

Prairie Farm Title 1 Schoolwide Plan 2020-2021 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: 46%

Homeless/Out-of-Home Care Population (as of 5/2020): Less than 1%

District Structural Organization - 2020-2021:

Grade in 2019-2020	Enrollment Number of Students	Number of Identified Sp.Ed. Students	Number of ELL Students	Number of Classroom Teachers	Student Teacher Ratio	Other Grants (SAGE, ... -excluding Title 1)	
						Additional Classroom Teachers	Cumulative Student Teacher Ratio
K	24	4	0	2	11.5:1	SAGE	
1	26	4	0	2	15:1	SAGE	
2	28	6	0	2	16:1	SAGE	
3	23	2	0	2	12.5:1	SAGE	
4	22	3	1	2	13.5:1		
5	23	5	0	1	23:1		

*Number of highly qualified teachers 13 Number of highly qualified para-educators 13
 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 spent the 2019-2020 school year exploring new ELA curriculum options to improve our writing and reading curriculum.

Building – Winter 2020 Student Achievement Results

- Students take the FAST assessment in the fall, winter, and spring of every year, with the exception of this spring due to Safer at Home. 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.

2020-2021 Grade-level order of needs:

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

***Behavioral data was taken, but at this point, the data showed no significant need for Title support.**

According to the most recent Forward data, the order of subject area need for grades 4-5 is:

- | | |
|---------|--------|
| 1. Math | 2. ELA |
|---------|--------|

3. Social Studies

4. Science

More in-depth Forward Data can be found at:

[https://wisedash.dpi.wi.gov/Dashboard/Page/Home/Topic%20Area/WSAS/Forward/Forward%20\(Single%20Year\)?filtersetid=886cd9f6-b178-4818-9c6b-b8786ba62df0](https://wisedash.dpi.wi.gov/Dashboard/Page/Home/Topic%20Area/WSAS/Forward/Forward%20(Single%20Year)?filtersetid=886cd9f6-b178-4818-9c6b-b8786ba62df0)

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. RtI intervention services are provided to students in the areas of reading, math, and behavior. Most of these interventions are one-on-one or in small groups of 2-3 students.

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 activities

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, 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 shares 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.

Suggestions for improvement for 19-20 school year based on survey input and meeting discussions:

- Buddy Breakfasts - "Buddy" comes with student, enjoys a cinnamon roll, coffee or juice, reads a book with child
 - **One event took place, and the 2nd was planned for April but not allowed due to Safer at Home order**
 - **Surveys were sent out and data will be used to improve events for next year**
- Contact Sandy Bruder - she proposed small groups of students to come to her farm to work with horses
 - Possible Community Ed event? Coordinate with Twyla and Sandy
 - **This did not yet happen, but will look to try again in 2020-2021**

Suggestions for improvement for 2020-2021 school year based on survey input and meeting discussions:

- The library is a big concern for me. I would like to see it open all day every day. Students need to be able to get the different books they need.
- Communication can always improve. More AP class opportunities.
- More rigorous high school curriculum!! Improved communication and updates on school website
- Improve our library. My child gets more books from their classroom and book room than they do the library. When I ask why they don't pick books from the library their response is they don't know where the books they want are, and they are too afraid to ask for help finding them from the library teacher.
- Continue to provide rigorous academic tasks to move all students forward.
- I feel like more guidance to parents on how children transition to middle school. In the elementary we get information on all activities and expectations for children so that parents can help guide and encourage their children. In middle school it feels like you don't know anything about activities or expectations for your children. A parent cannot help their child when they are not receiving any communication on activities or things expected of their child.
- I feel that the staff should enter grades/missing work more timely and also communicate to parents if they see their student struggling.
- More family event opportunities, maybe split up into like grades of kids. Bingo and pizza night, things of that nature. Or things for dads and sons, moms and daughters, etc.
- Providing differentiated instruction and assignments that challenge students who are at and above grade level academics needs improvement and to be seen as more of a priority. Communication home from school principal and teachers on a more frequent basis would also be nice (in reference to both academics and behavior).
- Keep good teachers at PF. Offer better compensation to keep them from leaving.
- Communication could be improved. There were so many kids with lice this year and I found out from my kids, not from the school. Also, staff turnover needs to be prevented. Our teachers have gone above and beyond, even during this pandemic, and the district needs to do what it can to keep them.
- Just continue doing what you are!

Professional Development - see attached survey results

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

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

School District of Prairie Farm
Board Goals/District Goals
2020-2021

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.

Board approved August 4th, 2020

2019-2020 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	Person(s) Responsible	Goal Met?
Goal 1: Enhance community involvement through more digital means, surveys, and opportunities throughout the year	<ul style="list-style-type: none"> • Leadership meeting in September to discuss first two events • More digital posting reminder emails • More surveys sent out 	<ul style="list-style-type: none"> • Three new events will take place - 2 Buddy Breakfasts, 1 Parent/Student night • Proof of email reminders (3+) • At least 2 surveys posted this year 	<ul style="list-style-type: none"> • Title I Leadership Team • Title I Coordinator 	Only 1 Buddy Breakfast was able to be held, but digital posts were made and 2 surveys sent. Yes (considering situation)
Goal 2: Provide opportunities for staff to evaluate current ELA curriculum and determine how best to move instruction forward	<ul style="list-style-type: none"> • Scheduled meetings to allow time to discuss ELA curriculum • Common curriculum evaluation form to guide the process 	<ul style="list-style-type: none"> • Scheduled meetings with notes or reflections • Completed evaluation forms 	<ul style="list-style-type: none"> • Title I Coordinator • Administration • K-5 teachers 	Yes

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	Person(s) Responsible
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"> ● Title I Coordinator ● Administration ● Teachers
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"> ● Title I Coordinator ● Administration ● 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.