



# Prairie Trace Elementary School

*Standards Assessment Plan, School Improvement Plan and Professional Development Plan*

## **Table of Contents**

Part 1: Accreditation Report

Part 2: School Improvement Plan

Part 3: Professional Development Plan

*Experience Excellence... Explore Opportunities... Realize Potential*



# **Accreditation Report**

**Prairie Trace Elementary School**

**Carmel Clay School Corporation**

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# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information .....	6

## **Self Assessment**

Introduction.....	8
Standard 1: Purpose and Direction.....	9
Standard 2: Governance and Leadership.....	12
Standard 3: Teaching and Assessing for Learning .....	15
Standard 4: Resources and Support Systems.....	22
Standard 5: Using Results for Continuous Improvement.....	26
Report Summary.....	29

## **Stakeholder Feedback Diagnostic**

Introduction.....	31
Stakeholder Feedback Data.....	32
Evaluative Criteria and Rubrics.....	33

Areas of Notable Achievement..... 34

Areas in Need of Improvement..... 35

Report Summary..... 36

**Student Performance Diagnostic**

Introduction..... 38

Student Performance Data..... 39

Evaluative Criteria and Rubrics..... 40

Areas of Notable Achievement..... 41

Areas in Need of Improvement..... 42

Report Summary..... 43

**AdvancED Assurances**

Introduction..... 45

AdvancED Assurances..... 46

# Executive Summary

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Prairie Trace Elementary is one of eleven elementary schools in the district of Carmel Clay and is located in the north eastern part of Clay Township in Carmel, Indiana. The city of Carmel is one of the fastest growing cities in Indiana, Located just north of Indianapolis in Hamilton County, Carmel is a dynamic edge city with award-winning schools, thriving businesses and family oriented neighborhoods. The city is committed to preserving its vitality through controlled expansion and prudent planning. CNBC recently voted Indianapolis/Carmel "Best Cities to Relocate to in America". Carmel was also voted #14 best place to live by CNN Money Magazine. The Prairie Trace Elementary School demographic is very narrow when it comes to diversity.

The ninth elementary school to be built in the district, opening in the fall of 1998. Prairie Trace serves close to 645 students and their families. Our school's programs include kindergarten through fifth grades, The building contains 24 general education classrooms, 3 high achieving/gifted and talented classrooms, 2 computer labs, a large group instruction area, as well as areas designed for art, music, and physical education. Prairie Trace also has a large, open access media center that serves as a hub for reading and research. We provide special education resource and emotionally disabled classrooms, as well as support for visually and hearing impaired students. We offer several after school enrichment activities for our students which include Orff Ensemble, Choir, Spell Bowl, Math Bowl, Math Pentathlon, Mouse Squad, PTE news studio, Art Club, Green Club, Wellness Committee, and Student Council.

Prairie Trace has experienced several administrative changes over the last three years beginning with three different building principals. The specific changes that occurred in the fall of 2013 were a new principal, assistant principal, head custodian, and three new teachers. Prairie Trace employs 43 certified and 31 non-certified staff members.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

By respectfully engaging all stakeholders, Prairie Trace Elementary is an inclusive school that enables students to experience excellence, educates each student to realize his/her potential, and encourages students to explore opportunities in a global society. Our district vision, Experience excellence...Explore opportunities...Realize potential, is in clear sight by Prairie Trace students, staff, and families on a daily basis. We focus on meeting the highest research-based standards through an ongoing, demanding, quality assurance process. The mission of Prairie Trace is to prepare children, through active and engaged learning, to be respectful and productive citizens. Our school is committed to providing quality education that aligns with and exceeds the Indiana State Standards. We have also begun the implementation of the Common Core Standards. Prairie Trace continues to rise to the top in the performance of ISTEP standardized testing. We benchmark students three times a year and implement scientifically researched programs to use for remediation in reading, math, and writing for all students falling close to or below grade level. We progress monitor students twice a month and collaborate with grade level teams to ensure we are providing the best possible differentiated instruction, along with best practices, to meet the needs of all students.

Prairie Trace Elementary not only excels in the academic standards our state offers, but we strive to accomplish academic excellence by leading the state and nation in becoming leaders of the 21st century. We have a clear focus on meeting the individual learning needs of all students. We provide professional development and specialized training to staff as a springboard to student success. We recognize the importance of the family/school relationship and are committed to quality communication.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Student achievement remains consistently high at Prairie Trace Elementary. We have seen a slight increase over the past three years in ISTEP+ English/Language Arts from passing scores at 95.4% in 2010 to 95.9% in 2013. The increase in passing Math scores went from 96.2% in 2010 to 96.3% in 2013. However, there was a more noticeable increase in the percentage of students who achieved a score of pass+ as the increase went from 38.7% in English/Language Arts in 2010 to 49.4% in 2013. The increase in students scoring pass+ in Math increased from 64.6% in 2010 to 69.1% in 2013.

Prairie Trace showed a significant decrease in the percentage of students who did not pass ISTEP+ in the past three years. In 2010, 6.21% of the students did not pass ISTEP+ in English/Language Arts compared to the 3.89% that did not pass in 2013. Equally impressive was the decrease in percent of students who did not pass in Math dropping from 5.12% in 2010 to 3.41% in 2013.

The School Improvement Goal for Prairie Trace is:

By May of 2014, students at Prairie Trace Elementary will improve their literacy skills as evidenced by:

By June 2014, students at Prairie Trace Elementary will improve in all areas of literacy as evidenced by:

100% of PTE teachers will receive a rating of effective or highly effective on their SLOs for the 2013-14 school year.

Assessments may include: ISTEP+, DIBELS Composite, READS, IREAD, Guided Reading, BAS, DRA, and/or

Sight Words

PTE currently provides daily tier one and tier two reading intervention to students who have been benchmarked below reading level for their grade. This includes researched based reading intervention programs being delivered by certified teaching staff following a consistent and rigorous plan. Students are progress monitored twice a month to closely monitor the success of each student. We applied for and received an additional grant through the Carmel Education Foundation to support an after school tutoring program for students who are in jeopardy of failing ISTEP+. These students will meet after school on a weekly basis beginning in January and continue through March. The curriculum will support the students in English/language arts and math, depending on their specific needs. This tutoring session will include a healthy snack and daily transportation at 4pm daily. The students will receive specific content curriculum to support the area they are lacking. This program is also delivered by certified teaching staff.

In 2013, Prairie Trace Elementary School received an "A" on the A-F School Accountability Grade as stated by the Indiana Department of Education and placed first in the state in the 2013 Purdue University Spell Bowl.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

There have been many changes to Prairie Trace Elementary in the last couple of years including many changes in administration. We are focusing heavily on professional development and refining the strategies that have been introduced to teachers in the last few years and providing a tremendous amount of support in those specific areas with teacher experts and district instructional specialists.

We are also creating and improving extra-curricular activities for students. We have created a PTE News Studio which empowers fifth grade students to create and deliver the happenings of school events in a weekly, on air, production. We also provide opportunities for students such as recycling club, choir, Orff ensemble, green team, mouse squad, Math Bowl, Spell Bowl, fifth grade musical, and math pentathlon.

The Parent Teacher Organization is another critical piece to the success of PTE. This organization raises money for the school which enables us to have access to a large curricular budget each school year. The PTO organizes the annual book fair, Grandparents Breakfast, school carnival, Miler's running club, Chat-N-Chew reading program, and many more fun activities for our students.

# Self Assessment

## **Introduction**

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

### Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Purpose statements - past and present</li> <li>•School Improvement Plan</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> <li>•School Improvement Plan, team collaboration, staff meetings, extra curricular activities, RISE</li> </ul>	Level 4

# Accreditation Report

Prairie Trace Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"><li>•Survey results</li><li>•The school data profile</li><li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li><li>•The school continuous improvement plan</li><li>•Pinnacle, RTI, IEP's, Document logs, benchmark progress reports, standards based report cards, SLO.</li></ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Overall, our data shows that we perform very highly on Standard 1: Purpose and Direction. Our scores were consistently at 3's and 4's, and our school has many processes in place to help us sustain those strengths. Within our School Improvement Plan and various school and district websites, information can be found on our school purpose for student success, our process for reviewing and documenting this purpose, as well as information on how our purpose statement clearly focuses on creating and maintaining student success. Particularly, the information in our school improvement plan explains in detail the process for creating this purpose as well as all of the stakeholders who are involved in its creation. In addition, the data from our Advanced Ed survey shows that all stakeholders are fully aware of this purpose and how it drives student success.

With this purpose in mind, school leadership and staff commit to a culture that highly encourages and supports student success in all areas. Through professional development provided by staff that is documented in both our School Improvement Plan, staff meeting information, and team collaboration notes, it is evident that staff uses and seeks out the best practices and shares them with their colleagues. Staff provides a variety of programs in place that both challenge and support students, and teachers are held accountable to continuously measure their students' learning to make sure they are getting the programs they need, as evidenced in our Advanced Ed surveys, RTI processes and data, and various Pinnacle data.

Most importantly, our leadership implements a continuous improvement process that supports the achievement for all students. There are many processes in place for staff to keep and continuously review data through Pinnacle, individualized student data binders, documentation logs, SLO's and TLO's, standards based report cards, and our district assessment profiles. All stakeholders are engaged with this process, as parents, staff, and school leadership continuously review the data and determine the best instruction for each child. This data includes not only language arts and math standards, but also behavior and critical thinking standards to provide a broad analysis of each child. Action plans are in place to continuously improve learning and can be found in the School Improvement Plan with a timeline of how it will be carried

## Accreditation Report

Prairie Trace Elementary School

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out as well as in the IEP's, standards based report cards, and documentation logs of individual children.

## Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"> <li>•Governing body minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•List of assigned staff for compliance</li> <li>•Proof of legal counsel</li> <li>•Assurances, certifications</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Communications about program regulations</li> <li>•Historical compliance data</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Communication about board meetings and district discussions, district level textbook adoption and revisions.</li> </ul>	Level 4

# Accreditation Report

Prairie Trace Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> <li>•Administrator led professional development, building collaboration and discussion, Team Leaders, Lead Teachers, SIC, RISE.</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•Communication plan</li> <li>•School Newsletters, School Messenger, School and team level Website, Social Media, SIC, All stakeholders involved in administrator interviews and selection.</li> </ul>	Level 4

# Accreditation Report

Prairie Trace Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Governing body policy on supervision and evaluation</li><li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li><li>•Job specific criteria</li><li>•Representative supervision and evaluation reports</li><li>•Differentiated professional development, Staff Meetings, Collaborations, published team and building meeting notes.</li></ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Prairie Trace Elementary has clear policies and practices to support the operation and direction of the school. Each year the school and staff handbooks are updated to promote the best learning environment. Certified staff are given multiple opportunities for development throughout the year. The district administration allows principals and assistant principals the flexibility to provide professional development to meet the needs of the school improvement plan. Yearly, the school improvement plan is revisited and revised to meet our school goals. Every effort is made for positive collaboration involving school leaders, staff and parents to set purpose and direction for our school. School leaders hold monthly meetings with staff and PTO members to hear needs and concerns to better support students. School leaders are consistently involved in the day to day instructional processes. The visibility of school leaders supports the future planning of staff development for implementation of best practices.

### Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.75

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Course schedules</li> <li>•Course descriptions</li> <li>•Descriptions of instructional techniques</li> <li>•PBIS, G/T curriculum, Advanced math, individualized guided reading levels, OWE.</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•A description of the systematic review process for curriculum, instruction, and assessment</li> <li>•Common assessments</li> <li>•Standards-based report cards</li> <li>•Surveys results</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> <li>•Data driven collaborations with administrators and grade level teams, adjusted interventions, parent meetings.</li> </ul>	Level 4

# Accreditation Report

Prairie Trace Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Interdisciplinary projects</li> <li>•Data collaboration, learning targets, online resources.</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Curriculum maps</li> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Surveys results</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> <li>•District instructional specialist</li> </ul>	Level 4

# Accreditation Report

Prairie Trace Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Survey results</li> <li>•Peer coaching guidelines and procedures</li> <li>•Published team notes, team collaboration, district level professional development.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Survey results</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> <li>•Learning targets, gradual release</li> </ul>	Level 4

# Accreditation Report

Prairie Trace Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Survey results</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> <li>•Instructional specialist, new teacher training, summer professional development, instructional assistant training, BBT, district shared drive</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> <li>•Prairie Press, newsletters, websites, social media, progress reports, phone calls, emails, Meet the Teacher Night, school messenger, ESE program</li> </ul>	Level 4

# Accreditation Report

Prairie Trace Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•List of students matched to adult advocate</li> <li>•Survey results</li> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•Master schedule with time for formal adult advocate structure</li> <li>•Description of formal adult advocate structures</li> <li>•Peer awareness, peer facilitator, social skills groups, MSW lessons, ENL groups, intervention groups, cadet teachers, after school clubs, Friendly Helpers, BBT, PBIS, Aspire.</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <li>•Evaluation process for grading and reporting practices</li> <li>•Survey results</li> <li>•Sample report cards for each grade level and for all courses</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> <li>•Standards based report cards, LAS Links, district grading scale, DIBELS/BAS, parent/student/staff handbooks.</li> </ul>	Level 3

# Accreditation Report

Prairie Trace Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"><li>•Results of evaluation of professional learning program.</li><li>•Evaluation tools for professional learning</li><li>•Survey results</li><li>•Brief explanation of alignment between professional learning and identified needs</li><li>•Crosswalk between professional learning and school purpose and direction</li><li>•Staff meetings, Coffee Chats, peer coaching, instructional specialist, Survey Monkey, RISE.</li></ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	<ul style="list-style-type: none"><li>•Survey results</li><li>•List of learning support services and student population served by such services</li><li>•Training and professional learning related to research on unique characteristics of learning</li><li>•Data used to identify unique learning needs of students</li><li>•Release time provided, staff book clubs, instructional specialist, professional development, PGP/higher education classes, continuing education.</li></ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Prairie Trace has high expectations within our curriculum, instruction, and the assessments we provide. These high expectations ensure the effectiveness of our teachers and the learning of our students. We provide challenging and differentiated opportunities to all of our students. Prairie Trace has daily intervention groups, advanced and remediation math programs, a gifted and talented program, an ED program as well as before and after school tutoring available to our students. Data is gathered and learning activities are adjusted to meet the individualized needs of all of our students. The Prairie Trace teachers have been trained in the Formative Assessment Cycle and continue to use this in their daily instruction. Learning targets are given, instruction takes place, students are assessed, and then immediate feedback is given to students. By using formative and summative assessments, teachers gather data and adjust their teaching to fit the needs of all

## Accreditation Report

Prairie Trace Elementary School

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students. The school leaders at Prairie Trace are actively involved in all instructional practices. They go beyond classroom observations to ensure that learning is taking place. They have been active participants in our PBIS School-Wide Celebrations. Administration wrote a grant for an after-school tutoring program. By having peer relationships with teachers, our administrators are aware of instructional practices taking place within the school. They have provided monthly collaborations and coffee chats providing optional professional development that allow teachers time to improve their instruction and implement new ideas. Although team collaboration occurs, we would like to collaborate more amongst grade levels. This is something that we feel we could improve on. Peer coaching and peer walk-throughs will be a major focus in our future. Additionally, through our district we have an instructional coach who models lessons, provides professional development, and coaches individuals and teams. Professional development opportunities are provided through the district during the school year and enhanced workshops are offered in the summer as well. Resources are then shared on a district drive and made available to anyone who needs references. Surveys are then taken to inform future professional development.

Communicating student progress is extremely important, and we do so in a number of ways. Parents can access student grade at any time through our web-based grading system. We communicated benchmark data three times a year, and we have report cards quarterly.

Teachers and the office communicate other necessary information through newsletters, emails, websites, social media, and school messengers. Parents are always encouraged to set up conferences when concerns arise, and we have a formalize Building Based Team who addresses concerns that have gone past any successful interventions put in place. This team is made of our MSW, assistant principal, resource teachers, SLP, and grade level teachers.

Parents are also encouraged to be a part of the students' academic successes through volunteering in the classroom, academic clubs (Art Club, Math Club, Choir, Orff, Green Club). Teachers assist with these clubs as well which really builds rapport between the stakeholders in our school. Students also have access to ENL services, peer facilitators from the high school, social skills groups with our MSW, and intervention groups. Therefore, we are truly able to provide support to students based on their needs and interests.

### Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.29

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Survey results</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> <li>•Non-certified staff professional development time and support, grants for additional support staff.</li> </ul>	Level 3

**Accreditation Report**

Prairie Trace Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> <li>•Records of depreciation of equipment</li> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> <li>•Emergency Preparedness Plan, sister school support, school resource officers, Safety Specialist Training for all administrators, CPI, CPR, security cameras, secure entrance, all-call security phone system, School messenger, SchoolDude report system.</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Budget related to media and information resource acquisition</li> <li>•Survey results</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> <li>•BYOD, internet wireless access, iPads for individual needs and professional development, special services support, CPL access and training.</li> </ul>	Level 3

# Accreditation Report

Prairie Trace Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Assessments to inform development of technology plan</li> <li>•Survey results</li> <li>•Policies relative to technology use</li> <li>•Moodle, myCCS, Pinnacle, BYOD.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Survey results</li> <li>•Schedule of family services, e.g., parent classes, survival skills</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Survey results</li> <li>•Budget for counseling, assessment, referral, educational and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> <li>•BBT, Aspire, Behavior Support.</li> </ul>	Level 4

## Accreditation Report

Prairie Trace Elementary School

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**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Prairie Trace Elementary has several areas of strength. Our school excels at providing a safe and healthy environment for students and staff. Resources are sufficient to support the school's mission. In addition, students and staff have access to an exceptional collection of media and informational resources. Furthermore, personnel and programs are in place to meet the physical, social and emotional needs of the students. To sustain these efforts, continuous tracking is done. Programs and allocation of resources are regularly evaluated to determine the effectiveness of reaching our school's mission.

One area of needed improvement at Prairie Trace Elementary is technology. In order to improve this area of need, adequate resources are desired and stakeholders need to have input. We have hosted technology trainings and collaborated on using various technologies. However, further assessments and surveys should be created for input on how to improve technology services for all patrons.

### Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> <li>•Scheduled benchmarking and progress monitoring, structured and systematic procedures for assessment implementation.</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Written protocols and procedures for data collection and analysis</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> <li>•Data driven collaborations.</li> </ul>	Level 4

# Accreditation Report

Prairie Trace Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Policies specific to data training</li> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Survey results</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> <li>•Instructional specialist support, annual professional development and training for staff.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>•Student surveys</li> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Description of process for analyzing data to determine verifiable improvement in student learning</li> <li>•Examples of use of results to evaluate continuous improvement action plans</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> <li>•Teacher/parent collaboration, SBRC, report cards, progress reports and monitoring, IEP's, BBT, individual student goals, SLO.</li> </ul>	Level 4

# Accreditation Report

Prairie Trace Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> <li>•Minutes of board meetings regarding achievement of student learning goals</li> <li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li> <li>•Survey results</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li> <li>•Executive summaries of student learning reports to stakeholder groups</li> </ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Our school does an exemplary job of implementing a comprehensive assessment system that generates a wide range of data about student learning. Our staff is continually using numerous assessments such as a Progress Monitoring scores every two weeks, DORF and DAZES scores along with READS scores for all students 3 times a year, unit tests in both math and Rigby several times in a grading period, along with ISTEP and I-READS just to name a few. PTE Staff is continuously using the data from these scores to guide and evaluate daily instruction as well as program evaluation, resulting in continuous improvement of student learning. This is a great strength.

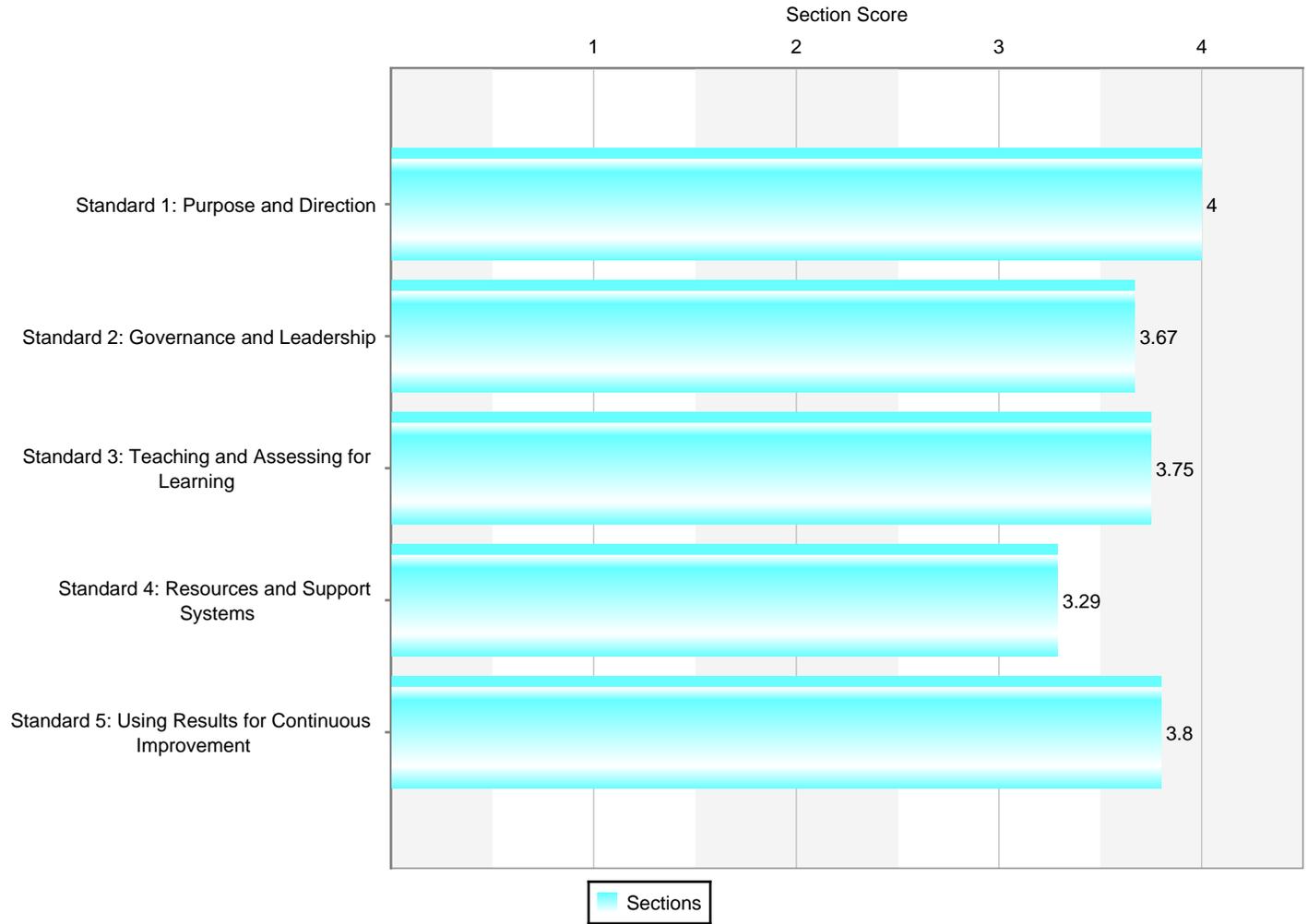
Another great strength lies in the "on the job training" of all of our professional and support staff. Biweekly collaborations and staff meetings often serve as training sessions on evaluating, interpreting, and implementing the use of collected data. All of this demonstrates again the strength that surrounds PTE and how the staff engages in a continuous process of improving student learning and readiness for success at the next level.

Another strength that was noted is how the leadership communicates comprehensive information about student learning and achievement to all stakeholders. There is a constant flow of information being sent home and other information available online for parents to monitor their child's progress and performance. Our principal has made presentations to PTO regarding how, as a school, we support student learning and the continuous achievement of the school improvement goals. These goals and information are also readily available on our Prairie Trace website for continuous viewing.

We found PTE to be exemplary in all areas and indicators in Standard 5. No areas of weakness or deficiency were noted.

## Report Summary

### Scores By Section



# Stakeholder Feedback Diagnostic

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

### Stakeholder Feedback Data

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		PTE Stakeholder Feedback Data Document

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

## **Areas of Notable Achievement**

### **Which area(s) indicate the overall highest level of satisfaction or approval?**

- Purpose statement is focused on student success
- School has high expectations for students and holds them to high academic standards
- Students are informed of their learning expectations
- School has qualified staff members that advocate for student success
- Teachers use multiple measures to assess students and communicate the learning process to parents
- Students feel supported by teachers
- Parents are satisfied with the equitable curriculum that meets their child's learning needs
- Teachers use a variety of teaching strategies and learning activities

### **Which area(s) show a trend toward increasing stakeholder satisfaction or approval?**

- Staff using student data and results for continuous improvement
- Teachers feel more supported in the professional development provided to systematically collect and analyze student data which drive the school improvement goals
- Parents are more informed of the expectations for student learning and are happy about teacher/parent communication

### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

- Parents and staff have a high level of satisfaction with using student data and results for continuing improvement
- Students feel supported by teachers
- Parents are satisfied with the equitable curriculum that meets their child's learning needs
- Teachers use a variety of teaching strategies and learning activities

## **Areas in Need of Improvement**

### **Which area(s) indicate the overall lowest level of satisfaction or approval?**

- Parents and staff feel the school's governing body or school board interfere with the operation or leadership of the school
- Lack of formal process to support new teachers

### **Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?**

- Parents and staff feel the school's governing body or school board interfere with the operation or leadership of the school
- The schools governing body interferes with the operation or leadership of the school.

### **What are the implications for these stakeholder perceptions?**

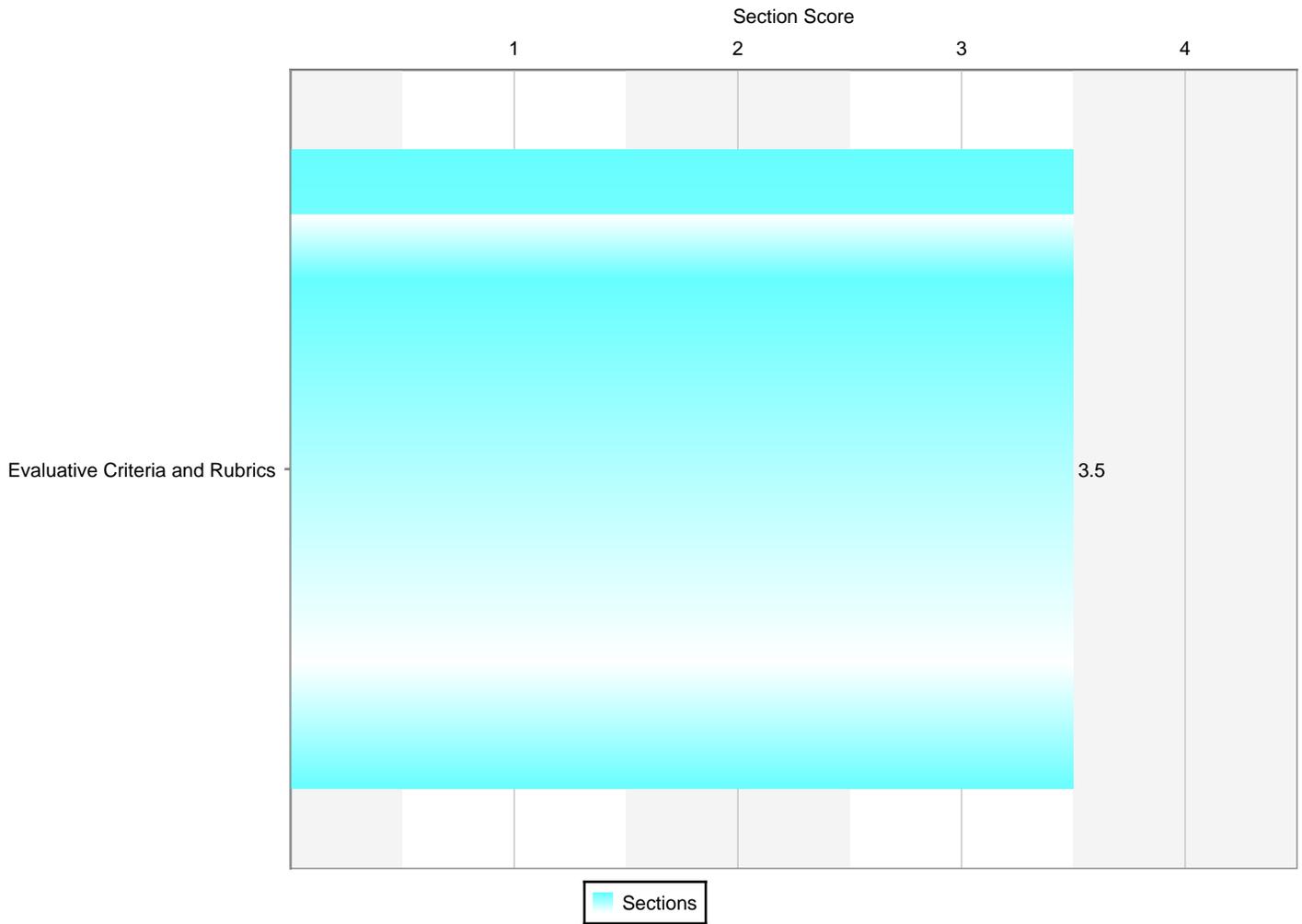
- Recent and numerous changes in the leadership of the school
- Recent and numerous changes in the procedures and professional development
- Changes in the accountability and expectations of teachers
- Two new administrators to the school

### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

- Parents and staff feel the school's governing body or school board interfere with the operation or leadership of the school
- Lack of formal process to support new teachers

## Report Summary

### Scores By Section



# **Student Performance Diagnostic**

## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Data and Document

## Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

## Areas of Notable Achievement

### Which area(s) are above the expected levels of performance?

The state standardized tests (ISTEP+) have remained consistently above the norm for the past several years.

### Describe the area(s) that show a positive trend in performance.

Between 2008-2009 school year and 2012-2013 school year, ELL students have increased Math ISTEP+ by 8.4% and have remained at 100% pass for the last 3 years.

### Which area(s) indicate the overall highest performance?

Between 2008-2009 school year and 2012-2013 school year, students have increased ELA ISTEP+ (pass +) by 19.7%.  
Between 2008-2009 school year and 2012-2013 school year, students have increased Math ISTEP+ (pass +) by 19.7%.

### Which subgroup(s) show a trend toward increasing performance?

Between 2008-2009 school year and 2012-2013 school year, ELL students have increased Math ISTEP+ by 8.4% and have remained at 100% pass for the last 3 years.

### Between which subgroups is the achievement gap closing?

Between 2008-2009 school year and 2012-2013 school year, ELL students have increased ELA ISTEP+ by 12%.

### Which of the above reported findings are consistent with findings from other data sources?

Between 2008-2009 school year and 2012-2013 school year, students have increased ELA ISTEP+ (pass +) by 19.7%. These scores are consistent with the other language arts assessments noted in this document.

## **Areas in Need of Improvement**

### **Which area(s) are below the expected levels of performance?**

Between 2008-2009 school year and 2012-2013 school year, special education have remained consistently strong in passing of ELA ISTEP+. However, 67% of special education students passed ELA-ISTEP in 2011-2012 and only 64% of special education students passed ELA\_ISTEP in 2012-2013.

### **Describe the area(s) that show a negative trend in performance.**

The special education students showed a decrease in passing of the state standardized tests in 2012-2013. These students are labeled with disabilities such as communication disorder, autism, emotionally disabled, and learning disabled.

### **Which area(s) indicate the overall lowest performance?**

ELA-ISTEP for special education students.

### **Which subgroup(s) show a trend toward decreasing performance?**

Social Studies ISTEP and IREADS have both dropped in pass+ scores in the last 2 years.

### **Between which subgroups is the achievement gap becoming greater?**

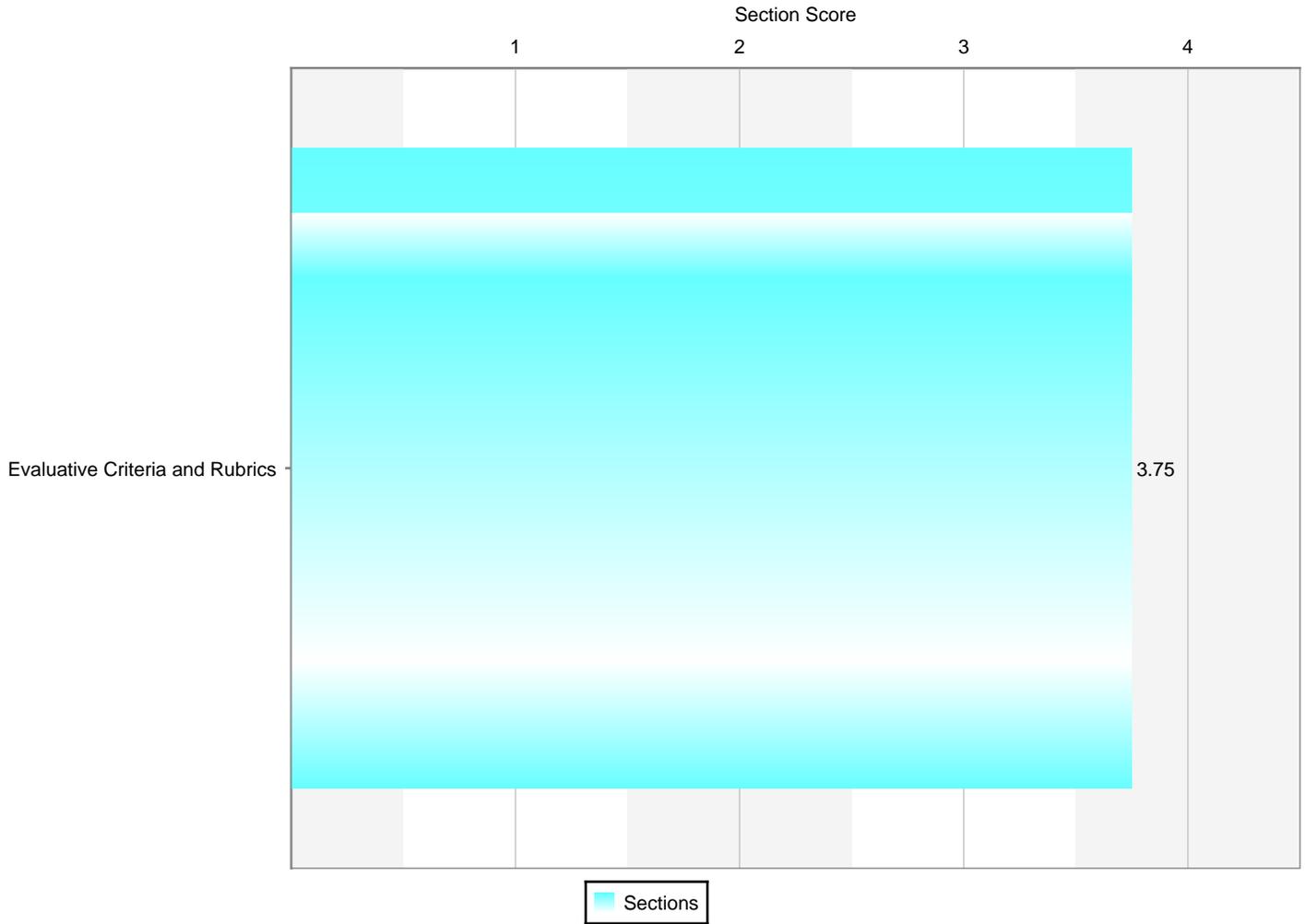
The number of students who achieved pass+ in social studies and science had decreased significantly from last year.

### **Which of the above reported findings are consistent with findings from other data sources?**

All of the students who did not pass ELA, SS, or SCI ISTEP are in language arts remediation due to the failing of the state standardized tests as well as other district assessments and classroom performance.

## Report Summary

### Scores By Section



# **AdvancED Assurances**

## **Introduction**

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

**AdvancED Assurances**

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes	We transitioned to full-day Kindergarten for all students during the 2012-2013 school year.  We have had changes in administration starting in the 2013-2014 School year. A new principal, assistant principal, and head custodian began in the 2013-2014 school year. There have been three principals in the last three years at Prairie Trace.  An Emotional Disability Program was implemented in the 2009-2010 school year.  Instructional Specialists were implemented in 2009-2010.  K Explorations (Adv Math) was implemented in 2012-2013.	

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	The security and crisis management plan is updated regularly and reviewed by school resource officers and the Student Services Director. A copy of our building plan is attached.	PTE Crisis Manual

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	Carmel Clay Schools adheres to State Board of Accounts and statutory requirements for financial transactions. The State Board of Accounts conducts biannual audits of school and district financial transactions. CCS complies with all suggestions and directives resulting from these audits.	

# Accreditation Report

Prairie Trace Elementary School

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	Prairie Trace's SIP is committed to continuous improvement, gathering feedback and establishing buy-in from all stakeholders. The School Improvement Committee, comprised of parents and staff, collect and analyze data, set goals, create a professional development plan, implement, monitor, and evaluate our progress and success. It is a fluid plan and adjustments are made as needed to maximize student success. Staff members align their Class and Targeted Learning Objectives with our School Improvement Goal. This year many of our staff members chose to use multiple assessments to measure growth.	PTE SIP 2013-2014



# Prairie Trace Elementary School

*School Improvement Plan*

*Experience Excellence... Explore Opportunities... Realize Potential*

# Prairie Trace Elementary School Improvement Plan 2018-2019

<b>Student – learning goal</b>	By June 2019, students at Prairie Trace Elementary will improve in all areas of literacy and math as evidenced by: 100% of PTE teachers will receive a rating of effective or highly effective for the 2018-19 school year.	<b>Student-learning results</b>
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Strategy 1 (from logic model)	Actions	Person(s) responsible/by when	Resource/ Budget	Expected outcomes (from logic model)	Monitoring tools (from logic model)	Person(s) responsible/by when	Outcome results
Engage teachers in differentiated professional learning experiences to support their implementation of literacy and math instruction.	<ol style="list-style-type: none"> <li>1. K-3 and resource teachers will continue PD on Orton Gillingham methodology.</li> <li>2. Teachers will continue PD on the implementation of the Calkins curriculum.</li> <li>3. Teachers will be provided continued PD on implementing Jennifer Serravallo's Writing and Reading Strategies.</li> <li>4. Teachers will be provided continued PD</li> </ol>	<p>PTE Leadership Team</p> <p>PTE Interventionist /Coach</p> <p>By May 2019</p>	N/A	<p><b><u>Teacher Learning</u></b> <b>Outcome:</b> Primary teachers will understand how to differentiate their instruction to meet students' needs using OG methodology.</p> <p><b><u>Teacher Learning</u></b> <b>Outcome:</b> Teachers will understand how to integrate Jennifer Serravallo's Writing and Reading Strategies.</p> <p><b><u>Teacher Learning</u></b> <b>Outcome:</b> Teachers will understand how to integrate Lucy Calkins curriculum with a differentiated approach.</p> <p><b><u>Student Learning</u></b> <b>Outcome:</b> Students will engage in differentiated learning experiences within the literacy block.</p>	<p>Observation Data</p> <p>Collaboration Exit Slips</p>	<p>PTE Admin and PTE Interventionist/Coach by May 2019</p>	

# Prairie Trace Elementary School Improvement Plan 2018-2019

	<p>on the implementation of EDM and workshop model.</p> <p>5. Teachers will be provided continued PD on implementing Math U See curriculum.</p>			<p><b><u>Student Learning Outcome:</u></b> Students will engage in differentiated learning experiences within the math block.</p>			
Strategy 2 (from logic model)	Actions	Person(s) responsible/by when	Resource/ Budget	Expected outcomes (from logic model)	Monitoring tools (from logic model)	Person(s) responsible/by when	Outcome results
Engage teachers in differentiated professional learning focused on integrating technology into instruction.	1. Provide professional learning opportunities on integrating technology in instruction.	<p>PTE Leadership Team</p> <p>PTE Interventionist /Coach</p> <p>By May of 2019</p>	TBD	<p><b><u>Teacher Learning Outcome:</u></b> Teachers will understand how to integrate different types of technology into their instruction to better differentiate and engage students in the learning process</p> <p><b><u>Student Learning Outcome:</u></b> Students will engage in further differentiated learning experiences using technology</p>	<p>Observation Data</p> <p>Collaboration Data</p>	<p>PTE Admin</p> <p>PTE Interventionist/Coach</p> <p>ISTE Teachers</p> <p>PTE technology coordinator by May 2019</p>	

# Prairie Trace Elementary School Improvement Plan 2018-2019

Strategy 3 (from logic model)	Actions	Person(s) responsible/ by when	Resource/ Budget	Expected outcomes (from logic model)	Monitoring tools (from logic model)	Person(s) responsible/ by when	Outcome results
Engage teachers in professional learning focused on utilizing Student Leadership Time to increase the social/emotional learning of students.	<ol style="list-style-type: none"> <li>1. Provide professional learning opportunities to assist staff in implementing SEL Student Leadership Time.</li> <li>2. Provide staff with resources on the 8 Habits of Highly Effective People to integrate into their SEL Student Leadership Time.</li> <li>3. Provide staff with 8 Habits of Healthy People: continued Fundamental Training.</li> <li>4. Provide staff with yearlong book study on Conscious Discipline.</li> </ol>	<p style="text-align: center;">PTE Leadership Action Leads/Team</p> <p style="text-align: center;">PTE Interventionist /Coach</p> <p style="text-align: center;">By May of 2019</p>	TBD	<p><b><u>Teacher Learning Outcome:</u></b> Teachers will understand how to support social/emotional learning through the use of a Student Leadership Time/Bootcamp.</p> <p><b><u>Teacher Learning Outcome:</u></b> Teachers will model and exhibit the 8 Habits of Highly Effective People in the school environment.</p> <p><b><u>Teacher Learning Outcome:</u></b> Teachers will understand how to support social/emotional learning through the use of Conscious Discipline.</p> <p><b><u>Student Learning Outcome:</u></b></p>	<p>Hawk tickets</p> <p>PowerSchool incident data</p>	PTE Leadership Team by May 2019	

# Prairie Trace Elementary School Improvement Plan 2018-2019

				Students exhibit the 8 Habits of Highly Effective People in the school environment.			
Strategy 4 (from logic model)	Actions	Person(s) responsible/ by when	Resource/ Budget	Expected outcomes (from logic model)	Monitoring tools (from logic model)	Person(s) responsible/ by when	Outcome results
Engage teachers in SEL professional learning focused on integrating student data binders into instruction.	1. Provide professional learning opportunities and resources to assist staff with integrating student data binders into instruction.	PTE Leadership Team  Action Team Lead  By May of 2019	Binders for all students grades K-5 (Ebinders included)	<b><u>Teacher Learning Outcome:</u></b> Teachers will understand how to support social/emotional learning with the use of setting student data goals.  <b><u>Student Learning Outcome:</u></b> Students will set personal and academic goals and monitor their progress.	Data Binders	PTE Admin Team by May 2019	



# Prairie Trace Elementary School

*Professional Development Plan*

*Experience Excellence... Explore Opportunities... Realize Potential*

# Professional Development Focus Grid Prairie Trace Elem. 2018-2019

School: Prairie Trace	Activity: Staff Meeting	Activity: Collaboration	Activity: Coffee Chats	Activity: Release Days	Activity: Grade Level Team Meetings
	Description: 1-2X monthly	Description: 2X monthly	Description: Monthly	Description: As needed	Description: As needed
August, 2018	<ul style="list-style-type: none"> <li>•Team Building</li> <li>•Year expectations and protocols/staff handbook</li> <li>• Canvas-flipped safety PD and assessment</li> </ul>		<ul style="list-style-type: none"> <li>•NWEA Training Proctor</li> <li>•SFS introduction</li> <li>•CEF Grant Writing</li> </ul>	<ul style="list-style-type: none"> <li>•BAS training 3.0</li> </ul>	<ul style="list-style-type: none"> <li>•Technology Integration</li> </ul>
September 2018	<ul style="list-style-type: none"> <li>•Mandatory Safety meeting</li> <li>• Resource Officer-ALICE training</li> <li>• Conscious Discipline</li> </ul>	<ul style="list-style-type: none"> <li>•NWEA data driven decisions</li> </ul>	<ul style="list-style-type: none"> <li>•Canvas</li> <li>•SBRC</li> </ul>	<ul style="list-style-type: none"> <li>•IA training for OG</li> <li>•4<sup>th</sup> grade SBRC and Science</li> </ul>	<ul style="list-style-type: none"> <li>•ENL</li> </ul>
October 2018	<ul style="list-style-type: none"> <li>• Jennifer Serravallo Strategies- Understanding Texts and Readers</li> <li>• Tier 2 documentation and strategies</li> <li>• Conscious Discipline</li> </ul>	<ul style="list-style-type: none"> <li>•PD: What is reading workshop</li> <li>•Math workshop</li> <li>•Reading workshop -Mindset &amp; Moves</li> </ul>	<ul style="list-style-type: none"> <li>•Canvas</li> <li>•Appy Hour</li> <li>•SBRC</li> </ul>	<ul style="list-style-type: none"> <li>•As needed</li> </ul>	

School: Prairie Trace	Activity: Staff Meeting	Activity: Collaboration	Activity: Coffee Chats	Activity: Release Days	Activity: Grade Level Team Meetings
November 2018	<ul style="list-style-type: none"> <li>•PD differentiated- Lead Teachers</li> <li>• Jennifer Serravallo Strategies- Understanding Text and Readers</li> <li>• Conscious Discipline</li> </ul>	<ul style="list-style-type: none"> <li>•Canvas</li> <li>•Reading Workshop</li> <li>•Math Workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Green Screen Projects</li> </ul>	<ul style="list-style-type: none"> <li>• As needed/TBD</li> </ul>	
December 2018			<ul style="list-style-type: none"> <li>• Total participation techniques</li> <li>•Patterns of Power grammar lessons</li> </ul>	<ul style="list-style-type: none"> <li>• As needed/TBD</li> </ul>	
January 2019	<ul style="list-style-type: none"> <li>•Leadership Bootcamp</li> <li>• Jennifer Serravallo Strategies- Understanding Text and Readers</li> <li>• Conscious Discipline</li> </ul>	<ul style="list-style-type: none"> <li>•BAS- Now what</li> <li>• Testing Strategies</li> <li>• Jennifer Serravallo Strategies- Understanding Text and Readers</li> </ul>	<ul style="list-style-type: none"> <li>• As needed/TBD</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Reading</li> <li>•NWEA data and winter BAS data driven decisions</li> </ul>	
February 2019	<ul style="list-style-type: none"> <li>•Teamwork</li> <li>• guided reading vs strategy groups</li> <li>• Conscious Discipline</li> </ul>	<ul style="list-style-type: none"> <li>•NWEA</li> <li>• Jennifer Serravallo Strategies- Understanding Text and Readers</li> </ul>	<ul style="list-style-type: none"> <li>• As needed/TBD</li> </ul>	<ul style="list-style-type: none"> <li>• As needed/TBD</li> </ul>	

School: Prairie Trace	Activity: Staff Meeting	Activity: Collaboration	Activity: Coffee Chats	Activity: Release Days	Activity: Grade Level Team Meetings
March 2019	<ul style="list-style-type: none"> <li>• Leader in Me</li> <li>• Conscious Discipline</li> </ul>	<ul style="list-style-type: none"> <li>• Canvas</li> <li>• Jennifer Serravallo Strategies- Understanding Text and Readers</li> </ul>	<ul style="list-style-type: none"> <li>• As needed/TBD</li> </ul>	<ul style="list-style-type: none"> <li>• As needed/TBD</li> </ul>	
April 2019	<ul style="list-style-type: none"> <li>• Conscious Discipline</li> </ul>	<ul style="list-style-type: none"> <li>• Mini lessons</li> <li>• Jennifer Serravallo Strategies- Understanding Text and Readers</li> </ul>	<ul style="list-style-type: none"> <li>• As needed/TBD</li> </ul>	<ul style="list-style-type: none"> <li>• As needed/TBD</li> </ul>	
May 2019	<ul style="list-style-type: none"> <li>• Year End Wrap Up</li> </ul>	<ul style="list-style-type: none"> <li>• Class Lists</li> <li>• Finalization Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• As needed/TBD</li> </ul>	<ul style="list-style-type: none"> <li>• As needed/TBD</li> </ul>	

**School Improvement Committee  
Prairie Trace Elementary  
2018-2019**

Committee Member	Signature	Date
Jill Schipp	J Schipp	9.18.18
Lyle Gernert	Lyle Gernert	9-18-18
Christy Herring	Christy Herring	9-18-18
Shari Rohr	Shari Rohr	9/18/18
Beth Peasley	Beth Peasley	9/18/18
Stew Smith	Stew Smith	9-18-18
Sara Harding	Sara Harding	9-18-18
Lauren Alexander	Lauren Alexander	9-18-18