, DEPENDABLE and EXCELLENT learners. Talk to teachers and they will proudly remind you that Prairie Vista has been given the elite distinction of the Four Star School award by the Indiana Department of Education for the last six years. Ask parents and they will share their PRIDE in the vibrancy of the active, engaged and culturally-rich school community.

Dedicated to cultivating life-long learners, staff promotes high expectations for teaching and learning and fosters strong character development in students. The school’s positive behavior plan (PRIDE) and Whole Brain Teaching strategies empower students to take ownership of their actions and learning. Students are nurtured as leaders, producing videos and crafting morning announcements to positively influence their own school culture. A commitment to rigor and relevance leads students to become problem solvers, critical thinkers and decision makers prepared to thrive in college, career and life.

Over the years, the school community has developed many treasured traditions that foster this school-wide sense of PRIDE. Each year since 1989, fifth grade students eagerly await their three-day, overnight camp experience which promotes community building and offers many students a camp experience for the first-time. This allows students to gain self-confidence and INDEPENDENCE (“I” in PRIDE) to become leaders and role models at Prairie Vista. A first grade teacher who is also a graduate of Prairie Vista recalls fifth grade camp as “one of my favorite memories from childhood.” Students are well PREPARED (“P” in PRIDE) for their camp experiences because outdoor learning is a long-standing and beloved part of our curriculum. The woodland, grassland, and spring-fed ponds of the surrounding 13-acre prairie are used as an extension of the classroom. Each year students enthusiastically commemorate Prairie Week by exploring and celebrating the natural wonders that abound at the school.

The school’s LearningSphere is also a cherished tradition and source of tremendous PRIDE. For twenty years Prairie Vista has hosted this learning event that goes above and beyond a traditional science fair. Students research and create projects of interest encompassing all curricular areas. Experts from surrounding higher education institutions including the University of Notre Dame, Indiana University, Bethel College and Ivy Tech Community College volunteer to judge students’ diverse array of projects. LearningSphere provides students wonderful opportunities to deepen their knowledge, engage in hands-on investigation and enhance academic success, leading many to advance and compete at the Northern Indiana Regional Science and Engineering Fair at the University of Notre Dame.

Beyond the bell, Prairie Vista offers multiple opportunities for students to fully develop their academic, emotional, physical, social, and cultural selves. Prairie Vista University (PVU) is an after-school enrichment series which invites children in Grades 2-5 to explore topics in art, culture, science and engineering and is led by staff and community members. Two hundred students participate in this PTO sponsored experience. Fourth and fifth grade students foster their creativity and gain leadership skills while pursuing their love of music in PUMAS (People United in Music And Song) Club. Future athletes can choose from a myriad of sports programs such as basketball, Running-is-Elementary and Girls-on-the-Run. From bell to bell and beyond, students are encouraged to develop all areas of their lives to foster their current and future success.

Receiving the prestigious National Blue Ribbon School award in 1996-1997 has had a significant impact on the school and community. Prairie Vista's reputation for excellence has drawn the attention of families who are relocating to the area (many internationally) and specifically choose homes within our school boundaries. A growing number of families from surrounding districts, as well as student transfers from within Penn-Harris-Madison, have chosen to utilize the open enrollment option in order to experience the wide variety of services and opportunities offered by our enthusiastic and supportive staff.

As a previous National Blue Ribbon School, we have been challenged to maintain high standards of distinction. Our philosophy has changed from "personal best" to EXCELLENCE ("E" in PRIDE), to reflect our belief that every child has the ability to rise to this challenge. This vision of excellence is the driving force behind all decisions made regarding curriculum, instruction, and professional development.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The Indiana College and Career Readiness Standards drive instruction at Prairie Vista, but our vision and expectations for success extend far beyond them. Striving for EXCELLENCE, we are committed to developing life-long problem solvers, critical thinkers, and decision makers. Teachers continuously collaborate to build foundational skills through rigorous and relevant instruction. Technology programs are available both at school and home to personalize student learning in all curricular areas.

Reading/English Language Arts: We chose scientifically-researched reading programs and strategies to instruct literacy because they support Whole Brain Teaching and they integrate the reading, writing, speaking and listening standards. FUNdations, Wilson, Orton-Gillingham, and Visualizing and Verbalizing are utilized to introduce our learners to dynamic and varied reading strategies. Our expansive leveled library helps us tailor instruction for all students. Small group instruction, Daily 5, and Google Classroom are also utilized to promote depth-of-knowledge questioning and to differentiate instruction. Our reading and ENL specialists meet with small groups to target our vulnerable and English language learning students. Our high ability coordinator assists teachers in challenging our most advanced students with enriched curriculum.

We use Lucy Calkins Units of Study to explicitly teach writing because it integrates reading and writing in a workshop model. Students enthusiastically write, revise, edit, and confer with partners and small group as the teacher confers with students. Many teachers require their students to write them a personalized letter daily. A parent states, “The letters my children write to their teachers each night have transformed their writing and given me such insight into their world. The best part about this letter writing is that it’s personal. They know they have a beloved teacher reading it on the other side.”

Prairie Vista’s zeal for language arts is evident throughout the school clearly supporting the core language standards. Spell Bowl, Word Masters and Battle of the Books trophies proudly grace the school’s hallways. Student writing is showcased during Author Celebrations and is displayed throughout the building. Third graders host poetry slams and fourth graders create uniquely themed 12-month calendars that showcase their non-fiction writing.

Math: Math instruction begins with our adopted program, Everyday Mathematics. Students are exposed to pretesting, compacting, enrichment, and acceleration to allow for a more individualized curriculum. In addition to the adopted program, a school-wide emphasis on accuracy and fluency of basic foundational skills and fact mastery includes student practice with Whole Brain SuperSpeed Math (Biffle 2013). Data is collected to drive daily instruction and provide fluid movement of students within flexible groups. Exposing students to daily spiraling of skills provides the repetition needed for skill acquisition. Skills are not only applied to computation and learning of different algorithms, but are used in higher-order problem-solving skills to explore and question. This extension of reasoning allows students to utilize their expansive math vocabulary and show their understanding of the math principles in concrete, pictorial, and abstract ways. Problem solving activities such as Math Pentathlon, coding, and interactive technology programs further solidify students’ conceptual understanding.

Science: Even though science is integrated in our math and language arts curriculum, National Geographic Science provides our foundation for instruction. We chose this program because it teaches science through the scientific method and hands-on activities. Through the use of student journals, students use communication, inquiry, and process skills to investigate science standards and concepts.

Exploration does not stop in the classroom. Our prairie is an extension of the classroom where students learn about the world around them. Other experiences include our annual LearningSphere and trips to the district Digital Video Theater. Students’ excitement is genuine as they strive to prepare for our secondary STEM programs.

Social Studies: We use Social Studies Alive because of its interactive simulations and the way it connects social studies content with reading and writing standards. Students explore geography, history, civics, and social issues related to the standards. Interactive simulations engage students in historical, real world situations where students make critical decisions using teamwork. Scope and Time for Kids magazines help students think about current events, make connections and express their views using relevant and reliable information. We take PRIDE in our commitment to forming responsible, DEPENDABLE (“D” in PRIDE), active citizens that think deeply about the issues of the day.

2. Other Curriculum Areas:

Prairie Vista prides itself on offering a diverse curriculum of non-core classes that enrich the lives of students.

Character/Citizen Development: In order to strive for excellence, we implement character education daily to ensure that our school environment makes students feel physically and emotionally safe. We begin the year teaching an anti-bullying curriculum and our PRIDE expectations. These lessons are taught to all students and reviewed throughout the year in conjunction with a social curriculum, R-Time (Sampson 2008). Students demonstrate an understanding of RESPECT (“R” in PRIDE) and the Bucketfilling philosophy as staff integrate it throughout Prairie Vista.

Art: Students in Grades 1-5 are introduced to a vast array of art theories and applications during Art-in-the-Studio twice a month by a local artist. Art projects develop students’ art knowledge through analysis, production, and communication of The Elements of Art and The Principles of Design. Core art values and standards are taught through projects, such as optical art, sculpting, painting and drawing styles, mixed media, and color theory. Using various materials, students gain problem-solving techniques as they explore the visual world and their roles in it.

In addition to Art-in-the-Studio, parent volunteers teach Art Smart lessons to all students four times a year which promotes art appreciation by inviting children to do projects inspired by the work of great artists.

Technology: All students participate in computer class at least once a week. Prairie Vista technology learning begins with Internet safety. Students are introduced to coding, keyboarding and software programs that reinforce academic skills and support core curriculum.

In addition to lab time, teachers utilize interactive whiteboards, and students use laptops, tablets, Chromebooks, and iPad minis (ratio 1:3) to optimize learning, produce relevant work, and interact with web-based resources.

Technology is used to extend the classroom. Explicit instruction on Google Classroom allows students to collaborate and submit assignments digitally from school and home. Another extension of the classroom is eLearning, which allows students to work from home when school is closed by using lessons posted online.

Environmental Learning: The school’s prairie is an extension of our classrooms and enhances instruction for all students. School-wide activities are scheduled to supplement the environmental science curriculum. Games, art, music, literature and writing take place on the prairie to strengthen cross-curricular learning. This setting is used for community speakers and is home to a monarch butterfly garden.

ENL: Based on English Language Proficiency Standards, Individual Learning Plans are developed for all English language learners. Students are serviced through small group, ENL Clubs and individual tutoring sessions by ENL specialists at least twice a week.

Music: Grade 1-5 students are exposed to a diverse repertoire of music twice a week, and kindergarten students are immersed in music throughout the day. Classes focus on the foundations of music theory, choral skills, knowledge of instruments, and responding to music and movement. Throughout the year students are taught to show their Puma PRIDE through our school song and PRIDE Cheer, which are celebrated traditions.

Kindergarten, second, and fifth grade students perform for the school and community annually. Performances add relevance to the music curriculum and offer students a venue to further develop public speaking skills. This year's fifth grade performance exemplified the creativity and energy of our school performances. The Veteran's Day Tribute was compiled, researched, and written by our music teacher with the help of several fifth-grade students. From My Country 'Tis of Thee to Boogie Woogie Bugle Boy, students taught the community about American history as they sang and danced. The tribute involved local veterans, which further taught and inspired the students. At all performances we partner with community members for video recordings, sound production, and costuming.

Physical Education: All students enjoy PE twice a week which focuses on fitness and lifelong wellness habits. Students learn sportsmanship, conflict resolution, and team building during all aspects of PE class. Prairie Vista uses a rock wall, Nintendo Wiis, and Field Day to teach and practice many different physical and mental activities. A program called Minds-in-Motion not only helps students develop physical strength, it enhances reading skills for younger students. We also incorporate unique interactive units into the curriculum such as A Heart Course, Disabilities Unit, and a Fire Safety Course.

3. Instructional Methods and Interventions:

At Prairie Vista, personalized learning is the hallmark of daily differentiated instruction in order to meet the widely diversified needs of our student population. The classroom environment is made interactive through the use of Whole Brain Teaching strategies. The staff utilizes research-based teaching modalities and interventions supported by technology throughout all tiers of instruction to ensure high student involvement. The classroom setting offers multiple technology platforms from the use of apps such as Plickers, which provide immediate feedback on student learning, and online summative assessments to assist in flexible grouping based on individual student learning needs. Students participate in The Hour of Code where they learn about computer science and programming concepts and build on those concepts throughout the year. Additionally, computer programs such as Odyssey, Open Book, Ascend Math, My Reading Coach, and Earobics support differentiation with numerous opportunities throughout the day for students to reach their academic potential.

Prairie Vista educators are cognizant of the unique needs of gifted learners. Students are challenged to read and analyze rigorous texts and to reflect and extend their thinking through writing and discussion using resources such as Junior Great Books and The College of William and Mary units. WebQuests and Problem-Based-Learning are used to provide students the opportunity to explore, investigate, and conduct research on various topics/issues and present their findings through written and oral presentations. Enriched and accelerated daily language arts and math classes are additional means of meeting the needs of exceptional learners.

With the same fervor, teachers embrace the needs of our struggling learners every day in all environments from the classroom to the playground. A Response to Instruction (RtI) Team assists teachers with tiered support, beginning with Tier 1 in the classroom and carrying through Tiers 2 and 3 in small group and specialized settings. Parents of students with special learning needs seek Prairie Vista for their children. The special education program in concert with best practices, provide a nurturing community that leads to maximum growth academically, behaviorally, and socially in a fully inclusive atmosphere. Cutting-edge programs and strategies, like video modeling, cognitive behavioral therapy, and Applied Behavior Analysis are part of daily instruction allowing students to achieve their maximum potential.

The experience and enthusiasm of the Prairie Vista staff for meeting the needs of all students along their individual learning paths makes the achievement of our mission to educate today's child for tomorrow's world possible.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Students in Grades 3-5 take the state mandated ISTEP+, Indiana Statewide Testing for Educational Progress-Plus once a year.

ISTEP+ results demonstrate our students have consistently scored at high levels and well above the state standard. In the last five years, 95% of students passed English/language arts and 94% passed mathematics which demonstrates exceptional achievement. In the same five year period, 43% of students received a Pass+ in English/language arts and 60% in mathematics.

We have surpassed the 90% school-wide goal in mathematics with the exception of 2011-2012 when 86% of third-grade students were proficient, but still above the state average. In 2012-2013 the same students, including all subgroups, improved to 98% proficiency. In 2012 the implementation of a new online program, Acuity, helped teachers identify strengths and weaknesses for each child. Teachers adjusted their instructional strategies to align with specific student needs through remediation and enrichment utilizing Acuity resources.

In 2010-2011, 88% of fifth-graders were proficient with English/language arts state standards. This was above the state's performance, but still slightly below the 90% school-wide goal. A score of 83% on literary text and 84% on nonfiction/informational text brought the overall average to 88%. Teachers focused on these literary skills, and the progress made in the next three years resulted in 95% student proficiency.

In 2013-2014, the data shows an achievement gap in between our regular student population and our socio-economically disadvantaged students in 5th grade math and special education students in 5th grade English/language arts. To close the gap, explicit instruction is provided to small groups on specific skills and concepts. Students utilize computer-based remediation programs on a daily basis. In addition to these approaches, a school-wide focus on math computation using SuperSpeed Math has been put in place. Each day students practice with a partner on computational skills and record their scores to show growth.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Prairie Vista uses a variety of research-based assessments to guide instruction and to ensure each child's academic needs are met. We use the following standardized assessments: ISTEP+ (grades 3-5) to assess English/language arts and mathematics, and IREAD (grade 3) to assess reading proficiency. Student performance is also measured three times a year with Acuity and Scholastic Reading Inventory (grades 3-5). For primary grades, we use Dynamic Indicators of Early Literacy Skills (DIBELS) and Text Reading Comprehension to measure reading skills. Fundamental math skills are measured using mClass Math. Teachers use DIBELS and mClass Math biweekly to monitor struggling students for growth.

In addition to standardized assessments, teachers measure student mastery with lesson-embedded, criterion-referenced assessments, performance tasks, and ongoing writing assessments. Teachers also use informal assessments such as class work, observations, quizzes, projects, and writing journals to assess student knowledge. The data from these assessments identify areas of strengths and weaknesses allowing teachers to create differentiated lessons to meet the needs of students.

Grade-level teams meet monthly to review data. The data helps identify students who need enrichment, support, and/or a referral to the RtI team. The RtI team uses the data to implement evidence-based interventions for students struggling to meet academic goals. NWEA and CogAt assessments are also used to identify students of high ability in grades kindergarten, second, and fifth. LAS Links has been used to monitor students receiving ENL services.

The principal communicates to parents and stakeholders how to interpret and analyze assessment results and academic achievement and provides suggestions for success through the school website, newsletters, and at

meetings. We believe communication between home and school is key to student success. We use planners, student work, report cards, communication folders, standardized tests, emails, phone calls, and conferences to communicate with students and parents on student progress.

Part VI School Support

1. School Climate/Culture

“Prairie Vista Pumas! Rah! Rah! Rah!”

At Prairie Vista we believe that EXCELLENCE happens on purpose and that school culture plays a crucial role in learning and growing. Each school year begins with a Back-to-School Assembly celebrating all students and staff members. The positive energy is contagious as teachers run through the staff line up, high-fiving each other, while the song “Sirius” plays and students erupt in cheers. This all-school gathering motivates students to begin their year striving for EXCELLENCE.

Even our youngest students know that Puma PRIDE means that being PREPARED, RESPECTFUL, INDEPENDENT, and DEPENDABLE leads to EXCELLENCE. From the first days of kindergarten to the last weeks of fifth grade, PRIDE is discussed, applied and re-imaged to ensure its relevance to learning and emotional growth. Students model PRIDE principles in posters that grace our hallways. T-shirts, banners and student earned pawprints remind the entire school community of our expectations for integrity and hard work. Puma PRIDE is at the heart of our school identity.

“Class, oh class”, “Yes, oh yes” can be heard in all areas of Prairie Vista as staff engage and motivate students using the Whole Brain Teaching principles. This developmentally appropriate approach nurtures each of the multiple intelligences while managing student behavior and learning. Staff and students also participate in “filling” others’ buckets based-on the book *Have You Filled A Bucket Today?* by Carol McCloud. It’s not uncommon for our teachers and parents to use the bucket-filling metaphor with our students.

Many opportunities are available for students to build social relationships. Sing alongs, field trips, classroom celebrations, as well as after school activities allow students to interact with peers from various grade levels. Most of these opportunities are led by staff or parents. We are an ‘all hands on deck’ staff, using every nook and cranny of Prairie Vista to engage students.

Teachers are supported by the principal, colleagues, and parents. The principal's open door policy, unit meetings, grade-level collaboration, and staff appreciation events provided by the PTO create a unique culture at Prairie Vista. The principal maintains a welcoming environment through professional relationships and frequent interactions with parents, students, and staff. Perhaps a fifth grade parent sums it up best, “At Prairie Vista the school community works together to help the students find their greatest joy in learning, which encourages them to love school throughout the year.”

2. Engaging Families and Community

Prairie Vista considers learning to be a collaborative process; therefore, our parents and community are vital to our success. A conscious effort is made to welcome our parents when they walk through the doors. Back-to-School and Parent Information Nights set the tone for the year. These provide parents the opportunity to meet teachers and ask questions. Parents are invited to attend student activities throughout the year, such as Author’s Chair, Greek Myth Performances, classroom celebrations, and conferences.

We have an extremely active Parent Teacher Organization! Parents assist teachers in classrooms, supervise the lunchroom, volunteer in the library, and lead enriching curriculum activities (Art Smart, PVU, Math Pentathlon). During a “Destruction-Engineering” PVU class, a parent and an engineer guide students in taking apart remote control cars while teaching them basic engineering principles. In another PVU class, a local TV producer and parent help students write, design, and film videos for the school in “Puma Productions.” Research shows that student achievement increases when they have parents who are actively involved in their school, and we agree!

Fundraising initiatives, such as the annual FunFair, Puma Prowl, and Winterfest are also supported by PTO. These successful events have provided an art teacher, kiln, tablets, and interactive projectors which have improved instruction and the engagement of students.

We consider communication to be the tie that binds our school with parents and community. Our Facebook page boasts many accomplishments, promotes activities, and is a forum for questions. While our principal and PTO publish their own monthly newsletters, classroom teachers consistently communicate with parents through emails, blogs, and newsletters. The “I” in PRIDE stands for INDEPENDENCE; students are expected to maintain a daily school-to-home connection by writing in their planners.

The school welcomes and values the incredible talents and energy of the community. Our Prairie Vista family relishes opportunities to give back by participating in food drives, hosting blood drives, and supporting families in need during the holidays. We extend invitations to participate in curricular areas by utilizing community resources such as Healthworks and Rum Village Park. Drug Abuse Resistance Education (DARE) is taught by a local police officer. Business people teach economic concepts through the Junior Achievement program. Prairie Vista has partnerships with local colleges and universities through which our staff mentors teaching candidates during their hands-on internships. Students at Prairie Vista are engaged and excited about these programs which lead to success in the classroom.

3. Professional Development

Working towards a vision of excellence, Prairie Vista staff (teachers and the principal) continuously seek professional development opportunities to implement new, evidence-based curriculum, instructional and classroom management strategies.

Our staff has various opportunities for curriculum based professional development. All staff members have been trained to implement with fidelity the Reading Street curriculum and online resources, and Pearson Realize to connect home and school learning. Many staff members have traveled to participate in Lucy Calkins writing trainings. Additional writing trainings include Kay Davidson’s 15 Day Crunch and 6+1 Writing Traits. At the district level, staff participate in high ability workshops, curriculum mapping, aligning performance tasks to standards, and Depth-of-Knowledge (DOK) training. Staff have also attended workshops focusing on Singapore Math, Everyday Math, and National Geographic Science.

Professional development in instructional strategies is unique at Prairie Vista because it is teacher driven as well as district facilitated. Teachers are self-motivated to learn, implement, create and share lessons using Mimio Notebook, Visualizing and Verbalizing, blogging, Google Docs and Google Classroom. For example, to cover all of the information in Lucy Calkins’ book, Pathways to the Common Core, each grade level team was given a chapter to read and present to their colleagues.

Collaboration within Professional Learning Communities focuses on the Indiana College and Career Readiness standards and the LAS Links instructional strategies for ENL students. Staff learned about best practices with Vicki Davis and Whole Brain Teaching with Lindsey Roush. In addition to these trainings, multiple book studies of Whole Brain Teaching for Challenging Students by Chris Biffle have been offered. This book supports our commitment to create critical thinkers and problem solvers. Complementing the Whole Brain Teaching instructional strategies, the staff has embraced the philosophy to teach to the whole child and weaves brain compatible classroom management strategies throughout the entire building from the classroom to the lunchroom.

After participating in Rob March’s Positive School-Wide Behavioral Support workshop, the staff created a School-Wide PRIDE Behavioral Plan. Embracing the importance of creating a positive culture, Carol McCloud, author of Have You Filled a Bucket Today? presented to the students and then held a special training for staff. To create a safe learning environment, it is required that staff attend safety training on various topics including anti-bullying, internet safety, bloodborne pathogens, and Non-Violent Crisis Intervention Training (CPI). These efforts support our goals of positively affecting student achievement and student well-being.

4. School Leadership

Prairie Vista's vision of striving for excellence is driven by a wide base of school leaders. Our principal embraces the responsibilities of a school leader while empowering the staff to be change agents. Student learning is directly enhanced by the quality of its leadership. The direction of the principal encourages each teacher to explore new territories while working collaboratively to become a unified, functioning team with a vision shared by all stakeholders.

Our principal develops and implements policies and programming optimizing the strengths and talents of staff in a culture of excellence. The RtI team is a prime example of shared leadership. These leaders are a direct link to academic and behavioral success. Teachers also take a front seat in academic and extra-curricular committees collaborating on ideas that provide educational success for all students. Teachers work closely with the principal to actively work on analyzing data to share the goals and visions of EXCELLENCE with students, parents and the community.

The culture developed in these formative learning years drives parents of former students to continue to volunteer because of the profound impact Prairie Vista had on their lives. Vested community members support our principal as she develops and shares goals and a vision of excellence. The trickle-down effect impacts staff and students through student council to create tomorrow's leaders, and staff who take an active interest in utilizing resources to create a positive school climate.

The ripple effect stemming from our leadership continues throughout the school environment. The climate of the school is defined as safe, nurturing, rigorous, and diverse. The principal consistently leads the staff through the use of school climate surveys and book studies that facilitate continued growth in knowledge, best practices, and camaraderie. This fellowship is extended to parents through monthly newsletters and consistent use of social media to help parents monitor the pulse of their students' school lives.

Just as our principal encourages the students and staff to be leaders and lifelong learners, she leads by example. She participated in the Indiana Principal Leadership Academy and the Indiana Safety Academy. Our leader is constantly investigating how to meet the needs of the students, staff, and parents of Prairie Vista. She also serves on the Saint Mary's College Cooperative Council. Through strong leadership, Prairie Vista takes great PRIDE in its culture and aims for and achieves excellence.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Indiana Statewide Testing for Educational Progress (ISTEP+)/(IMAST)</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Pass and above	99	93	86	90	96
Pass+	69	47	44	56	61
Number of students tested	68	95	79	73	76
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	0	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and above	100	85	80	83	100
Pass+	40	15	20	33	0
Number of students tested	10	13	10	6	4
2. Students receiving Special Education					
Pass and above	100	100	67	71	90
Pass+	100	40	33	43	50
Number of students tested	3	15	6	7	10
3. English Language Learner Students					
Pass and above	100	100	0	75	83
Pass+	100	0	0	25	17
Number of students tested	1	3	0	4	6
4. Hispanic or Latino Students					
Pass and above					
Pass+					
Number of students tested					
5. African- American Students					
Pass and above					
Pass+					
Number of students tested					
6. Asian Students					
Pass and above					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
7. American Indian or Alaska Native Students					
Pass and above					
Pass+					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass and above					
Pass+					
Number of students tested					
9. White Students					
Pass and above	98	89	86	88	97
Pass+	69	47	40	54	62
Number of students tested	52	64	70	56	66
10. Two or More Races identified Students					
Pass and above					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass and above					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and above					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and above					
Pass+					
Number of students tested					

NOTES: Indiana Standards Test for Alternative Reporting (ISTAR) is an alternate assessment component of Indiana's assessment system for students who are significantly below grade level. Prairie Vista has used ISTAR for students who are significantly below grade level.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Indiana Statewide Testing for Educational Progress (ISTEP+)/(IMAST)</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Pass and above	96	98	91	90	91
Pass+	48	64	37	56	52
Number of students tested	94	83	82	73	81
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and above	100	93	82	75	88
Pass+	38	50	9	25	13
Number of students tested	13	14	11	8	8
2. Students receiving Special Education					
Pass and above	100	100	83	56	79
Pass+	25	33	33	33	50
Number of students tested	8	6	6	9	14
3. English Language Learner Students					
Pass and above	100	100	75	80	100
Pass+	40	100	0	40	40
Number of students tested	5	2	4	5	5
4. Hispanic or Latino Students					
Pass and above					
Pass+					
Number of students tested					
5. African- American Students					
Pass and above					
Pass+					
Number of students tested					
6. Asian Students					
Pass and above					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Pass+					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass and above					
Pass+					
Number of students tested					
9. White Students					
Pass and above	98	97	92	89	93
Pass+	52	63	37	58	54
Number of students tested	66	72	63	64	68
10. Two or More Races identified Students					
Pass and above					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass and above					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and above					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and above					
Pass+					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Indiana Statewide Testing for Educational Progress (ISTEP+)/(IMAST)</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Pass and above	96	96	96	95	99
Pass+	73	62	81	71	78
Number of students tested	75	81	80	85	89
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and above	83	80	100	100	100
Pass+	50	40	63	43	40
Number of students tested	12	10	8	7	5
2. Students receiving Special Education					
Pass and above	100	67	83	91	100
Pass+	25	17	67	45	40
Number of students tested	4	6	12	11	10
3. English Language Learner Students					
Pass and above	100	100	75	100	100
Pass+	100	0	25	100	100
Number of students tested	1	2	4	2	3
4. Hispanic or Latino Students					
Pass and above					
Pass+					
Number of students tested					
5. African- American Students					
Pass and above					
Pass+					
Number of students tested					
6. Asian Students					
Pass and above					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Pass+					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass and above					
Pass+					
Number of students tested					
9. White Students					
Pass and above	96	95	97	96	99
Pass+	73	62	86	71	74
Number of students tested	67	65	65	70	78
10. Two or More Races identified Students					
Pass and above					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass and above					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and above					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and above					
Pass+					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Indiana Statewide Testing for Educational Progress (ISTEP+)/(IMAST)</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Pass and above	96	97	92	95	93
Pass+	41	36	37	36	38
Number of students tested	68	95	79	73	76
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	0	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and above	100	92	100	83	75
Pass+	20	31	20	33	25
Number of students tested	10	13	10	6	4
2. Students receiving Special Education					
Pass and above	100	100	100	100	80
Pass+	67	13	17	29	20
Number of students tested	3	15	6	7	10
3. English Language Learner Students					
Pass and above	100	67	0	75	83
Pass+	0	0	0	0	0
Number of students tested	1	3	0	4	6
4. Hispanic or Latino Students					
Pass and above					
Pass+					
Number of students tested					
5. African- American Students					
Pass and above					
Pass+					
Number of students tested					
6. Asian Students					
Pass and above					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Pass+					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass and above					
Pass+					
Number of students tested					
9. White Students					
Pass and above	94	97	93	93	94
Pass+	38	33	34	34	38
Number of students tested	52	64	70	56	66
10. Two or More Races identified Students					
Pass and above					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass and above					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and above					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and above					
Pass+					
Number of students tested					

NOTES: Indiana Standards Test for Alternative Reporting (ISTAR) is an alternate assessment component of Indiana's assessment system for students who are significantly below grade level. Prairie Vista has used ISTAR for students who are significantly below grade level.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Indiana Statewide Testing for Educational Progress (ISTEP+)/(IMAST)</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Pass and above	97	100	98	96	91
Pass+	52	47	48	52	40
Number of students tested	94	83	82	73	81
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and above	100	100	100	100	88
Pass+	31	50	18	25	13
Number of students tested	13	14	11	8	8
2. Students receiving Special Education					
Pass and above	100	100	100	100	79
Pass+	25	33	50	25	43
Number of students tested	8	6	6	9	14
3. English Language Learner Students					
Pass and above	100	100	75	100	80
Pass+	0	50	0	20	0
Number of students tested	5	2	4	5	5
4. Hispanic or Latino Students					
Pass and above					
Pass+					
Number of students tested					
5. African- American Students					
Pass and above					
Pass+					
Number of students tested					
6. Asian Students					
Pass and above					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Pass+					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass and above					
Pass+					
Number of students tested					
9. White Students					
Pass and above	100	100	98	95	93
Pass+	55	44	49	53	43
Number of students tested	66	72	63	64	68
10. Two or More Races identified Students					
Pass and above					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass and above					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and above					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and above					
Pass+					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Indiana Statewide Testing for Educational Progress (ISTEP+)/(IMAST)</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Pass and above	96	95	96	88	90
Pass+	37	49	50	35	45
Number of students tested	75	81	78	85	89
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and above	100	90	100	86	60
Pass+	42	10	75	0	0
Number of students tested	12	10	8	7	5
2. Students receiving Special Education					
Pass and above	75	83	92	64	50
Pass+	0	50	33	27	0
Number of students tested	4	6	12	11	10
3. English Language Learner Students					
Pass and above	0	100	50	0	66
Pass+	0	0	25	0	0
Number of students tested	1	2	4	2	3
4. Hispanic or Latino Students					
Pass and above					
Pass+					
Number of students tested					
5. African- American Students					
Pass and above					
Pass+					
Number of students tested					
6. Asian Students					
Pass and above					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Pass+					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass and above					
Pass+					
Number of students tested					
9. White Students					
Pass and above	97	95	97	91	90
Pass+	39	48	52	56	46
Number of students tested	67	65	65	70	78
10. Two or More Races identified Students					
Pass and above					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass and above					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and above					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and above					
Pass+					
Number of students tested					

NOTES: