

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress 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, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

1. Number of schools in the district: 4 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
6 Total schools in district
2. District per-pupil expenditure: 9318

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	28	25	53		7	0	0	0
1	39	19	58		8	0	0	0
2	35	26	61		9	0	0	0
3	40	35	75		10	0	0	0
4	44	36	80		11	0	0	0
5	40	36	76		12	0	0	0
Total in Applying School:								403

6. Racial/ethnic composition of the school: 3 % American Indian or Alaska Native
2 % Asian
3 % Black or African American
4 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
87 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 13%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	29
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	25
(3)	Total of all transferred students [sum of rows (1) and (2)].	54
(4)	Total number of students in the school as of October 1, 2009	418
(5)	Total transferred students in row (3) divided by total students in row (4).	0.13
(6)	Amount in row (5) multiplied by 100.	13

8. Percent limited English proficient students in the school: 2%

Total number of limited English proficient students in the school: 10

Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 11%
 Total number of students who qualify: 50

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 16%
 Total number of students served: 68

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>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>29</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>9</u>	<u>0</u>
Total number	<u>40</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 19:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	98%	97%	96%	97%
Daily teacher attendance	94%	95%	95%	96%	95%
Teacher turnover rate	20%	10%	11%	30%	12%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

Attendance: During the year 2009-2010, Prairie Vale had 3 teachers who were out extended time for maternity leave. The H1N1 flu virus was also a major cause for decrease in both the teacher and student attendance.

Teacher Mobility Rate: During the past 5 years, our school district has experienced high amounts of growth, resulting in the opening of two new elementary schools and significant expansion of the Middle School staff. Upon the opening of these schools and as a direct result of redistricting of students to the new schools, a significant number of teachers were required to move to other buildings, due to reduction in staff allocations at Prairie Vale. Some staff members chose to move to the Middle School to teach in their subject area as positions at Prairie Vale were reduced. Grove Valley Elementary School opened in 2009-10, resulting in the forced transferring of teachers. Rose Union opened in 2006-2007, resulting in the forced transferring of teachers.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Deer Creek Prairie Vale Elementary is located in Edmond, Oklahoma. This year we have 403 students from Kindergarten through Fifth grade. Our mission statement is "To serve as a caring community that challenges all learners to achieve their maximum potential". This mission has served us well in providing a framework on which the staff, parents and students can build. Prairie Vale is a highly positive professional learning community where all the stakeholders work together in order to provide the best opportunities possible for every individual. You can feel the excitement, enthusiasm and positivity the minute you walk through the doors of our school!

At Prairie Vale, we have a wonderful, caring and committed faculty who believe in making learning fun and engaging. We meet each learner at their own level and provide individualized instruction as needed from Kindergarten through 5th grade. As a result, you will see children consistently performing at high levels all over the school. As a staff, we feel that relationships are at the heart of everything we do, so we utilize a combination of best practices from Love and Logic and Great Expectations, along with the teaching of the Character Counts curriculum to craft an environment that is safe and nurturing for students. We are a family and everything we do centers around treating each other well, creating a wonderful place that students want to come each day. Parents and visitors constantly comment on the "feeling" that you get when you come to Prairie Vale. It is positive, fun and exciting!

Our faculty is highly trained, with advanced degrees and 5 National Board Certified teachers. Staff members have won many awards and grants over the years and presented at professional meetings on best practices. Staff members are trained in Literacy First, Great Expectations, Love and Logic, Professional Learning Communities, Differentiated Instruction, many areas of technology and Core Knowledge, to name a few. This variety of experiences has helped us to hone our practices over the years in an effort to provide the most meaningful learning experience we can for students. We utilize research based strategies and programs in all curricular areas. We constantly examine highly detailed vertical plans for each subject area in an effort to provide a continuum of learning for students throughout the grades. We examine yearly our grade level monthly curriculum map to maximize student learning during each school year. We audit our curriculum yearly to examine and evaluate strategies in order to choose those best practices that work with students. We are consistently looking at student data in an effort to push each student to the next level of their individual learning. We meet monthly with each teacher in our Response to Intervention teams to examine student data, evaluate each student in the school and discuss their particular needs. Each grade level team also meets in monthly Professional Learning Community groups to discuss best practices, to build shared knowledge and examine student data and curriculum practices to best meet the needs of students.

Our students are recognized at school and in the community for their excellence and participation in activities. Students have placed on a state level in many contests and competitions, including art, poetry, essay, academic team, Spelling and Geography Bees and many others. We believe that everyone has different gifts, so as a staff we try to provide opportunities for our students to be exposed to many different experiences. Outside of the school day, we provide classes or clubs in areas such as Math Club, After School Art, Running Club, Honors Chorus, Fellowship of Christian Athletes, Science Clubs and camps and many others. We are especially excited about partnerships that we have with schools, teachers and students around the world. Each grade level learns about different countries and their cultures and traditions. We have formed partnerships with schools in these countries and interact with them via Skype, US mail, email and various curriculum projects. Students get pen pals and correspond with them in an effort to expand their world. Some of our former students, who have gone on to middle school, still correspond with pen pals they got while at Prairie Vale.

Our goal at Prairie Vale is to make learning exciting and highly engaging, meeting students at their individual levels and pushing them to reach their maximum potential. We believe that students will rise to meet whatever expectations are put before them. Although our demographics have changed somewhat over the years, we continue to evaluate practices and strive for all students to perform at their maximum potential. We are proud of our staff, students and accomplishments and celebrate in many ways throughout the school year. We are never finished. We continue to hone our practices each year and strive to improve in every area, every year.

1. Assessment Results:

In Oklahoma, every student in Third, Fourth and Fifth grade participates in state mandated criterion referenced tests every April, the Oklahoma Core Curriculum Test (OCCT). Third and Fourth grade students test in Reading and Mathematics. In Fifth grade, students are tested in Reading, Math, Science, Social Studies and Writing. These tests are designed to measure the student and school's progress in teaching and mastering the basic skills as outlined in the Priority Academic Student Skills (PASS).

School results are measured by the percent of students passing the OCCT in the areas of Reading and Math at each of these grade levels. There are four performance levels: Advanced, Proficient, Limited Knowledge and Unsatisfactory. Advanced and Proficient are the two levels that are considered "passing". There is no additional weight added for students who score Advanced. Oklahoma calculates the school and district scores by dividing the number of students scoring in each performance area by the total number of students tested. Using these percentages, school attendance data and a formula used by the State Department of Education, school's are assigned an Academic Performance Index (API) with a numerical value of 0-1500, with 1500 being highest. This number is used to rate a school's performance. Prairie Vale's API score for 2009-10 was 1469/1500. You can find our entire school report card at: http://www.sde.state.ok.us/AcctAssess/APIReportCards_Site/2010/55I006110.pdf

One thing to note on the scores from 2009-10 is that Oklahoma raised the cut score on the Reading test, so scores are a little lower than what you normally see for our students. When analyzing test data, teachers found that most students who did not pass this year were extremely close to the line between Proficient and Limited Knowledge. Classroom teachers are aware of these individual students and are making every effort to intervene so that we can eliminate any curricular gaps they may have and re-teach as necessary to make improvements for these students.

In Third grade, our scores in Reading for regular students have been consistently in the mid to upper 90 percent range. As stated above, after reviewing OCCT data, we are targeting specific skills that individual students did not master to ensure their proficiency. In addition, we revisited our yearlong scope and sequence in Reading, targeting areas where scores need improvement, introducing these skills early in the school year and revisiting them often to ensure mastery. The Free/Reduced lunch subgroup scored a 50% pass rate, with 5 out of 10 students scoring below Proficient and only 1 out of 10 students scoring Advanced. The IEP group scored a 65% pass rate in Reading. These are two areas we are aware of and will continue to monitor and adjust instruction to ensure continued success. Third grade Math scores average is also in the 90 percent range for regular students. Free-reduced lunch students passed at 70 percent and IEP students fluctuate greatly. Most of the increases have come with targeted skill intervention along with a modified assessment when appropriate. In all grades there is a fairly high percentage of regular students that score in the advanced range in Math. We contribute this to our leveling of math, which starts in the Third grade.

Fourth grade scores on the OCCT Reading test mirror that of the Third grade. We have made adjustments to this yearlong plan to ensure the targeted skill intervention needed on the specific deficit areas. Fourth grade Math scores for regular students are also consistently in the 90 percentile range and above. Each time we see even the slightest dip in test scores for the whole group or sub-group, teachers make adjustments to the curriculum and target skill deficits with specific kids. Over one-third of students scored Advanced in Math across the five year period.

Fifth grades OCCT scores are important, not only for Reading and Math, but also for Science, Social Studies and Writing tests. In Fifth grade, students are departmentalized, with students travelling to four different teachers, one for each subject: Reading, Language/Writing, Science and Social Studies. Math is

taught by all teachers, and is leveled based on pre-tests of student skills. Stakes are raised to ensure mastery of all subject areas. Fifth graders over the past five years averaged in the mid 90 percent range in Reading with a slight dip in 2009-10. One-fourth of the students taking the Reading test scored in the advanced range. Fifth grade math scores average in the mid 90 percent range with an average of one-half the students scoring advanced. Last year, 73 percent of the Fifth grade students scored advanced in math.

At Prairie Vale, we are never finished. We have never arrived. We consistently look at student data to ensure that adjustments are made in curriculum each time we see a need. We are constantly striving to reach the next level in student learning.

2. Using Assessment Results:

Our continued success on standardized assessments is a direct result of analysis of assessment data. Teachers have many opportunities to work with data and use it to craft lessons and strategies to increase student achievement. We utilize many different kinds of assessments to analyze student performance, target specific deficit areas and enrich learning.

Teachers use the end of year criterion referenced state assessment to help with yearlong planning. Our yearlong plan is a direct result of teachers looking at specific skill deficit areas of the students in their classroom and strategically arranging content and skills throughout the year to help increase learning. Teachers work with grade level and vertical teams to create a plan which helps teachers to use time to focus in-depth on difficult concepts.

Teachers have the ability to look at individual student scores in all areas to examine mastery of concepts and skills. We do many school and classroom level assessments on a weekly, monthly and quarterly basis to track student progress and target areas of concern. This information enables teachers to immediately provide support to students on specific skill deficits in order to keep them on track with learning of crucial concepts.

With the help of technology, we can easily track students as they progress through the grades. With this information, teachers can easily find if a student has struggled with specific concepts and can quickly identify ways to focus on that particular subject and help them better understand it. Teachers provide time where grade levels work together and separate students to focus specific skill deficits or enrich students who are on track. With the knowledge that a student or group of students are struggling in a certain area, teachers are also able have students work on computer programs, such as Compass or Study Island, that might be able to display the lessons in a way the classroom teacher could not.

Administrators and teachers are able to analyze and follow data for each student, classroom, and grade level more easily with technology. This allows teachers to see where they may need to remediate or expand lessons or communicate with others on grade level to see what they might do differently. Grade level teachers can work together to share ideas and help support each other. Administrators are able to look at individual student, classroom and grade level scores to see where teachers may need extra support or training.

3. Communicating Assessment Results:

At Prairie Vale, we are constantly communicating assessment results to all of our stakeholders in a variety of different ways. At the classroom level, we communicate with students on a daily and weekly basis. We give students immediate one-on-one feedback as concepts are taught, and use this opportunity to re-teach areas or concepts where the students are having difficulty. We also use STAR Reading and Math assessments, Accelerated Reader test, DIBELS, Saxon Phonics and Math weekly assessments, Fact Masters weekly math fact assessments and Compass assessments to communicate to students and parents the levels that the students are working on in the classroom. We host two parent conference days per year, where teachers meet with parents and students to discuss student performance in the classroom. We generally have over a 98% attendance rate at these conferences. In addition, teachers and the principal

are always available in person, by phone or email to answer any questions about student performance. Students are also recognized on Fridays at our weekly assembly for areas like "Special Claps" to recognize good deeds, membership in Classics Club, History Club, Sequoyah Book Club, Math Master's, Spelling Bees, Geography Bees, Academic tournaments, Special Olympics and many others!

On the school level, we meet monthly as a Response to Intervention team with the principal, grade level team and resource teachers to talk about each student in the school to determine what their specific needs are, remediation or acceleration needed in content areas and social, emotional, personal areas as well. If there are questions or concerns about student performance raised at these RTI meetings, parents are contacted and included in decision making on a plan of action.

We also utilize many forms of communication to get information out to parents and community about our school and student performance. Parents immediately receive hard copies of their students test scores as soon as they are obtained. We also send out a hard copy of our State Report Card with the students' end of year grade card, which includes information on attendance and state assessment data. This information is always available to anyone on our school website as well. We have included a link that goes directly to our testing data at any time. We also utilize emails, Teacher Web sites, classroom weekly or monthly newsletters, Facebook and Twitter to communicate important information to the parents and community, including recognitions, awards, and other information.

4. Sharing Lessons Learned:

As a district, we meet yearly to discuss curriculum and showcase what is working at our school. We have worked hard to vertically align our curriculum throughout the district. At the school level, we developed a yearlong plan, which includes state and district curriculum in a month by month format and have worked with other schools in our district to develop their own.

Grade level teams meet monthly across the district. Different schools host and select the topics to be discussed. Teachers bring ideas to share. Sharing of best practices with colleagues across the district helps us to incorporate fun and creative methods daily. Teachers get great ideas from one another on how to solve critical issues. It is a great collaborative time!

Our staff provides training both inside and outside the district. Our teachers presented to district personnel at our district professional day. Some of the areas that our teachers trained in were Math Curriculum, Getting Started, Inspiring Your Child To Read, What's New in the World of Science and Using Skype in the Classroom. Our teachers have also been asked to present to other schools. Our principal has presented on a district, state and national level about our school programs.

We have partnered and established relationships with schools in other countries. Each grade level has a different partner country and use available technology in our classrooms and school to communicate and learn about our partner schools, country, cultures and traditions. Our principal has given several lectures in our state and nation to share our program and its successes with other schools around the world. Our teachers have been awarded travel grants to visit different places for professional development opportunities. They use this opportunity to communicate with the teachers in other countries, discuss best practices and compare curriculum. They bring back this rich knowledge, implement it in their classrooms and share what they have learned with teachers in our school and district.

Not a week goes by that we don't receive school visits, calls or emails requesting information about our school and its programs. We love to share our successes! We have even reached out to schools in other states by use of video conference to explain our programs, what works and our challenges. We feel that this constant communication with other schools and teachers helps us keep our focus on what is important: authentic teaching and learning!

1. Curriculum:

In our school district, much time and effort has been spent in developing improving a District Curriculum Guide that is vertically aligned in all curriculum areas from Kindergarten through grade 12. This guide is built around the six year textbook renewal cycle of the state of Oklahoma. This curriculum is based in part on our Oklahoma Priority Academic Student Skills (PASS) and also incorporates national standard and research based educational practices above what is required by our state. Teachers and administrators examine content areas vertically to ensure that we are providing maximum exposure of content and skills. Teachers work together in teams to fine tune the curriculum to provide a continuum of instruction for students throughout the grade levels and eliminate gaps and repetitions. Our district curriculum guide goes above and beyond the basic state requirements for student learning, in an effort to maximize learning for all students.

In addition to this, at Prairie Vale we have created our own site curriculum guide. This guide takes the state and district curriculum, divides it into a month by month format for each grade level and adds in the details of content, specific activities and skills to be taught. This yearlong plan enables us to “work smarter, not harder” and ensure that all students are on track, receiving high levels of engaging and exciting content daily. This is a working document, that changes as we add in different strategies and activities that we find highly effective with students. We re-examine our plan yearly and make changes as necessary to ensure the highest level of student achievement.

In all curriculum areas, teachers present lessons in highly engaging ways to maximize student learning. Technology and hands on learning are an important part of the delivery in lessons at Prairie Vale. You can walk into any classroom at Prairie Vale and see students engaged in lessons utilizing laptop computers, Smart Boards, and other technology. Students are up on their feet, moving around the room and working in cooperative groups to solve problems and complete projects.

Our teachers individualize instruction to meet the needs of learners, maximize the potential of students who are working above grade level and provide interventions and remediation for students who may be struggling. In Reading and Math, students are met on their level to provide the maximum learning for each individual. In addition to the reading textbook, Accelerated Reader and novel studies are used to individualize for students on different reading levels. In Math, beginning in Third grade, instruction is delivered in differentiated groups to meet student academic levels. In all curriculum areas, highly engaging content is used to create learning that is authentic and applicable. Each student in the school has a portfolio each year, with work samples from each content area to showcase what they have learned and highlight specific strengths. Each student’s portfolio is like a mini biography where students and parents can witness the tremendous growth made by a student each school year.

Our Fine Arts programs are second to none. We have both a fulltime Music and Art teacher who have developed programs for our students that expose them to an amazing amount of content. In Music, students learn about different composers, and learn guitar and keyboarding and have various opportunities to perform in front of audiences. In Art, students study different techniques, elements of art and study specific artists and periods in art history. Our hallways are a virtual museum made up of work done by the students in the style of Picasso, Van Gogh and many others. In addition to their ample time in music and art class, opportunities outside the school day are provided for extra-curricular activities such as After School Art, Honors Chorus, and various performances and contests.

Our Physical Education program is highly engaging and exciting for students. In addition to the state curriculum in health and physical education, students participate in the President’s Physical Fitness training, Jump Rope for Heart and various fitness contests throughout the year. Last year, students did “Exercise Across America”, where classes compete against each other to move “across America” on a

map from California to Florida, by documenting miles run or walked outside the school day. Students use a quarter mile track on our playground and do a walking program that encourages our greater Deer Creek community to exercise together in a safe environment. Other fun activities in PE include a rock climbing wall, scooter driver's license training and the Playstation game "Dance, Dance, Revolution" to get kids excited about fitness.

At Prairie Vale, our goal is to provide the maximum amount of highly engaging, authentic learning to students every day. We strive daily to provide content and skills to students utilizing best educational practices to provide learners with the tools necessary to be successful.

2. Reading/English:

We use many and varied strategies to maintain and improve levels of performance in Reading and Language Arts. Each method we utilize is research based and provides opportunities for remediation. Teachers are empowered to use the resources provided with each program, best practices, or strategies learned through professional development opportunities to remediate or accelerate instruction to meet the individual needs of students.

Phonics and spelling are taught beginning in Kindergarten. The program we utilize, Saxon Phonics, provides explicit instruction to develop the critical foundational skills for reading success. Concepts are introduced and revisited throughout the year to ensure long term success. Each grade gives weekly assessments and use remediation strategies as needed. This instruction provides a balanced literacy approach which includes: high frequency words, phonics, phonemic awareness, fluency, spelling and handwriting. At the upper grades, emphasis is placed on literature that is highly engaging and interesting to students. Teachers utilize the district adopted text, literary classics and novels to teach students the appropriate skills identified by state and district guidelines.

Children are given the opportunity to read on their independent reading levels and self-select books that they are interested in using Accelerated Reader. Accelerated Reader provides teachers, students and parents with information about student levels and makes it easy to continuously monitor basic comprehension. Children are rewarded with points that they use to purchase items at our AR store.

Teachers meet with children in small flexible groups to provide students with specific reading strategies. Teachers provide guidance that help children learn strategies to problem solve when they hit reading road blocks that interfere with comprehension. This helps them become more independent readers by learning the skills and knowledge required to read increasingly more difficult texts independently. It also provides teachers the opportunity to monitor their children's ability to apply strategies learned.

After using multiple assessments, children who are in need of further remediation have the opportunity for more individual instruction through our Passport program. This program is part of our Response to Intervention process and considered a Tier 2 response. A highly qualified Reading Specialist works with children at their ability level to provide individualized instruction. This teacher works with the classroom teacher to provide instruction in specific skill deficit areas that are identified for each student. It is a flexible working relationship that enables students to move freely in and out as needed for mastery of skills.

3. Mathematics:

We love Math at Prairie Vale! Our school uses Saxon Math in all grades, Kindergarten through 5th. The repetition of the math concepts incorporated by the Saxon curriculum contributes to retention of new math skills and building upon previous skills. Instruction is differentiated within the classroom for teachers to meet the needs of all learners. Supplemental materials are used to enrich higher level learners, as well as manipulatives and reinforcement activities for struggling learners. Prairie Vale also incorporates a Math Masters program designed by our teachers to strengthen basic math facts. Students take quick timed math drills each week and pass levels to advance. To encourage and reward students

for their progress in passing new levels, they receive math buttons each Friday in school assembly. This program helps to strengthen the basic math skills of all students, as well as build up speed and accuracy of fact families.

Starting in the third grade, more structured math differentiation begins. Students are assessed in the first few weeks of school to determine mathematic strengths and weaknesses. Students are then leveled into different math classes based on those abilities. Students who are identified with math skills well above grade level are placed on an advanced track. In fifth grade, this class is working in sixth grade math curriculum utilizing the Holt McDougal textbook coordinated with our district middle school. All other students continue to work within the Saxon curriculum with added supplemental materials. Fifth grade is designed to prepare all students for their transition on to middle school.

Students who struggle with math, and who have been identified within our district, receive the individual assistance to build up their math skills. Our resource lab provides one-on-one guided instruction needed by students to strengthen skills and bring them up to grade level ability. Other students struggling with math, who do not qualify for special services, are instructed within the classroom by their teacher. Teachers work diligently to identify skill deficits and adapt teaching methods to meet needs of all learners. Teachers in our building conduct a Math Camps after school to strengthen math skills and enhance comprehension. These camps present math activities and instruction in a different setting and style to appeal to students. Teachers within our school stress the importance of math in our daily lives, and that math can be fun when presented in a variety of ways.

4. Additional Curriculum Area:

We love learning all kinds of things at Prairie Vale, but we are especially proud of our use of technology in creating authentic learning experience for students. Technology by itself is great; technology paired with enriching content taught by excited teachers to highly engaged students is a powerful learning tool!

In addition to classroom computers and a school computer lab, we have established many other ways to integrate technology into our school day. SmartBoards and projectors in every classroom have become a great tool in our efforts to build a solid foundation in our students' education. With Smartboards, we are able to bring lessons alive, keep our students engaged and help them stay focused. Students are able to manipulate items on the board, allowing them to see lessons like never before. Paired with programs like Google Earth, for example, students can use an interactive globe that allows them to not only see our world, but really investigate it. It enables them to zoom in on regions and view pictures, videos, and information about many different areas of our world. This has made students eager to learn more about other countries and gives them the desire to connect with the world around them.

Our school has partnerships with schools from around the world! Using Skype and a Smart Board, we can video chat with these schools. Students can see, hear, and speak with students from other countries. Our students are able to help non-English speaking students with English, and with use of computer based programs like Rosetta Stone on mini laptop labs in our classrooms and Nintendo DS systems loaded with "My French Coach" games, students have been given the basics in learning a foreign language as well.

Students also connect with other students using digital podcasting, and in the older grades use school controlled email accounts to communicate with pen pals. Students are learning to use essential skills in language arts through use of email, while digitally connecting with people who have different culture and beliefs. All of this enables our students to become more culturally diverse, accepting others who may be different.

New technology has enabled us to feed the fire of learning in students and help spread that joy to their families and friends who don't have access to such equipment. We are excited about future ways technology can help us make their foundational education even stronger.

5. Instructional Methods:

At Prairie Vale, we differentiate instruction in many ways. We continuously research and collaborate to meet the diverse needs of students. We use RTI meetings to consistently monitor student progress and collaborate with colleagues to find strategies to individualize instruction. We use PLC teams to collaborate about teaching and research to assist students. We make a concentrated effort to continually review programs and make adjustments.

We individualize for all students in areas math and language arts. We individualize in other areas providing incentives, buddies or programs before and after school. Beginning in Kindergarten we monitor our students and individualize instruction, working with students by skill areas. As they progress, we form guided reading groups to individualize the students by reading ability. We have several online programs that students can access at school and home to practice reading and develop literary skills. In First through Fifth grades, students participate in the Accelerated Reader program that allows them to read at their own level and progress at their own pace. We use Star Reading Assessment to identify reading levels and set individual goals for each student.

In addition to individualizing in Reading, we have a school wide program that we developed to improve the students' Math facts. Each child works at his own level and sets personal goals for improvement. We start with basic addition facts and move through the levels to division facts. As students enter Third grade, we have math programs to remediate or enrich students with their daily math lessons. Once students enter Fifth grade, they are given the opportunity to test and receive math instruction on grade level or at an advanced grade levels.

We have various clubs, such as Math Club, Science Club, History Club and Classics Club that focus on enriching and extending academic areas. We also have a WINGS program that focuses on community service, Running Club, Honor Chorus, FCA and After School Art programs to provide students with additional opportunities to focus on their areas of strength and interest. In addition, our school is very involved with the Special Olympics. Our special needs students have partners who help them practice and compete. We are very diligent in looking for ways to enrich and individualize achievement for all students. We believe everyone has different gifts and abilities. It is our job to find and nurture gifts and help with their areas of need.

6. Professional Development:

At Prairie Vale, we consider ourselves a Professional Learning Community. We learn together and share ideas with one another on ways to deliver instruction and enhance student learning across the content areas. Professional development is driven by identifying programs and training that will support student learning and make a positive impact on achievement. We work together to analyze data, find strengths and weaknesses and identify areas of need. We look for programs that are aligned with state and national standards and meet the needs of the students in our building. We have several levels of professional development at our site and district level.

We attend district wide professional development in which we focus on teachers training teachers. After determining our students' needs, we send teachers to training and then rely on them to come back and train others. We have teachers who provide training in content specific areas, such as programs to enhance students' math skills at different levels and language programs that meet the needs of our community of learners. Teachers and administrators also provide instruction in different areas of technology.

We have school wide professional development that focuses on the academic standards. We are continually reviewing our curriculum and standards and adjusting our yearlong plan. We use district, state and national standards to determine concepts to be taught and when we need to teach them. We also work on school wide philosophies or programs, such as Response to Intervention, Professional Learning Communities, Diversity Training, Love and Logic and Great Expectations. Because our teachers have

common planning time every day, it allows time to work together as grade level teams to really study our data and practices to make sure we are delivering instruction that is meaningful to students. At the school level, we also have vertical teams in each subject who analyze content to eliminate gaps and repetitions and maximize instructional potential with students.

We have individual professional development opportunities where teachers and staff attend local and national conferences over topics that are specific to their grade level or subject area. All teachers have been given time to learn and engage in grant writing to enhance their professional knowledge and opportunities. We have several teachers who have received grants to travel to Arizona, Las Vegas, Washington D.C., Puerto Rico, England and Japan to have training and hands on experiences that they can bring back to impact student learning

7. School Leadership:

At Prairie Vale, we believe in family. Families support one another, love one another, work diligently and treat one another with respect. This school wide philosophy from the top down, makes everyone from students to staff want to exceed expectations and makes our school environment an enjoyable and relaxed place to be. The entire school functions as a family. No one is made to feel any more or less valuable than anyone else. From our amazing administrative assistants in the office to our wonderful custodians, everyone is valued, respected and shown they are important. Administrators, teachers, support staff, parents and students, even district level employees, know that they are valuable to us as a community. Our principal believes that you "model the behavior you want to see", so it is not uncommon to see employees, parents or students pitching in to solve a problem. Everyone's opinions are valued. Everyone has a leadership role in some area. We feel that "all of us are smarter than one of us". We help one another. We celebrate everyone's contributions to the school in many ways. We are very much a team.

Many of the programs we have implemented over the last few years are focused on improving student achievement. As a staff, we are learning about and implementing programs such as Professional Learning Communities and Response to Intervention. We work together in teams to ensure each individual child's needs are being met to the best of our abilities. As grade level teams, we work together in PLC groups to share ideas that have proven to be successful with a large percentage of students in our classrooms in order to improve an even greater percentage of student excellence throughout the entire grade level. These teams also work diligently on grade level yearlong plans to ensure that we are working "smarter, not harder" to stay on track each month and ensure ample time is available to teach every content area and skill. We use our common planning time each day to work together to craft lessons that are authentic and meaningful to students. Vertical teams are also an important part of our school. Vertical teams, represented by one member per grade level, examine content areas such as Reading from Kindergarten through 5th grade to ensure that we are providing a continuous flow of instruction throughout the grades and to minimize gaps and repetitions.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2006; 2007;2008;2009;2010 Publisher: Harcourt (2006) DRC (2007-2010)

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Advanced	95	99	100	89	89
Advanced	48	56	48	32	28
Number of students tested	62	78	63	84	80
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced	70				
Advanced	30				
Number of students tested	10				
2. African American Students					
Proficient Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Advanced	86	93		60	
Advanced	7	7		10	
Number of students tested	14	14		10	
5. English Language Learner Students					
Proficient Advanced					
Advanced					
Number of students tested					
6. White					
Proficient Advanced	91	98	98	88	88
Advanced	48	50	48	30	31
Number of students tested	67	84	66	88	65
NOTES:					

11OK1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2006; 2007; 2008; 2009; 2010 Publisher: Harcourt (2006) DRC (2007-2010)

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Advanced	91	99	100	99	95
Advanced	7	17	17	16	5
Number of students tested	62	78	63	83	80
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced	50				
Advanced	10				
Number of students tested	10				
2. African American Students					
Proficient Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Advanced	65	86		60	
Advanced	0	0		0	
Number of students tested	14	14		10	
5. English Language Learner Students					
Proficient Advanced					
Advanced					
Number of students tested					
6. White					
Proficient Advanced	88	99	100	93	97
Advanced	6	13	14	13	6
Number of students tested	67	84	66	87	65
NOTES:					

110K1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2006; 2007; 2008; 2009; 2010 Publisher: Harcourt (2006) DRC (2007-2010)

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Advanced	97	99	96	96	95
Advanced	43	41	42	40	36
Number of students tested	65	73	85	57	102
Percent of total students tested	100	100	100	52	91
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Advanced					82
Advanced					18
Number of students tested					11
5. English Language Learner Students					
Proficient Advanced					
Advanced					
Number of students tested					
6. White					
Proficient Advanced	92	97	95	96	92
Advanced	40	39	41	41	34
Number of students tested	63	74	88	51	86
NOTES:					

11OK1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2006; 2007; 2008; 2009; 2010 Publisher: Harcourt (2006) DRC (2007-2010)

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Advanced	91	100	100	96	99
Advanced	8	7	6	7	11
Number of students tested	65	73	85	52	91
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Advanced					82
Advanced					0
Number of students tested					11
5. English Language Learner Students					
Proficient Advanced					
Advanced					
Number of students tested					
6. White					
Proficient Advanced	85	100	98	94	97
Advanced	8	16	6	6	9
Number of students tested	64	74	88	51	86
NOTES:					

110K1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2006; 2007; 2008; 2009; 2010 Publisher: Harcourt (2006) DRC (2007-2010)

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Advanced	98	99	97	98	96
Advanced	73	56	47	64	48
Number of students tested	71	95	58	58	92
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	1	0	0
Percent of students alternatively assessed	3	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Advanced		100	90		
Advanced		45	0		
Number of students tested		11	10		
5. English Language Learner Students					
Proficient Advanced					
Advanced					
Number of students tested					
6. White					
Proficient Advanced	97	100	97	100	92
Advanced	73	55	40	60	45
Number of students tested	74	97	62	60	92
NOTES:					

11OK1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2006; 2007; 2008; 2009; 2010 Publisher: Harcourt (2006) DRC (2007-2010)

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Advanced	90	100	98	100	99
Advanced	20	30	30	31	36
Number of students tested	71	95	58	58	92
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	1	0	0
Percent of students alternatively assessed	3	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Advanced		82	90		
Advanced		0	0		
Number of students tested		11	10		
5. English Language Learner Students					
Proficient Advanced					
Advanced					
Number of students tested					
6. White					
Proficient Advanced	88	98	97	98	92
Advanced	20	24	40	27	45
Number of students tested	74	97	62	60	92
NOTES:					

11OK1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Advanced	95	98	96	94	89
Advanced	52	48	42	42	35
Number of students tested	198	246	206	197	263
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	1	0	0
Percent of students alternatively assessed	3	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced	85	89	78	90	80
Advanced	15	41	36	20	14
Number of students tested	20	18	17	19	16
2. African American Students					
Proficient Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Advanced	68	70	85	81	62
Advanced	15	33	12	36	15
Number of students tested	30	34	26	18	28
5. English Language Learner Students					
Proficient Advanced					
Advanced					
Number of students tested					
6. White					
Proficient Advanced	95	97	96	98	92
Advanced	56	45	40	51	42
Number of students tested	30	34	26	18	28
NOTES:					

11OK1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Advanced	86	98	97	96	96
Advanced	12	19	16	16	16
Number of students tested	198	246	206	197	263
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	1	0	0
Percent of students alternatively assessed	3	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced	75	90	85	83	78
Advanced	17	15	13	22	11
Number of students tested	20	18	17	19	16
2. African American Students					
Proficient Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Advanced	66	85	100	85	88
Advanced	15	0	17	20	15
Number of students tested	31	34	26	22	28
5. English Language Learner Students					
Proficient Advanced					
Advanced					
Number of students tested					
6. White					
Proficient Advanced	90	95	96	94	97
Advanced	7	15	9	7	7
Number of students tested	205	255	216	198	243
NOTES:					

11OK1