

Prairie Farm Title I Schoolwide Plan

2023-2024 School Year

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.

District Structural Organization - 2023-2024 (as of 5/2023):

Grade in 2023-2024	Enrollment (Number of Students)	Number of Identified Sp.Ed. Students	Number of ELL Students	Number of Classroom Teachers	Student Teacher Ratio	Grant Funding?
K	25	2	0	2	12.5:1	SAGE
1	12	3	0	1	12:1	SAGE
2	15	4	0	2	7.5:1	SAGE
3	22	3	0	2	11:1	SAGE
4	28	8	0	2	14:1	
5	27	3	0	2	13.5:1	

*Number of highly qualified teachers 11 Number of highly qualified para-educators 13
 Number of teachers and/or para-educators NOT deemed highly qualified 0

Free/Reduced Lunch Population (as of 5/2023): 54%, PK-5

Homeless/Out-of-Home Care Population (as of 5/2023): 0%, PK-5

2023-2024 Title I Leadership Team:

An effective Title I Schoolwide plan must include the engagement and input of members of the school community in order for plans to be comprehensive and effective. A planning team must be assembled to develop and implement a Title I schoolwide program. This plan is to be developed with the engagement of administrators, teachers, parents, and other community members to be served.	
Administrator(s)	Casey Fossum, Jeni Fossum, Corey Berghammer
Family/Parents	Alethea Seeger, parents that respond to paper, email, and Facebook invitations
Title I Part A Staff	Bobbie Dunn, Title I Coordinator
Licensed Staff	Kim Elwood (school counselor), Lori Hamernik (teacher), Krystal Brown (interventionist), Amber Harms (teacher), Shirley Erickson (teacher), Sandy Hoffman (teacher), Melissa Nagel (teacher), Karen Wilber (music teacher)

2023-2024 Schoolwide Planning Process:

The following table summarizes the steps and activities of our planning process. This includes planning team meetings, subcommittee work sessions, parent meetings, staff meetings, etc. where planning took place as well as other activities conducted that contributed toward the development of this plan.		
Meeting Dates:	Agenda Topics/Planning Steps	Links to Meeting Minutes
5-31-2023	Modify/develop 2023-2024 Annual Plan, set goals	Annual Meeting - 3/31/2023
8-31-2023	Shared/discussed community feedback from Open House, reviewed Schoolwide Plan, set dates for family engagement activities	Title I Leadership Meeting - 8/31/2023
9-27-2023	Planned upcoming Family Game Night	Family Game Night Planning Meeting

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 & Grammar - 2-5
- Reading Mastery - reading and writing - SPED
- Spelling Mastery - spelling - SPED

Math Curriculum:

- Reveal Math - K-5
- Connecting Math Concepts - SPED

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 - SPED
- Prodigy English
- Learning A-Z
- Epic
- Lexia - SPED

Math Supplements:

- IXL - Grades K-5
- Moby Max - SPED
- Prodigy - Grades 2-4
- iPads with grade-friendly apps - Grades K

Reform Strategies

A comprehensive schoolwide plan must describe how the school will improve academic achievement for all students, particularly the needs of those children who are failing, or are at-risk of failing, to meet challenging State academic standards and any other factors as determined by the LEA. 20 U.S.C. 6314(b)(6) The schoolwide plan must include a description of how the strategies the school will be implementing will- (i) provide opportunities for all children, including each of the subgroups of students (as defined in the state's ESSA plan) to meet State academic standards; (ii) strengthen the academic program in the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum, which may include programs, activities necessary to provide a well-rounded education; (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the State academic standards. 20 U.S.C. 6314(b)(7)(A)

Event/Purchase:	Date:	Purpose:	Core Area Impact:
Do the Math curriculum	2022-2024	Provide another research-based Tier 2 intervention option for students struggling with math	K-5 Math Intervention
Foundations A-Z	4/2023	Provide another research-based Tier 2 intervention option for students struggling with reading fluency	K-4 ELA Intervention
Reveal Math	8/2022	More rigorous curriculum to improve our students' math abilities	K-5 Math
Tara West Social Studies	6/2021	Provide social studies curriculum aligned with the common core standards in order to provide a well rounded curriculum.	K-1 Social Studies
My World (Pearson)	6/2021	Provide social studies curriculum aligned with the common core standards in order to provide a well rounded curriculum.	2, 3, 5 Social Studies
Wisconsin Our State Our Story	6/2021	Provide an updated social studies curriculum in order to align with the state requirement of learning Wisconsin History.	4 Social Studies
Collaborative Classroom	8/2020	Updated standards-based curriculum to better meet all student needs	2-5 Reading
Science Fusion	6/2019	Provide an updated science curriculum in order to align with the common core standards.	K-5
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
Blast Off to Reading text	4/2018	Provide another research-based Tier 2 intervention option for students struggling with reading fluency	3-5 Reading Intervention

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

- 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 have a consistent reading and math screener to monitor long-term progress.
- We have had professional development regarding instructional strategies.
- We purchased a new math curriculum to enhance the rigor of the material. Time has been provided for professional development and reflection in 2022-2023.
- Students excelling at math have been provided with the opportunity to participate in math at an elevated level (with parent permission).
- Gifted/Talented support is given to qualifying 4th-5th grade students multiple times a week.

Building – Spring 2032 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 weekly through FAST or another progress monitoring site, and parents will be contacted regarding student progress at least three times each year. Parents receive FAST results once all students have completed the assessment.

2023-2024 Grade-level order of needs:

This ranking is determined by compiling both FAST assessment data and classroom assessment data. That data is then ranked according to what percentage of students receiving in-class instruction are, on average, unable to meet grade-level expectations. **Because Forward data only exists for current 4th and 5th grade students, it was not used in determining the order of needs.**

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|-------------------------|-----------------------|------------------------|
| 1. 2nd grade reading | 6. 3rd grade math | 11. 4th grade math |
| 2. 1st grade reading | 7. 5th grade reading | 12. 2nd grade behavior |
| 3. Kindergarten reading | 8. 3rd grade reading | 13. 4th grade reading |
| 4. 5th grade math | 9. 1st grade behavior | 14. 1st grade math |
| 5. Kindergarten math | 10. 2nd grade math | 15. 3rd grade behavior |

The higher-ranking classes on this list will receive priority when scheduling in-classroom Title I support.

For individual students unable to consistently meet grade-level benchmarks with universal instruction, the classroom teacher will begin providing additional Tier 1 support and will document this for 6 weeks (at least 25 intervention occurrences). If the student is unable to make improvements in that time, that student will begin receiving Tier 2 intervention support from a member of the RtI/Title I team.

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

Grade(s)	Date of Activity	Description of Event
PK-5	September	Open House- Students and parents visit school and new classroom, Schoolwide Plan is shared, input is invited, and County resources are shared from DHHS, Public Health, Girl & Boy Scouts
PK-5	October	Parent-Teacher Conferences/Book Fair - reading resources are provided and educational games are available for check-out, books are available for purchasing
PK-5	November 11	Veterans Day activity – students perform for veterans and relatives
PK	November	Child Development Day
3	December	Craft making for craft sale, Craft sale fundraiser
K-5	January	PTO Winter Carnival
PK-5	January	Breakfast with a Buddy - “buddies” can hold discussions, read, or participate in activities with the student while enjoying breakfast before school
K-5	January-April	School Plays
PK-5	February-March	Scholastic Book Fair
K-5	March	Dr. Seuss Celebration – “special friends” invited to watch performances and read with students
PK-5	March	Parent-Teacher Conferences/Book Fair - reading resources are provided and educational games are available for check-out, books are available for purchasing
3	March	Family basket making activity
PK	April	Child Development Day, Pre-K Registration
K-5	May	K-5 Track and Field Day
4	May	Wisconsin historical projects
PK-5	May	Family Fun Day - families are given information and resources for preventing “summer slide”
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
PK-5	Throughout	Reading, math, and strategy games available for weekly checkout to take home

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. See PO 2261.01 for further information regarding our Title I Parent and Family Engagement policy.

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, Remind app, 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.

22-23 Community Survey Results (data as of 5/30/2023):

- 42 survey responses (up from 33 last year)
- Are you happy with academic learning in our district?
 - 40.5% gave a 5/5, 38.1% gave a 4/5, 16.7% gave a 3/5, 4.8% gave a 2/5
- Are you happy with the school's communication?
 - 31% gave a 5/5, 40.5% gave a 4/5, 19% gave a 3/5, 7.1% gave a 2/5 , 2.4% gave a 1/5
- Best time to hold events:
 - 65% said right after school, 55% said later after school, 30% said during school hours
- Best way to learn about school events:
 - 74.4% said Skyward email/phone call, 74.4% said Facebook page, 46.2% said paper letter home
- What should be offered during school events:
 - 54.3% said resources to help with social/emotional health, 42.9% said interactive family activities, 42.9% said resources to help children academically

Summary of successes for 22-23 school year based on survey input and meeting discussions:

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|--|---|
| ● Everyone is friendly/caring (9 responses given related to this) | ● Incredible patience |
| ● Small classes (8 responses given related to this) | ● Teachers communicate student concerns |
| ● Excellent teachers/staff (4 responses given related to this) | ● Love the reading programs |
| ● Students have a chance to be involved in many activities (4 responses given related to this) | ● Games to check out |
| ● All family members can be involved (4 responses given) | ● Academic schedule |
| ● Small community - easy to get to know everyone (3 responses given related to this) | ● Fun field trips |
| ● Everything (2 responses given related to this) | ● Tiffany is extremely helpful |
| ● Facebook communication (2 responses given related to this) | ● All grade levels in 1 place |
| ● My child transferred; has been so welcomed and included | ● HS students able to help with younger kids |
| | ● Strong community involvement |
| | ● The district recognizes activities other than just sports |

Summary of suggestions for improvement for 22-23 school year based on survey input and meeting discussions:

- Communication - don't rely on students to get info home (5 responses given related to this)
- Less IXL (3 responses given related to this)
- Nothing (3 responses given related to this)
- High lunch prices (2 responses given related to this)
- Bullying needs to be taken more seriously and communicated to parents (3 responses given related to this)
- More notice for choir concerts
- Cliques within certain high school staff and parents
- Chance for everyone to purchase apparel from groups
- More organized extracurricular activities
- Before and after-school program for younger kids
- "Your child got a 1" slips lack detail
- Getting more parents involved
- District website/FB page could have more info on activities
- Concerts should be earlier (conflicts with bedtimes)
- Afternoon snack is a lot of Little Debbies
- Too much during-school parent involvement
- Better commons area
- Punishments given aren't always fitting
- Teachers need to keep beliefs/politics out of teaching
- More opportunities to challenge students academically

Professional Development:

- Teaching staff trainings:
 - Blood Borne Pathogens
 - CPI
 - ALiCE
 - McKinney Vento
 - Mandatory Reporting
 - Instructional Strategies
 - Speaking and Listening
 - Speak to Print - Dialogic Reading
 - Generating constructed responses
 - ELA standards break-down with 6-12 ELA teachers
- 31 individual professional development sessions/meetings were documented
 - 12 teachers attended a job-related session/meeting (up by 4 staff members from last year)
 - 4 staff members attended multiple job-related sessions/meetings (same as last year)
 - Sessions attended were regarding: mental health (7), ELA (5), math (5), technology/media (2), grading (3), and non-ELA/math classroom content (9)
- Tech Training
 - Document Cameras
 - New Interactive Boards
 - Go Guardian Staff Training
 - Skyward Trainings
- Reveal Math Training
- Educator Effectiveness Instruction and Review
- CTE Pathway Development
- Data Analysis Presentation and dive

Coordination and Integration of Federal, State and Local Funds and Services

Title I will coordinate with other programs to support student achievement and help meet growth goals in school improvement. Utilization of resources is in compliance with federal requirements. The following elements are funded collaboratively as listed:

- Staffing - Title I, Title 2, Title Flow Through, Fund 10, AGR
- Family engagement - Title I, Fund 10
- Curriculum resource purchases - REAP, Fund 10
- Assessment funding - State reimbursement, REAP for Early Learning
- Professional development - Title I, Flow Through, Fund 10, Mental Health Grant

School District of Prairie Farm Board Goals/District Goals - these are set in the fall

2022-2023 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: 60% of our K-3 students will meet FAST ELA benchmarks by the end of the 2022-2023 school year (42% did in Spring 2022, 54% did in Winter 2022 - goal moved up to 65% at the March 2023 Title meeting)	<ul style="list-style-type: none"> • Title I support will be focused in the K-3 classrooms • Look for student/community volunteers to read with students • Grade-band PLC meetings will discuss student progress with ELA 	<ul style="list-style-type: none"> • Title I aide will spend at least 50% of in-classroom time supporting K-3 ELA • An average of 65% of students will meet end-of-year FAST benchmarks (moved up from 60% based on Winter data) 	<ul style="list-style-type: none"> • Jess's schedule - 60% of in-class hours each week are spent on K-3 ELA support (12.75 of 21.25) as of 9/26 • As of January 2023, Jess's hours increased to provide ELA and Math intervention support. She still spends 58% of her time providing ELA support (14.75/25.5) • 46 out of 75 tested K-3 students (61%) met end-of-year FAST benchmarks • BoY goal met, revised goal was not
Goal 2: Staff will be using 80% or more of the new math curriculum components by the end of the 2022-2023 school year	<ul style="list-style-type: none"> • Continue having grade-level PLCs for collaboration on new resources • Provide inservice time to learn new components 	<ul style="list-style-type: none"> • Staff survey asking about the use of the different components in the math curriculum 	<ul style="list-style-type: none"> • Per the January survey, 8 staff members responded to using an average of 80% of the curriculum. I will ensure that I get feedback from all K-5 teachers for the spring survey. • Per the May survey, all staff responded, reporting using an average of 86.35% of the math curriculum. • Many comments were made about gaps or lack of practice with skills, so consider a new goal regarding math curriculum supplements next year? • Goal met

2023-2024 Title I Goals:

Goal #1: 50 or more mental health or social/emotional resources will be checked out before the end of the 2023-2024 school year				
Action Steps	People Involved	Timeline	Resources? (cost, materials, time, etc.)	Status Notes
Purchase games and books	Bobbie, Krystal, Kim	Summer/ Fall	Family Engagement funding, mental health grant? Volunteer hours spent on summer ordering	Because of the sensitivity of some of these topics, we will make sure the counselor agrees that our selections are appropriate before purchasing. <i>As of August 2023, 40 games were purchased to start with.</i>
Catalog the products checked out	Bobbie, Krystal, Jess	Fall	Inservice time, no cost	<i>Games were cataloged by August 30, 2023 for Open House</i>
After school family game night incorporating all games/books	Bobbie, Krystal, Title team, other staff	Late fall	Family Engagement funding, volunteer time for after school	Remember snacks, include on invitations <i>Date set for October 26th, 4:30-6:30</i>
Goal #2: Elementary staff (PK-5 SPED and Reg Ed) will participate in an average of 2 or more professional development activities regarding mental health, the science of reading, or math during the 2023-2024 school year				
Action Steps	People Involved	Timeline	Resources? (cost, materials, time, etc.)	Status Notes
Determine list of teachers included in the goal	Bobbie, Krystal, Jeni, Casey, Corey	Fall	Scheduled PD Team meeting	See PD Goal Details
Share goal with Professional Development Team	Bobbie, Krystal, PD team	Fall	Scheduled PD Team meeting	<i>Planned inservice PD to include De-escalation strategies and Science of Reading PD</i>
Research options and share PLC ideas for potential staff activities	Bobbie, Krystal, admin?	Fall	Inservice time?	

Send out Professional Development Reflection form	Jeni, Bobbie	Monthly	Google survey	Make sure that name/grade level is included to ensure that we can identify the staff members included in this goal
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The Schoolwide Plan can be accessed at any time on the district's Title I page, during Open House, or at Title I meetings. After Open House revisions are made, the Schoolwide Plan will be shared with the school board at a regular board meeting.

This plan will be reviewed for revisions in the fall, winter, and spring at Title meetings. Invitations to the Title I meetings will be made public through notes home, Skyward email, and posting on the district's Facebook page. If you would like further information, please provide your request in an email to Mrs. Dunn at dunn@prairiefarm.k12.wi.us.