



# PART I - ELIGIBILITY CERTIFICATION

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12OK4

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

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All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 5 Elementary schools (includes K-8)  
 (per district designation): 1 Middle/Junior high schools  
2 High schools  
0 K-12 schools  
8 Total schools in district
2. District per-pupil expenditure: 7879

## 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: 21
5. Number of students as of October 1, 2011 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		<b>6</b>	0	0	0
K	34	51	85		<b>7</b>	0	0	0
1	44	36	80		<b>8</b>	0	0	0
2	37	31	68		<b>9</b>	0	0	0
3	48	40	88		<b>10</b>	0	0	0
4	52	50	102		<b>11</b>	0	0	0
5	51	39	90		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>513</b>

6. Racial/ethnic composition of the school: 15 % American Indian or Alaska Native  
1 % Asian  
5 % Black or African American  
4 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
75 % 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 2010-2011 school year: 14%

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, 2010 until the end of the school year.	32
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	41
(3)	Total of all transferred students [sum of rows (1) and (2)].	73
(4)	Total number of students in the school as of October 1, 2010	513
(5)	Total transferred students in row (3) divided by total students in row (4).	0.14
(6)	Amount in row (5) multiplied by 100.	14

8. Percent of English Language Learners in the school: 2%

Total number of ELL students in the school: 11

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 55%

Total number of students who qualify: 284

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: 10%

Total number of students served: 54

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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>19</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>24</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>9</u>	<u>0</u>
Paraprofessionals	<u>11</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>0</u>
Total number	<u>52</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:

21:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	96%	96%	95%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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	_____ %
<b>Total</b>	<b>_____ 0%</b>

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

No

Yes

If yes, what was the year of the award?

The city of Sand Springs has a population of approximately 25,000 people. The school district serves about 5,200 students. Sand Springs is a city divided by the Arkansas River. Many Sand Springs residents commute to jobs in the Tulsa Metropolitan area. Most job opportunities in the city of Sand Springs are in manufacturing or retail. Sand Springs is home to several generations of families. It is a conservative community with traditional values. Those who live in Sand Springs work to maintain the community's conservative nature and traditions.

Pratt Elementary School is located in South Sand Springs, on the south side of the Arkansas River. Pratt was the second elementary school built in South Sand Springs. It was built between existing neighborhoods of older homes and new neighborhoods of new homes, referred to as Prattwood Estates, in 1970. When opened, Pratt School was considered by the community as the school of the wealthy. That reputation was created by the new homes that surrounded the school. Most students attending Pratt in the 1970's would have been upper middle-class and above.

Because students were from the "upper middle class and above", their performances on assessments were high. A student attending Pratt in the 1970's and 1980's had many life and travel experiences; these experiences along with high family expectations contributed to the students' success and high performance. In the fall of 2003, Pratt School qualified as a Title I school. Although a general shift in the socio-economic level of students changed, performance on state assessments did not. Pratt students continued to score well on state assessments. Because of this continued high performance, the community of Sand Springs still considers Pratt the school of the wealthy. For those not in education, it is sometimes difficult to understand that students who are impoverished can still learn and perform as any other student; it is all a mindset. The Pratt Staff believes that all students can learn and perform well on assessments no matter their socio-economic levels.

The mission for Pratt's students is to create life-long learners who are positive contributors to society. We strive to prepare students for upper-level classes during their secondary education. We talk to our students about attending college or technical schools. "Oklahoma's Promise" was created to pay tuition for students from families making less than \$50,000.00 per year. In order to complete the required course of classes to qualify, students must begin preparing in elementary school. They cannot wait until ninth grade to begin completing work and practicing study skills. Both of these elements of learning begin in elementary school.

Currently, approximately fifty percent of Pratt's students reside within the Pratt School boundaries. Neighborhood homes are still occupied by the original owners; this reduces the number of available homes for purchase in the district. Homes in the Pratt School district typically sell well when they are available. The other approximately fifty percent of Pratt's students attend Pratt on a transfer basis. Pratt is not a magnet school; transfers are granted as class counts allow.

Pratt is home to the district's special education program for students categorized as Emotionally Disturbed. This program was moved to Pratt School in the fall of 2001. The structure and consistency provided these students by the Pratt Staff have created a very successful environment for them. The majority of these special needs students become full-time students in regular education classrooms. This program also offers behavior intervention for Pratt's students who exhibit disruptive behavior in their classrooms.

Pratt School has an active Parent/Teacher Organization (PTO) that meets the second Monday evening of each month during the school year. Pratt's PTO is active in fundraising. During my years as principal, the

organization has purchased playground equipment, carpet for classrooms, trees for the playground, and materials for classrooms relating to instruction. Pratt is blessed to have parent and grandparent volunteers who facilitate students' activities on special days such as theme days, field trips, field day and fifth-grade camp.

Pratt School is worthy of receiving the Blue Ribbon Award because the school is "a complete package". The staff works hard every day to meet the physical, emotional and academic needs of all students. Parents of Pratt School's students, are involved in their students' education and extra-curricular activities provided at school. Lastly, Pratt School has a long standing tradition of high performance on state assessments.

### 1. Assessment Results:

The Oklahoma Core Curriculum Tests contain four levels of student performance. Students scoring 891-990 are considered "advanced". Students' scores of 700 to 890 are considered "Proficient". Both "Advanced and "Proficient" levels demonstrate "Meeting the Standard". Students scoring 649 to 699 are in the "Limited Knowledge" category; scores below 648 are considered "Unsatisfactory". When Oklahoma began administering state assessments to students, "Limited Knowledge" was included as a category of "Meeting the Standard". Assessment results for Pratt School can be found at <http://www.sde.state.ok.us>.

Pratt's students scored consistently high in 2007, 2008, and 2009. We have always tested ninety-nine to one-hundred percent of our students each year. For the 2010 assessment, two changes were made in the assessment and testing process. First, students scoring 700 or higher were still considered "Meeting the Standard", however, students had to answer more questions correctly on the 2010 assessment to achieve the score of 700. The grade level most affected by this change was third grade. Third-grade students had to answer five more questions correctly to "Meet the Standard". The second change with the 2010 assessment was the definition of "full academic year". Prior to 2010, the definition of "full academic year" was, "students who were enrolled in the school for one-calendar-year prior to testing". This gave teachers the opportunity to fill skill gaps of new students before these students' assessment results were averaged into grade-level scores affecting AYP. Beginning with the 2010 assessment, students enrolled in the school during the first ten days of the current school term are considered "full academic year". This change made and continues to make getting new students, who enter our school below grade level, prepared for their grade-level assessments very difficult. Too much time is needed to fill skill gaps from prior grades.

The Pratt Staff recognizes that our students' mathematics performances are consistently high. Test results show that twenty-five percent or more of our students score advanced on the state math assessments. We contribute this success to our focus on mathematics skills which include a ninety-minute-teaching block daily in third, fourth and fifth grades. Having this ninety-minute block allows teachers the opportunity to teach grade level standards and fill students' skill gaps in small groups as well.

Pratt's Black and American Indian students have inconsistent scores on assessments. Our Black students score lower than other ethnicities in reading and mathematics. It is noted that Black students received from other schools in the Tulsa Metro area come to Pratt significantly behind academically. It is also believed that lower percentage scores of Black students may be a result of having so few Black students enrolled. Black students scoring below 700 on the state assessment receive intervention services and tutoring through our Title I program to strengthen skills in reading and mathematics. Pratt's Native American students performing below expected levels may receive additional instruction through intervention, Title I tutoring, or tutoring provided by the district's Indian Education Department.

Pratt does experience significant differences in "advanced" performances by our students in the areas of reading and mathematics. As stated above, twenty-five percent or more of our students will score "advanced" on the state's mathematics assessment. One of the contributing factors to this is the ninety-minute block for instruction. During a faculty meeting in the fall of 2011, Pratt's Staff began the discussion of implementing a ninety-minute block for reading instruction as well. This ninety-minute block will be specific reading and writing instruction only. Three grade level blocks are planned for the first part of the school day with the other three grade -level blocks occurring during the second part of the school day. The plan is to include special education teachers, and all Paraprofessionals as instructors during these reading blocks.

Another area of instruction discussed during this faculty meeting was "teaching to the middle". We believe "teaching to the middle" has resulted in large numbers of students performing at the "proficient" level, but does not prepare students for scoring "advanced". The staff has determined that homogenous grouping of students for instruction in reading will better prepare students for "advanced" scoring. This process has been implemented by the fourth-grade team this school year. We are excited to see fourth-grade students' results from spring 2012 assessments. We anticipate a larger percentage of "advanced" readers than years past.

## **2. Using Assessment Results:**

Each year, Pratt's student test scores are analyzed using ALCA, a software program designed to show various aspects of student testing. The percentages of Pratt's students scoring proficient has maintained over the past five years. Pratt School is the only elementary school in Sand Springs to make benchmark every year. Benchmark is defined by the state department as: a minimum of seventy percent of all students in third, fourth, and fifth grades scoring "proficient" or "advanced" on the state assessments in reading and mathematics. The Pratt Staff is proud of our percentages of students who do meet the standard; however, we realize that students who do not meet the standard are at risk for the remainder of their school careers unless we determine strategies to make them successful students while with us.

After reviewing and comparing percentages of students scoring "advanced" in reading to those scoring "advanced" in mathematics, the staff began discussing differences in basic components of teaching both. The staff determined that the teaching of reading was more complex as learning to read requires a combination of many more skills than teaching mathematics concepts. One area of need determined by the staff was "time". Pratt's first-grade teachers have a ninety-minute block of time scheduled for reading instruction daily. The percentage of students reading on grade level or above by the end of their first grade year is a minimum of ninety percent. Additionally, a Paraprofessional is assigned to assist with reading daily in the first-grade classrooms. We believe this additional staff also contributes to students' success as students read with an adult daily.

The staff, through our Title I Committee, has determined that adding ninety-minute blocks for reading instruction at each grade level will assist with and improve reading instruction. These reading blocks will be uninterrupted. Additionally, all Paraprofessionals and Special Education teachers will be assisting with reading instruction in the regular education classrooms during these blocks.

Another factor contributing to the success of reading instruction in the first grade is homogenous grouping of students for reading. Small groups contain no more than five students; students needing pre-reading skills may be seen in groups of one or two to allow for more specific instruction and to help students maintain focus. The Pratt Staff will implement homogenous grouping into their instructional reading strategies as well. This allows all students, those working below, on level, and above level, to receive instruction at their instructional level.

As test results are analyzed, Pratt's students do not score as well as they should in the area of vocabulary. The Pratt Staff believes greater emphasis on non-fiction reading material will offer more opportunities to stress vocabulary during instruction. It was determined, through the Title I Committee, that Title I and RSA funds should be spent on collections of non-fiction books to be used during reading instruction. To begin the book selection process, the Library/Media Specialist received three boxes of non-fiction book samples from three different publishers. Teachers met by department to review grade appropriate books and made prioritized lists of books for purchase. Class sets, as well as sets of six, will be purchased for reading instruction.

In the area of mathematics, we will continue with ninety-minute blocks of instruction. We will continue with current strategies used to teach computation skills. Pratt's scores reflect students' performance in computation is very strong. We will give additional focus to problem solving. We will implement Larry Bell's UNRA (A) VEL which gives students specific steps to follow to solve word problems. We piloted

UNRA (A) VEL for problem solving in our fourth-grade classrooms this year. The teachers report a great improvement in students' understanding of word problems using this strategy.

Results from the state assessments are typically received in August of each year. The parent information sheet, provided by the state department, is sent home with students along with a cover letter in sealed envelopes. Parents are encouraged to call their child's teacher to visit by telephone or to schedule a conference regarding the testing information. Discussion of the school's test results are on the agenda of "Back to School Night", parent night, in early September. Explanations of scores and benchmark are given to parents in a large-group meeting prior to parents visiting individual classrooms. This information is presented as a celebration and is used as motivation to encourage parents to expect and encourage the best of their students.

The community is informed of students' performances on state assessments through the Sand Springs Leader and the Tulsa World. Both newspapers have articles each fall informing the community and Tulsa Metro area of schools' performances. Discussion of test results is also part of the Sand Springs Board of Education meeting agenda. The Board discussion will involve state assessments as well as district assessments. A news reporter is in the audience of these meetings and reports student performance information to the community throughout the year. Our superintendent speaks frequently at civic clubs in our community sharing the testing success of our students as well.

### **3. Sharing Lessons Learned:**

Pratt School has a long standing tradition of students' success. Those who know of Pratt School understand that high expectations and enrichment activities are contributing strategies to this success. Pratt has, for twenty years, taken fifth-grade students for a week-long camp on Fort Gibson Lake. Students attend two classes per day; each class is approximately two and one-half hours in length. Classes offered are: photography, fishing, team building, bead making, tie-dying, using a compass and GPS system, and music. Since beginning our camp, two other elementary schools in Sand Springs offer a camp to their students as well.

Full-day kindergarten began in Sand Springs during the fall of 2004. Sand Springs Public Schools was one of the first in Northeastern Oklahoma to begin full-day kindergarten. Kindergarten teachers from other districts came to Pratt on many occasions to observe in our full-day classes. Our program was used as a model for implementing full-day classes in their districts.

Currently, our district has formed grade-level teams involving all teachers of each grade level. The primary focus of these grade-level teams is to prepare for the implementation of Common Core State Standards in the near future. However, from these team meetings much more has been accomplished. After developing an atmosphere of acceptance and openness, teachers have shared their ideas with regard to pacing calendars. From these discussions, all teachers, including Pratt teachers, have shared instructional strategies, appropriate times of the school year to teach specific skills and the desire for all students in the district to perform well. These team meetings have changed attitudes between schools from competitive to cooperative.

Several of Pratt's teachers have presented during professional development workshops within our district, at state conventions in Oklahoma City and Tulsa, as well as, at national conventions in Las Vegas. The opportunities to do so offer opportunities for all attendees to experience success with their students.

### **4. Engaging Families and Communities:**

The Pratt Staff believes getting parents actively involved by coming to school contributes to student success. Parents are offered two scheduled times each year for parent/teacher conferences. These conferences are designed to discuss the student's academic performance and positive or negative factors

that may be affecting his/her performance. Monthly PTO meetings are held the second Monday of each month. Parents serve as chaperones on field trips, field days and fifth-grade camp. Parents also volunteer to assist in classrooms on "theme days" at several grade levels. Pratt's PTO hosts a school carnival the first Saturday evening in March of each year. A book fair is held the week of conferences in the fall and spring. It is open for parents both conference evenings to purchase books for their students.

The Pratt Staff believes that communication with parents contributes to student success. Monthly calendars of events are sent home with students. Teachers, kindergarten through third grade, send weekly newsletters home with students; these newsletters list academic skills that will be taught the following week. Fourth and fifth-grade students complete daily agendas listing assignments for each subject. This agenda is taken home each day for a parent's signature, and then returned to school the following day. Pratt School has a web page within the Sand Springs Schools' website. Calendar activities and links to staff emails are part of the Pratt web page. The School Connect app has been an added feature for parents with iPhones, iPads, or other comparable devices. A message can be "pushed" from the principal's computer and be received on phones, with the down-loaded app, in two minutes. Pratt School also utilizes a phone messaging system, Global Connect, to send reminders and other information to families. The phone messaging system pulls phone numbers from the district's student information system.

Businesses in the city of Sand Springs play an important role in the success of our students. The local Rotary Club purchases dictionaries for our third-grade students each year. The dictionary comes with the student's name imprinted on it. A local bank sends representatives to teach a less to third graders on saving money. Pratt's teachers have received grants from State Farm and Shelter Insurance Companies for instructional materials. The Homeland food chain donates a percentage of customers' purchases to Pratt.

## 1. Curriculum:

All core curriculum areas are driven by the Oklahoma PASS Standards. The Staff at Pratt Elementary believes very strongly that teaching decoding to students creates strong readers, spellers and writers. The Saxon Phonics program is utilized in all first and second-grade classrooms. Students will learn and know every phonics rule needed to decode words for their reading and also to decode unfamiliar words in the areas of science and social studies. Saxon Phonics is taught through “whole-group instruction”. When needed, students complete this lesson at the reading table under the supervision of the classroom teacher or Paraprofessional.

Pre-reading skills are taught to our kindergarten students through literacy centers, daily journals, leveled flex groups and large-group instruction. First through fifth-grade students are taught reading through use of the district-adopted basal program, literature studies, leveled homogenous groups, and the Study Island and Accelerated Reader software programs. SMART Board activities, the SRA individualized reading program, KidPix, MediaChalk and Kidspiration software programs are also valued tools for reading and writing instruction.

Students scoring above grade level on the STAR reading assessment are instructed using above-level materials in their homerooms, travel to a classroom of the next grade level, and/or are challenged through enrichment activities coordinated by the classroom teacher and the Library/Media Specialist. Students scoring below level on the STAR reading assessment may receive instruction in their regular classrooms utilizing small-group instruction, instruction through an Intervention pull-out program, or instruction by additional instructional staff in the classrooms during reading instruction.

The district-adopted math program is Envision Math. This program is the primary tool for math instruction. However, teachers pull materials from other successful programs to create a comprehensive program to best meet the needs of all students. Saxon Math is one of these supplemental programs. The constant review built into the program keeps skills in the forefront of students’ minds. Teachers of primary students also use songs, manipulatives, daily word problems, calendar math, leveled games, center activities, vocabulary cards, and Home-School Connection as tools for teaching mathematics. Students receive mathematics instruction in small and large group settings. Students, who have mastered their current grade level mathematics skills, receive mathematics instruction on skills of the next grade level. Study Island is a software tool utilized to reinforce math skills for students in grades two through five. Mathematics skills such as balancing a check book and figuring percentages are taught through the Biz Town curriculum. Biz Town is a mock city provided by Junior Achievement of Oklahoma. This mock city contains several businesses that are run by our students for the day. Students work diligently in their businesses to make them profitable.

Science and social studies concepts are taught to the primary students through units of study. Pratt’s first-graders experience “special days” six times each year. These special days are group activities created in all four classrooms. These activities involve investigative science, social studies concepts, writing and art. Students of all four classes move from one activity to the next until all activities have been experienced. Parent/Grandparent volunteers for these “special days” contribute to their success. Intermediate students receive more direct instruction in science and social studies. Both texts are utilized as non-fiction reading for reading instruction. All grade-levels at Pratt utilize North Carolina Science kits as part of their science instruction. The North Carolina kits provide students opportunities to use the Scientific Method. Students do not complete worksheets, but keep journals with information gleaned during the activities.

The performing arts are an important part of the education of Pratt's students. Thirteen of Pratt's certified staff members receive training each summer at the Harwelden Institute. During this training, teachers choose a fine arts program for their students to attend during the following school term. Artists from this production come to school several weeks in advance to discuss the program content and teach specific skills to help students understand the program they will experience. Understanding and experiencing these skills improve the students' appreciation for the program when presented. Pratt School's students also attend local and professional touring theatre productions and concerts.

The visual arts are typically incorporated with core-curriculum presentations. These are particularly apparent when observing lessons involving geometry, social studies, science and responses to literature. Field trips to Gilcrease, Philbrook, and Woolaroc Museums offer students experiences with art. Virtual tours are provided to students using the SMART Board in the classroom setting.

Health is taught by our counselor, during drug-free lessons and in physical education classes. Physical education classes also involve teaching students a variety of skills used in playing a variety of sports. These skills are taught to encourage "life-long" participation by the students. Nutrition is taught in physical education classes and through science activities in the regular classrooms.

## **2. Reading/English:**

The Staff at Pratt School uses a variety of strategies to teach reading. The Saxon Phonics program is taught to students in first and second grades. When students have completed the second grade, they have learned all phonics rules. This instructional program equips students with the knowledge to decode unfamiliar words, not only in reading, but science and social studies texts as well. Students receive whole-class instruction when taught the phonics program.

Literacy stations, word walls, sight words and small group instruction with Literacy First skills are strategies used in Pratt's kindergarten classes. The reading basal and literature are used when teaching reading strategies to first through fifth graders. Use of the basal keeps teachers on track with reading skills instruction. Literature, both fiction and non-fiction, are used to teach genre, comprehension, vocabulary skills, story elements and fluency.

Small-group-differentiated reading instruction is utilized by all grade levels. Students are grouped according to their current reading levels. This differentiation allows teachers to challenge those who read on or above grade level, as well as, work to fill in skills gaps with students working below level. Students are frequently assessed and may move from one group to another when mastery of skills is demonstrated.

Reading instruction is supplemented with the Study Island web-based program. Students have two forty-five minute sessions weekly in the computer lab to use this program. Accelerated Reader is another software program utilized to support reading vocabulary and comprehension. Teachers, at each grade level, develop a point system for the year. Students are rewarded as each point level is reached. The rewards range from an AR button to bowling.

Students performing below grade level receive specific instruction through small groups in their regular-education classrooms. If these same students score below the tenth percentile on the Aims Web assessment, they are served in a pull-out Intervention program. This pull-out program, SRA, is taught by site Special Education teachers. Students may also receive individual or small group tutoring from a Title I or other highly-qualified Paraprofessional on staff. Students, who qualify, may also be served by a highly-qualified ELL or Indian Education tutor. An after-school tutoring program is available for qualifying students.

### **3. Mathematics:**

Oklahoma's PASS Standards determine mathematics skills taught to students at Pratt School. However, teachers utilize strategies from other programs to ensure the success of our students.

Envision Math is the instructional program adopted by the school district. It is the primary instructional tool used by classroom teachers. Additionally, our staff believes that mastery of basic math facts allows students quicker mastery of upper-level math skills. Our site also utilizes a "math facts" program. By the end of first grade, all first graders are expected to complete one-hundred addition facts and sums of 1-10 without errors in five minutes. Upon the mastery of this skill, students follow the same process with one-hundred subtraction facts and differences of 1-10. Second-grade students follow this process with sums and differences 1-18. Each year this program builds. Third graders are expected to complete one-hundred addition and one-hundred subtraction facts, 1-18, in ten minutes without errors. Fourth and fifth graders add one-hundred multiplication facts to the one-hundred addition and one-hundred subtraction facts; all three hundred facts must be completed in ten minutes without error.

Math stations/tubs, morning calendar activities, daily word problems, and the use of manipulatives are all additional strategies used in the primary grades for mathematics instruction. SMART Board activities, Education City and other mathematics websites, and small-group instruction are utilized at all grade levels.

Study Island, a web-based program, is utilized for grades first through fifth to reinforce mathematics skills. Students, who demonstrate mastery of mathematics skills required of their current grade level, receive mathematics instruction on skills at the next grade level. Students who master fifth-grade skills before entering the fifth grade travel to the district's Sixth-Grade Center for mathematics instruction.

Students performing below grade level in mathematics receive instruction on skills of their current grade level. All students must be exposed to, even if unable to master, grade-level skills as they are required to take the state's on-grade-level assessments each spring. However, these same students receive instruction in small-group settings to master prior skills. If students performing below level score below the tenth percentile on the Aims Web assessment, they qualify for the Intervention pull-out program. This program is taught by the site Special Education teachers. An after-school tutoring program is available to qualifying students needing assistance with mathematics skills.

### **4. Additional Curriculum Area:**

Technology plays a vital role in the lives of all students at home and school. Most are familiar with and can easily use an iPhone to complete a variety of tasks. Today's students use technology as the staff used paper/pencil during our elementary school years. Technology is changing so quickly it is very difficult to stay current with upgrades to the technology used in our school.

Our school is equipped with three computer labs. One is used specifically for Study Island and Accelerated Reader. The second is part of Pratt's Media Center and is used for students' research, development of projects from research and utilization of writing programs such as Kidspiration and KidPix. These software programs allow students to create webs of subtopics with supporting information. Students then learn to put the information from the web created into an outline format. From the outline format they develop their paragraph writing. All of these steps are completed on the computer. The third lab is used solely for computer literacy instruction; a certified teacher instructs in this lab. Students are taught age-appropriate skills using the computer. These skills include Windows navigation, file storage, skills using the mouse, common software and hardware, Microsoft Office, and Internet skills for research and keyboarding. Students are also taught strategies in determining credible sources on the Internet from which to gather needed information effectively and safely.

A specific keyboarding program is utilized in the literacy lab. As students complete the program with ninety-percent accuracy, their names are announced using the intercom as “Mr. McMahon’s Terrific Typists”. Mr. McMahon, our computer literacy instructor, meets with department teams of teachers to inform them of skills their students can utilize in lessons and projects. From these meetings, teachers are better equipped to develop projects for their students.

These projects begin as research and fill-in the blank projects for the primary students. Our upper-elementary students complete power-points, access Microsoft Publisher to prepare newsletters, brochures and certificates. They may also use virtual tours as part of their projects

Each classroom is equipped with a digital projector and SMART Board. Teachers create lessons, activities and games to reinforce skills taught or utilize premade materials that accompany the core curriculum texts. The interactive games pulled from websites are very motivating to students.

## **5. Instructional Methods:**

Assessment of students begins in September of each school term. Data from these assessments is used to determine students’ specific instructional needs. At Pratt School, differentiated grouping is used as a strategy within the classroom setting. This strategy allows teachers to instruct students with above-grade-level material when appropriate. Pratt’s teachers make good use of literature, both fiction and non-fiction, with students. Students working above level will move quickly to using the computer for research to complete enrichment projects of interest to them. Homogenous grouping also gives students, on level and below level, instruction in small-group settings as Paraprofessionals are assigned to assist with reading instruction each day.

Two intermediate-level teachers, of each grade-level team combine their students for leveled instruction. Depending on assessment results, one teacher may instruct qualifying students of both classes with above-level materials while the other teacher instructs on-level and below-level readers. Additional staff is assigned to the teacher instructing students below level to allow for small group instruction. The additional staff members utilize lesson plans developed by the teacher of record.

Another strategy utilized at Pratt School is cross-grade movement of students working above level. Students who have mastered their current grade-level material may move to the next grade level for subject-specific instruction. Pratt utilizes this strategy in both reading and mathematics. Fifth-grade students, who master fifth-grade reading and/or mathematics skills as fourth graders, may take the sixth-grade placement test and travel to the neighboring Sixth-Grade Center for instruction in the specific content area.

Indian Education and ELL tutors are utilized with students performing below the expected level in reading and mathematics. Students receive academic support from these tutors twice per week; material covered during these tutoring sessions is formulated by the classroom teacher. A portion of Pratt’s Title I, Project 511 funds is used to provide after-school tutoring on site. Current staff members are hired to tutor recommended students for two one-hour sessions each week. The tutors have frequent conversations with students’ classroom teachers to determine student improvement and need.

Students scoring below the tenth percentile on the Aims Web assessment are identified for Pratt’s Intervention Program. The Intervention Program is taught by our Special Education teachers; strategies include the SRA program and introducing on level materials at a much slower pace.

## **6. Professional Development:**

Sand Springs Schools is part of a consortium, The Eighth Floor, that provides free professional development training to teachers in the use of technology. With today’s current trend, i.e., more

technology in the classrooms, this training gives teachers the skills needed to confidently use technology in their classrooms. As the district has upgraded classroom computers, teachers have been able to access training on the new programs through The Eighth Floor. Trainings in the use of SMART Boards, clickers, animation, etc. are also areas of training provided.

Another area of professional development provided by the Sand Springs Schools is district grade-level meetings. Currently, these meetings are dealing with Common Core State Standards. These professional development meetings provide the district's grade-level teams the opportunity to develop pacing calendars for all core subjects. The development of pacing calendars has ensured that students within our district who move from one school to another will receive the same sequence of skills instruction at any site. The district team meetings have also allowed teachers to share instructional strategies to better insure students' mastery of expected curriculum.

Professional development at the site level is developed by the instructional staff through the Advisory Committee. It is believed that professional development is more beneficial to the staff if they determine what topics should be covered. Students at Pratt have benefited from teachers' trainings in the uses of Kidspiration, United Streaming, KidPix, Media Chalk and Study Island software programs. Teachers will take small groups of students or all students to the Media Center computer lab to use these programs.

Pratt teachers have participated in cross-grade, vertical team, meetings. The agenda for these meetings was to determine strengths and weaknesses of students in the areas of academic and study skills as they enter each grade level. Weaknesses were addressed by each department and strategies developed to strengthen students in the areas of concern. Strengths were celebrated and strategies for these skills were continued.

On many occasions, Pratt teachers lead our site professional development activities. We believe our staff members have individual strengths and make use of those strengths through professional development trainings. Using our staff members as facilitators allow topics to fit the specific needs of our Pratt School's students.

## **7. School Leadership:**

The leadership philosophy and structure of Pratt School involves high expectations of all for their specific jobs. Students are expected to attend school regularly, be prepared for class with materials and tasks completed. Teachers are expected to attend school regularly and be prepared with quality lessons daily. The administrator is expected to offer whatever is needed to provide a quality education to students. One need may be to support a teacher in a difficult situation with parents or students. Another need may be to find funds to provide materials needed for lessons. Another expectation is to be highly visible and involved in the daily activities of the school.

Pratt's principal knows each student by name and greets students each morning as they arrive at school. Knowing students' names not only develops relationships with students, but also lets parents know that their students are important. The principal also believes that students' physical needs must be met before they can concentrate on academics. Pratt's PTO and site activity funds are used to purchase clothes, coats, gloves, hats, eye wear, back packs or any other item needed to meet the physical needs of students.

The principal is very involved in Intervention Team meetings of students, students' IEP meetings and many times parent/teacher meetings involving the needs of regular education students. Attending these meetings allows the principal to ensure that students' academic needs are being met and gives him more knowledge regarding that student and his/her academic success or need. These team meetings involve the Special Education teacher and regular education teacher of the student. Input from them is vital to ensure the academic success of each student.

The Pratt Instructional Team celebrates a history of academic success for students. The Instructional Team has been developed, with the implementation of activities from “Capturing Kids’ Hearts”, a focus on students and their needs. Students are the primary focus at Pratt. The focus on students discourages what is easier for adults and encourages what is best for students.

Pratt School teachers are strong instructional leaders. They are acknowledged by all in the district for their professionalism, instructional strengths and love for students. Of the last nine years, four of Pratt School’s teachers have been chosen Sand Springs Schools’ District Teacher of the Year.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: OCCT

Edition/Publication Year: 2011

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	84	87	74	89	90
Advanced	28	29	29	24	17
Number of students tested	86	87	86	84	90
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	5	3	8	4	4
Percent of students alternatively assessed	6	3	9	5	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	85	88	71	90	78
Advanced	22	18	29	27	13
Number of students tested	41	33	31	30	31
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	3	4	7	1	5
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	1	3	1	2	
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	1	1	5	4	6
<b>5. English Language Learner Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested			1		
<b>6. American Indian</b>					
Proficient plus Advanced	92		59	65	94
Advanced	25		17	36	13
Number of students tested	12	9	12	14	16
<b>NOTES:</b>					
A rubric is provided to determine which assessment students with IEPs should take. Options for assessments are regular, modified or portfolio.					

12OK4

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: OCCT

Edition/Publication Year: 2011

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	83	87	83	98	100
Advanced	5	4	5	8	6
Number of students tested	86	87	86	84	90
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	5	3	8	5	6
Percent of students alternatively assessed	6	3	9	6	7
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	78	85	77	100	100
Advanced	2	0	0	10	3
Number of students tested	41	33	31	29	30
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	3	4	7	1	5
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	1	3	1	2	
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	1	1	5	3	4
<b>5. English Language Learner Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested				1	1
<b>6. American Indian</b>					
Proficient plus Advanced	83		75	93	100
Advanced	0		0	0	0
Number of students tested	12	9	12	14	16
<b>NOTES:</b>					

12OK4

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: OCCT

Edition/Publication Year: 2011

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	91	91	86	87	97
Advanced	44	32	25	18	25
Number of students tested	91	90	89	100	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	11	5	9	3
Percent of students alternatively assessed	4	12	6	9	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	85	88	82	88	94
Advanced	35	27	25	17	29
Number of students tested	40	33	28	35	17
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	3	7	1	5	2
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	4	1	3	1	
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	3	6	2	6	4
<b>5. English Language Learner Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	1				
<b>6. American Indian</b>					
Proficient plus Advanced	85	92	75	93	100
Advanced	54	25	25	8	14
Number of students tested	13	12	12	13	14
<b>NOTES:</b>					
A rubric provided by the State Department of Education is used to determine the assessment students with IEPs should take. Options are regular, modified or portfolio assessment.					

12OK4

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: OCCT

Edition/Publication Year: 2011

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	78	84	80	98	100
Advanced	1	6	6	1	6
Number of students tested	91	90	94	100	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	11	12	8	3
Percent of students alternatively assessed	5	12	13	8	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	65	76	75	100	100
Advanced	0	3	0	0	4
Number of students tested	40	33	28	36	28
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	3	7	1	5	5
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	4	1	3	1	
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	3	6	2	7	4
<b>5. English Language Learner Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	1				
<b>6. American Indian</b>					
Proficient plus Advanced	85	75	75	100	100
Advanced	0	8	0	0	14
Number of students tested	13	12	12	13	14
<b>NOTES:</b>					
A rubric is provided by the State Department of Education to determine if students with IEPs should take the regular, modified or portfolio assessment.					

12OK4

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: OCCT

Edition/Publication Year: 2011

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	84	86	78	96	95
Advanced	27	52	28	38	34
Number of students tested	93	99	94	89	80
Percent of total students tested	98	99	100	100	100
Number of students alternatively assessed	12	8	12	3	6
Percent of students alternatively assessed	13	8	13	3	8
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	84	84	78	90	95
Advanced	27	44	22	35	10
Number of students tested	37	43	32	20	20
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	9	1	5	3	6
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	2	5	1	1	1
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	7	7	5	2	6
<b>5. English Language Learner Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>6. American Indian</b>					
Proficient plus Advanced		71	82	100	92
Advanced		47	27	25	23
Number of students tested	9	17	11	16	13
<b>NOTES:</b>					
A rubric is provided by the State Department of Education and used to determine the assessment students with IEPs should take. Options are: regular, modified or portfolio.					

12OK4

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: OCCT

Edition/Publication Year: 2011

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	81	77	75	98	88
Advanced	8	7	9	9	20
Number of students tested	92	99	94	89	80
Percent of total students tested	98	99	100	100	100
Number of students alternatively assessed	12	9	9	2	5
Percent of students alternatively assessed	13	9	10	2	6
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	75	71	80	100	75
Advanced	5	2	6	10	0
Number of students tested	37	42	35	21	20
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	1	1	5	3	6
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	2	4	1	1	1
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	6	6	8	3	7
<b>5. English Language Learner Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>6. American Indian</b>					
Proficient plus Advanced		59	82	100	84
Advanced		0	9	0	17
Number of students tested	9	17	11	16	12
<b>NOTES:</b>					
A rubric is provided by the State Department of Education and used to determine which assessment students with Individualized Education Plans will take. Options are regular, modified, or portfolio assessment.					

12OK4

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	86	87	79	90	93
Advanced	33	38	27	26	25
Number of students tested	270	276	269	273	248
Percent of total students tested	99	99	99	100	100
Number of students alternatively assessed	21	22	25	16	13
Percent of students alternatively assessed	7	7	9	5	5
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	84	86	76	89	87
Advanced	27	30	25	24	16
Number of students tested	118	109	91	85	68
<b>2. African American Students</b>					
Proficient plus Advanced	46	66	46		84
Advanced	13	16	9		23
Number of students tested	15	12	13	9	13
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	7	9	5	4	1
<b>4. Special Education Students</b>					
Proficient plus Advanced	72	85	83	83	87
Advanced	27	28	33	0	12
Number of students tested	11	14	12	12	16
<b>5. English Language Learner Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	1	0	1	0	0
<b>6. American Indian</b>					
Proficient plus Advanced	82	79	71	86	95
Advanced	35	36	22	23	16
Number of students tested	34	38	35	43	43
<b>NOTES:</b>					
A rubric is provided to determine which assessment students with IEPs should take. Options for assessments are regular, modified or portfolio.					

12OK4

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	80	82	79	98	96
Advanced	4	5	6	5	10
Number of students tested	269	276	274	273	248
Percent of total students tested	99	99	99	100	100
Number of students alternatively assessed	21	23	29	15	14
Percent of students alternatively assessed	8	8	10	5	5
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	72	76	77	100	93
Advanced	2	1	2	5	2
Number of students tested	118	108	94	86	78
<b>2. African American Students</b>					
Proficient plus Advanced		66	54		94
Advanced		0	0		6
Number of students tested	7	12	13	9	16
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	7	8	5	4	1
<b>4. Special Education Students</b>					
Proficient plus Advanced	79	69	73	100	86
Advanced	0	0	6	7	6
Number of students tested	10	13	15	13	15
<b>5. English Language Learner Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	1	0	0	1	1
<b>6. American Indian</b>					
Proficient plus Advanced	85	65	77	97	95
Advanced	0	5	2	0	9
Number of students tested	34	38	35	43	42
<b>NOTES:</b>					

12OK4