

Prairie Farm Title 1 Public Schoolwide Plan 2021-2022 School Year

School Profile:

District Mission Statement: Our mission is to partner with families and the community to provide educational experiences which foster academic excellence, lifelong learning, and citizenship.

2020-2021 Free/Reduced Lunch Population: 49%, PK-5

Homeless/Out-of-Home Care Population (as of 5/2021): 3%, PK-5

District Structural Organization - 2021-2022:

Grade in 2021-2022	Enrollment (Number of Students)	Number of Identified Sp.Ed. Students	Number of ELL Students	Number of Classroom Teachers	Student Teacher Ratio	Grant Funding?
K	19	0	0	2	9.5:1	SAGE
1	23	2	0	2	11.5:1	SAGE
2	29	5	0	2	14.5:1	SAGE
3	28	4	0	2	14:1	SAGE
4	25	2	0	2	12.5:1	
5	25	4	1	1	25:1	

*Number of highly qualified teachers 11 Number of highly qualified para-educators 14 (including part-time Title para)
Number of teachers and/or para-educators NOT deemed highly qualified 0

District/Building Curriculum Resources (Present Year)

ELA Curriculum:

- Engaging Readers - Grades K-1
- Writing Through the Year - Grades K-1
- Dolch sight word lists - Grades K-2
- Collaborative Classroom, Daily 5/CAFE - reading and spelling - Grades 2-5
- Not So Wimpy Teacher Writing - Grades 2-5
- Reading Mastery - reading and writing - SPED K-5
- Spelling Mastery - spelling - SPED K-5

ELA Supplements:

- Accelerated Reader - Grades K-5
- IXL - Grades K-5
- Teach Your Monster to Read - Grades K-2
- iPads with grade-friendly apps - Grades K-3
- Newsela - Grades 3-5
- Spelling City - Grades 2 and SPED
- Trade books are purchased for classrooms through Title and other donations- PK-5

Math Curriculum:

- My Math - K-5
- Connecting Math Concepts - SPED K-5

Math Supplements:

- IXL - Grades 2-5
- Moby Max
- Prodigy
- iPads with grade-friendly apps - Grades K

How does our district strengthen our academic program, including enrichment and amount/quality of learning time?

In 2018, the curriculum committee determined the minimum number of minutes that each grade level should be covering different subjects. This will ensure that all students are receiving the correct amount of learning time on each subject.

In the last few years, we have developed common standards-based assessments that are shared at each grade level. Kindergarten through 2nd grade have developed a common list of sight words to teach so that children are not going to have gaps or overlap, as has happened in the past. We also have a consistent reading and math screener. We have had professional development regarding instructional strategies. We purchased a new science curriculum to meet the new science standards and enhance our science curriculum. We will spend time this year exploring new ELA curriculum options to improve our writing and reading curriculum.

Building – Spring 2021 Student Achievement Results

- Students take the FAST assessment in the fall, winter, and spring of every year. Students that are receiving intervention services will have their progress monitored at least twice each month. Parents receive copies of FAST results once all students have completed the assessment.

2021-2022 Grade-level order of needs:

- | | | |
|-------------------------|----------------------|------------------------|
| 1. Kindergarten reading | 6. 5th grade reading | 11. 1st grade behavior |
| 2. 2nd grade reading | 7. 5th grade math | 12. 3rd grade math |
| 3. Kindergarten math | 8. 2nd grade math | 13. 4th grade reading |
| 4. 1st grade reading | 9. 1st grade math | |
| 5. 3rd grade reading | 10. 4th grade math | |

***Forward data is typically listed here, but is not included this year due to the most recent data being from 2019.**

Grade levels will be supported through RtI intervention services and in-classroom support. Priority will be given to classes in order of need, as listed in numerical order above. This list may change in the fall as new assessments are given.

The Title I Coordinator will be made aware of sub-groups of students that are most at risk and the district will work to provide professional development and student support to enhance the learning of those sub-groups as they are identified.

Parent/Family Involvement – scheduled annual activities

Due to modifications to policies taking place throughout the year, activities listed below may not have taken place during the 2020-2021 school year, but are planned to take place for the 2021-2022 school year.

Grade(s)	Date of Activity	Description of Event
PK-5	September	Open House- Students and parents visit school and new classroom
PK-5	September	County resource share at Open House (Barron County DHHS, Public Health, Girl Scouts, Boy Scouts)
PK-5	October	Parent-Teacher Conferences
PK-5	November	Student game time and parent informational sessions
PK-5	November 11	Veterans Day activity – students perform for veterans and relatives
PK	November	Child Development Days
3	December	Craft making for craft sale
3	December	Craft sale fundraiser
K-5	December	Jingle Bell Ball
K-5	January	Winter Carnival
2, 3, 4	January-April	School Plays
PK-5	February-March	Scholastic Book Fairs
K-5	March	Dr. Seuss Celebration – “special friends” invited to watch performances and read with students
3-4	March	Science/Social Studies Fair
PK-5	March	Parent-Teacher Conferences
3	March	Family basket making activity
PK	April	Child Development Days
K-5	May	PF Art Show - student art on display, refreshments, door prizes, coloring activities
K-5	May	K-5 Track and Field Day
K-5	June	End of year awards/park
K-5	Monthly	Panther of the Month
PK	Monthly	Family Involvement activities
K-5	Throughout	Parent volunteers in classrooms
PK-5	Throughout	Field Trip Chaperones
PK-5	Throughout	Northlakes Behavioral Therapy - family counseling activities

Parents are invited to events through letters home, our digital message board, Skyward emails, and the school Facebook page. Bold events are meant to provide ideas to families on improving student learning.

Parents have the right to request opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school must respond to any such suggestions as soon as practicably possible. Staff in our district share information regularly with parents through email, notes home in planners, phone calls, newsletters, teacher Facebook pages, Class Dojo, the digital message board, and posts to the district's Facebook page.

Title I also works to keep open communication with families by sharing School-Parent Compacts throughout the year. In the fall, a personalized student goal is made with input from the student, guardian, and teacher. This goal is typically discussed at both the fall and spring parent-teacher conferences. During this discussion, the goal may be modified if the student has either exceeded the goal or determined that a different goal should be set to help the child be successful.

20-21 Community Survey Results:

- 10 survey responses
- Are you happy with children's academic growth? 90% gave a 4 out of 5 or higher
- Are you happy with the school's communication? 90% gave a 4 out of 5 or higher
- Best time to hold events: 60% said after school
- Best way to learn about school events: 90% said Facebook page
- What should be offered during school events:
 - 70% said interactive family activities
 - 60% said resources/activities to take home
 - 60% said resources to help children academically

Suggestions for improvement for 21-22 school year based on survey input and meeting discussions:

- Making sure students that work very hard are getting recognized
- No Masks!!
- Continue engaging students in importance of community
- If a child struggles that's not on a plan, find a way to assist them
- Offer more classes to ready students for college
- Find ways to keep challenging those students that already understand what's being taught.

Professional Development - see attached survey results

***Note: PD opportunities will be provided by both Title I and Title I FlowThrough set aside.**

Professional development opportunities were offered, but the response for professional development was minimal this year due to COVID restrictions and time needed in the classroom. PD was provided through large group PLCs to look into the new ELA curriculum, and there were online sessions for staff to get familiar with the new curriculum.

Reform Strategies

Event/Purchase	Date	Purpose	Core Area Impact
Collaborative Classroom	8/2020	Updated standards-based curriculum to better meet all student needs	2-5 Reading
Not So Wimpy Teacher	9/2019	Easier to follow writing curriculum that teaches the same concepts	2-5 Writing
Engaging Readers	11/2019	More primary-friendly curriculum to enhance beginning reading skills	K-1 Reading
Writing Through the Year	11/2019	More primary-friendly curriculum to enhance beginning writing skills	K-1 Writing
Number Talks	8/2018	Improve number sense	Math
Blast Off to Reading text	4/2018	Resources to teach reading in a more direct instruction method	Reading Intervention
Read Naturally	9/2017	Reading Intervention	Reading

OBSERVATIONS (Based on the data) / **NEEDS**

POSSIBLE OPTIONS TO IMPROVE STUDENT ACHIEVEMENT

1. _____ →

GOAL DEVELOPMENT (Suggested limit of 2 goals)

- S – Specific
- M – Measurable
- A – Attainable
- R – Results-Based
- T – Time Bound



SMART Goals

The team may need to answer the following questions:

- Which students are in need of additional assistance?
- Who provides the additional service?
- Are additional resources needed?
- Is there professional development needed?
- When is the service provided?

School District of Prairie Farm
Board Goals/District Goals
2020-2021 (approved August 4, 2020)

1. The School District of Prairie Farm will meet or exceed student educational expectations for the Elementary School, Middle School, and the High School as measured by the State Accountability Report for the 2020-2021 school year and to raise student test scores in general.
2. To create long term goals/plans for a number of areas (building/grounds-systems and equipment, technology, curriculum, finance, staff retention/attracting new staff, etc.) as measured by having the goals/plans in place by the end of the 2020-2021 school year.
3. To use the Board/District long range goals to develop a District Strategic Plan as measured by having the plan in place by the end of the 2020-2021 school year.
4. The School District of Prairie Farm will support the incorporation and utilization of high effect size research based strategies and other best practice initiatives into academic instruction as measured by documentation during administration formal and mini observations, staff documentation, and end of year student input regarding curriculum and instruction.
5. To investigate, during the next three (3) years, a possible before school, during school, and after school day care program to be held in the school setting as measured by the production of a summary report produced and shared no later than the end of January 2021.
6. Teachers will align curriculum to state or subject area standards as documented by curriculum maps beginning with the 2018-2019 school year.

2020-2021 Title I Goals: (Goals are based on a thorough assessment of objective data. Goals may be valid for multiple years.)

Objectives: Describes specific outcomes for students	Action Steps: Specific activities that will be accomplished	Evaluation: The extent to which objectives are met	Goal Met?
Goal 1: Continue to promote parent/ community involvement in a variety of ways	<ul style="list-style-type: none"> ● Begin year with digital/take-home options ● Try new ways to reach out to the community (Skyward notifications, more Facebook, possible videos) ● Develop in-school activities as the year progresses if it becomes allowed 	<ul style="list-style-type: none"> ● Fewer than 5 comments about communication on the parent survey (6 comments on 19-20 survey) ● At least one new involvement activity each month 	<ul style="list-style-type: none"> ● Partially - positive results on survey, but minimal involvement activities

Goal 2: Provide opportunities for staff to collaborate, learn, and implement new ELA curriculum	<ul style="list-style-type: none"> ● Provide support and time during inservices ● Use PLC time to discuss questions, reflect on progress 	<ul style="list-style-type: none"> ● Scheduled meetings with notes or reflections 	<ul style="list-style-type: none"> ● Yes
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2021-2022 Title I Goals: (Goals are based on a thorough assessment of objective data. Goals may be valid for multiple years.)

Objectives: Describes specific outcomes for students	Action Steps: Specific activities that will be accomplished	Evaluation: The extent to which objectives are met	People Involved:
Goal 1: Support lower elementary students in improving their reading skills	<ul style="list-style-type: none"> ● ELA discussions at PLC meetings ● Additional support to classrooms during ELA times ● Additional ELA class time will be provided in 2021-2022 school year 	<ul style="list-style-type: none"> ● 50% of our K-3 students will meet ELA benchmarks by the end of the 2021-2022 school year (currently 33% do) ● Notes from PLCs/meetings regarding ELA discussions will be documented 	<ul style="list-style-type: none"> ● Teachers ● Title I staff ● Interventionists ● Administration
Goal 2: Continue to promote parent/ community involvement in a variety of ways	<ul style="list-style-type: none"> ● Continue to reach out to the community in a variety of ways (Skyward notifications, Facebook, possible videos) ● Ask for community volunteers to read with and/or share knowledge with students 	<ul style="list-style-type: none"> ● Volunteer list ● Documentation of communication throughout the year 	<ul style="list-style-type: none"> ● Title I Coordinator ● Teachers

This plan will be reviewed in the fall, winter, and spring. Notice of the review will be made public through notes home, our digital message board, and posting on the district's Facebook page. If you would like notice via email, please provide your request in an email to Mrs. Dunn.

This document can be accessed via:

<https://docs.google.com/document/d/1j9pESrAJVjKw6u3UsjF3eKGuezDrw2DY-W4ualbrQc8/edit?usp=sharing>