

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The 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.
11. 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.
12. 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

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 1 K-12 schools
- 5 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	6	7	13
K	8	10	18
1	11	6	17
2	11	5	16
3	3	10	13
4	5	8	13
5	8	8	16
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	52	54	106

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 98 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 9%

If the mobility rate is above 15%, please explain.

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2016	105
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. English Language Learners (ELL) in the school: 0 %
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 65 %
Total number students who qualify: 69

8. Students receiving special education services: 20 %
21 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>1</u> Developmentally Delayed | <u>2</u> Specific Learning Disability |
| <u>5</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	7
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	95%	96%	95%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Grow the whole child, every child, every day.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Prairie View Elementary, founded in 1960, is one of two PK-5th grade elementary schools that combine into a middle/high school making up the De Soto Area School District. Prairie View is nestled in the very rural agricultural area of the district which extends 39 miles along the Mississippi River and 10 miles inland. The district is made up of nine municipalities including three small villages which no longer are financially supported by a strong commercial fishing industry or agricultural trade. The reduction in business presence and economic growth has negatively impacted job opportunities in the district for current families.

Prairie View Elementary school currently serves 106 students whose demographics allow an insightful view into some of the challenges faced by our students and their families. Students considered socio-economically disadvantaged and qualifying for free and reduced meals represented 65% of our school's enrollment for a rolling average over five years. Prairie View currently has 19.8% of our students requiring Special Education services with a five year average of 21% of students having Individualized Education Plans (I.E.P.). Student disability areas vary from significant Developmental Delay, Emotional Behavioral Disability, Specific Learning Disability, Speech and Language Disability, Autism, and to children with Other Health Impairments. After a natural disaster (flooding) in 2016, 15% our students were classified as homeless and one year later, the percentage remained high. In spite of all these challenges, Prairie View, through the support of families, community groups, teachers, support staff, and administration has been awarded the Wisconsin Department of Public Instruction (WI DPI) Title I School of Recognition ten times since 2004.

We understand that students learn best when their basic needs are met. To provide the best start to our student's day, we offer breakfast regardless of what time students arrive. Generous donations from concerned community members fund a daily healthy snack which complements the school's nutritious breakfast and lunch program. Another reason that Prairie View Elementary students flourish is because we understand that many of the children we serve need more than just instruction in mathematics, reading and other core content areas. We recognize that our students and their families may first need support in terms of food, clothing, shelter compassion and understanding. A local food pantry provides "food bags" that go home each Friday ensuring that our kids and their siblings have enough to eat over the weekend. Committed community volunteers provide grandparent-like relationships while assisting students in classrooms, art and music. To ensure students have the tools and support systems to learn, we provide endless volumes of school supplies, limitless purchases of clothing, basic dental and health services, responsive classroom environments and 1-1 counseling. Our elementary counselor utilizes the American School Counselor Association curriculum "Mindset and Behaviors for Student Success", which includes support information for families. Teachers and support staff serve in a mentor role for students and their families purposefully building stronger home-to-school bonds. Most importantly, we realize that a key to our student's success may result from our commitment to building these trusting relationships with our school children and their families through education, programming, and support services.

These initiatives help to ensure that our student's physical and emotional needs are met and they are ready to learn in the classroom and through extended day programs. We partner with our Parent/Teacher Organization (PTO) and the district's 21st Century Community Learning Center (CLC) grant program to provide hands-on activities, learning centers, and field trip experiences that extend cultural, historical, and environmental learning opportunities expanding student vocabulary and broadening their horizons. The highly successful CLC program, currently in the 4th year, has had increasing numbers of student participants and is staffed by teachers, support personnel, and high school students who are interested in mentoring youth. The program provides academic and homework support through tutoring and interventions, and students engage in enrichment activities in STEM, theatre, visual arts, fitness, and receive wildlife lessons from veterinarians and environmental experts from our community.

Several years ago Prairie View formed a strong Positive Behavioral Intervention and Supports (PBIS) committee and initiated a character development program. The goal was to create a school environment around the motto, "Be Respectful, Responsible, and Safe." Students are held accountable to those standards, and positive behaviors are recognized, reinforced and rewarded. Our data has supported that having clear

and concise behavioral expectations provides consistency and allows for a higher rate of both behavioral and academic student success.

Prairie View's mission is to "grow the whole child, every child, every day", and that philosophy guides our decisions and holistic curriculum. Six years ago, after receiving a 2012-13 accountability rating of Meeting Few Expectations, we had to take a hard look at data associated with low performance in student learner growth and achievement. Teachers and administrators extensively reviewed data from multiple assessment sources, and utilized that data to focus on closing gaps in reading and math. Improvements were made through curriculum reviews, alignment to the Common Core State Standards, aligning lessons and instructional strategies to a developmental scope and sequence, researching best instructional practices, implementing RtI utilizing Title I services and a math interventionist, and developing standards based PK-5 report cards. Financial investments were made in professional staff development, as well as for the purchase of a standards based math curriculum. Adjustments were made to our school day in order to provide a time period in which every teacher and support staff person was utilized to aid students in math and reading. Our School-Wide Title I application was approved and we transitioned from targeting a segment of our student body to meeting the developmental educational needs of all students. It is noteworthy to share that in the last two years our school's Wisconsin Department of Public Instruction report card classified us as exceeding and significantly exceeding expectations, a tribute to the pride we feel in our student's success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

We believe Prairie View students deserve the best opportunity, materials and learning experiences to ensure the school's vision of growing the whole child is met. Providing this has meant we invested our time, energy and resources into utilizing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), Wisconsin Academic Standards, and Common Core Essential Elements (CCEE) to develop, revise and update curriculums in our core areas. This work has ensured we are instructing students in the fundamental core standards across all curriculum areas creating a learning environment where every student has the opportunity to reach his or her truest potential.

The core knowledge foundation and sequence for both English Language Arts (ELA) and Mathematics curricula were developed based on the CCSS. The Wisconsin Academic Standards were utilized for Social Studies curriculum work, and the NGSS are the basis for the elementary Science curriculum. Additionally, the Wisconsin CCEE is utilized to address I.E.P's for special education students in ELA and mathematics providing modifications and alternate achievement standards to CCSS.

The frameworks for these core subjects were intentionally developed through years of collaborative work that continues to involve all ELA, math and science educators inclusive of middle and high school level teachers. Curriculum scope and sequences were coherently structured utilizing the Curriculum Companion model and through arduous research, extensive conversations, and hours of professional reading. Framework development was also guided by staff support from the Cooperative Educational Service Agency 4 (CESA 4), attendance by staff at professional workshops, state and national conventions, and our own district's professional development initiatives.

Each unit across the curriculum is laid out with theme, content, rubrics, and formative and summative assessments in differentiated forms. Reading and math are integrated across all core curriculums. Our instruction is based on our professional knowledge of child development, coupled with content pedagogy, and is content-specific, cumulative, and coherent. This purposeful framework aids our educators as they create personalized instruction for each student learner.

Several years ago, we started a program of prevention, intervention, and enrichment. It was a heavily-supported turning point in our ELA program. As educators, we collaboratively vetted our practices, increased our classroom libraries, got out of our individual classroom boxes, and started to view every staff member as a reading teacher. Every lesson - no matter the subject - became an opportunity to expand student thinking, reading, and writing. In subsequent years, we updated and revamped our core scope and sequences, tightly aligning them with the CCSS, NGSS, Wisconsin Academic Standards and CCEE.

Presently, we also rely on relevant trade books and digitally-supported text for most of our interactive reading instruction. This authentic approach to reading instruction is tailored to learners' individual needs and provides us with dynamic results. Scott Foresman's Reading Street is used for supplemental basal materials for purposeful direct instruction. Listening and speaking standards are incorporated daily with reader's theater, journal sharing, speeches, presentations, plays, poetry slams, and cross grade-level collaborations. In the early grades, children's ability to understand what they hear far outpaces what they can read independently. Daily read-alouds are an extremely important part of our early literacy curriculum. The collection of working and read-aloud texts were carefully selected based on the CCSS-aligned scope and sequence within each grade level band. The Language Arts curriculum is rounded out with a writer's-workshop approach to writing and grammar instruction. A mini-lesson is presented, and teacher and peer conferences are offered during writing project work time. Engagement is fortified as student writing is celebrated weekly with Spotlight Writers, and annually at our Young Author/Artist Night. Prairie View's PTO and our district's 21st CLC facilitate opportunities to showcase these student achievements outside the traditional school day, in multiple settings.

Our math curriculum is based on Houghton Mifflin's Math Expressions Common Core. This K-5 series

allows for a deeply structured scaffolding of CCSS math principals. Instruction focuses on multiple strategies and common vocabulary for genuine understanding. We commonly teach in smaller math groups, allowing quick assessment of strengths and deficits.

Each grade-level teacher differentiates Science and Social Studies with a variety of digital and print materials. Each encourages thinking, writing, and experimenting as scientists and historians. Educators bring history and science to life through guided experiments and living history lessons which connects to ethnic and cultural backgrounds of our students and region. We capitalize on the natural curiosity of children to propel our instruction. Each educator researches quality materials and resources to help children explore our endlessly fascinating world.

Aligned with the Wisconsin Model Early Learning Standards (WMELS), our four-year old kindergarten curriculum focuses on the development of social and emotional skills, early literacy skills, early math skills, oral language, and self-image/self-confidence. The students enrolling in this program get exposed to numbers, letters, shapes, familiarization with school rules, and perhaps more importantly, they learn how to socialize with their peers. These skills form a sound foundation for their success entering kindergarten and beyond.

2. Other Curriculum Areas:

Specialist teachers at Prairie View are certified in their content area. The Art and Music teachers split job responsibilities between the two elementary schools in our district, and our principal is also the physical education teacher. While our specialists are very cognizant of the fact that each of their specialties is critical in developing the whole child, they are committed to incorporating core concepts of math and reading into their curriculums in support of Prairie View's integrated curriculum philosophy.

Students participate in art exploratory education twice a week in 40-minute sessions developing skills through a variety of mediums and hands-on activities. They are also able to access the art classroom before and after school and during recess to work on projects. Differentiated instruction in art can conveniently be matched with each student's developmental capabilities. Creativity, problem solving, and developmental processes are emphasized supporting skill development in all forms of art media. Students are encouraged to attempt projects out of their comfort zone, and are taught that failure and making mistakes are part of the experimentation and learning process. Our art students also use videography to learn and create animation and integrate iPads and other forms of technology into their art curriculum on a regular basis. Working independently and in small groups, students apply their knowledge while receiving class critiques, peer assistance and doing self-analysis and reflection of their own work.

Vocal and instrumental music are highly valued educational programs in the district and Prairie View students participate in music lessons that additionally serve to connect these disciplines to other core content areas. All fifth grade students are provided the opportunity for private instrumental lessons which many of our families would not be able to afford on their own. Students study music from different cultures indigenous to our region including Native American, African American, and folk music stylings as well as music from cross continent genres in conjunction with social studies curriculum. Through music and collaborative efforts our teachers reinforce and bring to life concepts from multiple curriculums. Additionally, instrumental instruction develops critical thinking and multi-tasking skills while providing life lessons such as resiliency, perseverance and dedication. Performance opportunities enable the students to showcase the true culmination of their performing arts and core education while uniting the school and the community.

Students receive physical education class three days a week. Our physical education curriculum follows SHAPE (Society of Health and Physical Educators) national standards with purposeful development of student physical, cognitive, and social-emotional skills. Classes are held in a multipurpose room as well as on the large green outdoor space which allows us to plan and implement a wide variety of physical education activities. These areas also serve to provide our students with a place for a very active recess. Children are not only challenged aerobically but also are encouraged to give their best skill effort, portray a positive attitude, and demonstrate good sportsmanship. Our students participate in Jump Rope for Heart and

Fuel Up to Play 60. In an effort to integrate math into our PE curriculum we encourage students to log their minutes of activity on the evening and weekends and then convert those minutes into feet and feet into miles. Discussing the places we could go as individuals, a class and even a school with the miles we have covered corresponds well with Social Studies and Geography. Lifetime physical activities are promoted through opportunities for our students to downhill ski, ice skate, ice fish, roller skate and bowl. Furthermore, a partnership with our county's Nutrition Agency provides our students with a free nutrition lesson over six consecutive weeks, correlating reading into the healthy lifestyles curriculum.

A diverse technology portfolio including Windows laptops, desktops in a computer lab setting and iPads coupled with wireless high speed internet access throughout the building in addition to the hard wired Ethernet drops in each classroom ensures excellent technological access by all students and staff. Software applications provide instructional and practice opportunities for students that range from remedial to enrichment in core and non-core areas which include music and graphic design. Teachers utilize drilling software at the lower levels allowing younger students to participate in fun activities where they retain information through repetitive exposure. Students also utilize learning websites such as Kahn Academy and the district's subscription-based learning site IXL which provides interactive questions and educational practice in core areas. Our students read "Across the World" and have access to books through the Library of Congress using the internet. We do not have a large technology budget and our Instructional Technology Director collaborates with area and regional colleges and medical institutions to obtain, at no cost, all desktop computers, screens and laptops to outfit classrooms and the computer lab.

Our school district employs a part-time certified librarian to oversee the budget, curriculum and administration of the school library program with support from a part-time teacher assistant who happens to be the librarian for the De Soto Community Library. These individuals provide skilled instruction within the literacy curriculum focused on learning strategies related to internet safety, introduction to diverse learning materials and formats, and research.

3. Instructional Methods, Interventions, and Assessments:

Prairie View teachers understand that universal screening is a critical first step in identifying learners who may be at-risk and in need of additional support. Teachers use diagnostic data to also identify student growth towards proficiency and mastery levels, and who are ready for advanced work and enrichment. The local assessment administered district-wide is Renaissance Learning's STAR Reading and STAR Math. Prairie View students, as well as all district students, are screened a minimum of three times a year allowing for the ability to track individual student and class progress from elementary through high school. Teachers triangulate learner data with results from the STAR screenings, grade level course formative and summative assessments, and spring state testing results from the Wisconsin Forward Exam and Dynamic Learning Maps (DLM). Teachers use the compilation of data to ensure all students are challenged at levels correlated to their abilities and potential capabilities.

Prairie View also utilizes specialized screeners to establish baseline data on all our special populations. The Phonological Awareness Literacy Screening (PALS) assessment is used in grades Preschool through 2. Fountas and Pinnell is utilized to maintain a running record assessment in grades K through 5. Additionally, Response to Intervention (RtI) monitoring tools and Talented & Gifted (TAG) assessments provide our teachers with the ability to develop objectives, goals and expectations supporting learning outcomes for all students. This systemic approach adeptly identifies students at risk for reading and math development, and for behavior-related difficulties. The Special Education Director and school's psychologist also provide additional testing support as needed through referrals to address academic and behavioral needs.

Teachers at Prairie View are particularly adept at using educator-created informal formative assessments to assess the holistic needs of our students. Speaking with parents on a regular basis has created a support network for our families. By listening to parents and working together to address concerns, our teachers have provided a positive, nurturing learning environment, academic interventions and student incentives, and have effectively helped struggling learners improve their academic performance, rising above any life circumstances.

Various digital, print and hands-on summative assessments are utilized to ensure readiness for subsequent information, along with many formative assessments which are developed by our teachers and founded on researched-based best practices. Teachers are also encouraged to adapt purchased summative assessments, that are provided by the aforementioned math and reading series, to check concept understanding. The information collected by these assessments is then used to create interventions, screen, support and review for RtI to explore defects in instruction. We use our summative assessment data as another tool to inform effective instruction.

Student learner data has driven changes in our curriculum and educational practices. Five years ago, a new standards-based math curriculum, Math Expressions, was introduced along with the Daily 5 literacy program. Two years ago, a Title I schoolwide application plan was approved that allows us to provide Title services to every student addressing low achievers with necessary interventions. Enrichment through higher level thinking problems, hands-on activities, and independent learning is provided to high achievers, creative learners, and gifted students through our Talented & Gifted (TAG) program. Students also receive services from a math interventionist who works with students that struggle with math and who guides students who are advanced learners with real-world mathematical activities. Our testing data shows that the Title I and math intervention programs have been a contributing factor to closing learning gaps in those core content areas.

Data also served to assist us in recognizing evidence of students' high performance capability. Three years ago a district committee of educators and administrators worked to develop a Talented & Gifted (TAG) handbook focusing on providing exemplary educational opportunities in five areas: intellectual, creative, artistic, leadership, and specific academics. The program received school board approval and was implemented in 2016-17. That year Prairie View staff accepted the complex challenge of meeting the unique educational needs of students and began identifying students who were either high achievers, creative thinkers, or who were gifted learners and therefore, in need of accommodations beyond the regular classroom curriculum. The primary goal of the TAG program became to provide continuous, systematic educational and support services that would motivate, challenge and support our talented and gifted students. To this end, students have been engaged in challenging curriculum activities, received enrichment support and have been provided leadership opportunities. Over the last year, our students have been given the responsibility of introducing and meeting with the Wisconsin State Superintendent of Schools, Tony Evers and Wisconsin Governor, Scott Walker. Additionally, Prairie View students have competed and participated in regional programs sponsored by the Mississippi Valley Talented and Gifted consortium that include Battle of the Books, Spelling Bee, Invention Fair, Heritage Fair, and Math Knowledge.

Technology has also played an important role in instructional practices. Projectors are in every classroom and teachers use them to transition whiteboards into interactive screens which allows student/teacher collaboration providing instant feedback from students to teachers on concept understanding and mastery. Kindergarten, first and second grade rooms each have Smartboards and students in grades 3-5 use a district Google Domain account for word processing and presentations. Grade 3-5 students also utilize a Google email intranet account. The student email account works inter-district preventing outside access for safety purposes while providing students with email experiences for peer and student/teacher collaboration. The computer labs are a resource available to all teachers and students and provide numerous software and online programs for drill and skill development as well as enrichment.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

After passing through a secured entrance at Prairie View, students, families and visitors are met by a plethora of smiling and welcoming faces. The entrance opens to a vestibule featuring decorated and thematic bulletin boards and serves as a greeting and gathering place for all who come. Carpeted hallways reduce noise by our exuberant students while tile classroom floors contribute to cleanliness. Natural lighting from outside windows enhances the atmosphere of all PK-5 classrooms in addition to the computer lab and LMC. A diversity of artwork showcasing student talent and awards - most notably a recent regional art commendation and the 10 annual plaques from the Wisconsin Department of Public Instruction (WI DPI) honoring Prairie View as a Title I School of Recognition - are displayed throughout the building.

A climate of respectfulness exists and this positive energy and feel has been nurtured through the school-wide PBIS program which focuses on safe, responsible, and respectful behaviors. Our teachers strive to get to know each student as an individual first and as a student second with an emphasis on building mentoring relationships and then personalized learning plans. This connectedness provides a foundation to guide students in reaching their full potential. Students are recognized weekly for demonstrating behaviors that meet these principled expectations, and the PBIS committee sponsors quarterly enrichment opportunities for students that exemplify academic and behavioral success.

While we are a student-focused school, we strive to ensure all who work or volunteer in our building feel they are a valued partner in the education of our students. Decision making is shared through visible engagement of teachers, staff and volunteers. Each year, the Veterans of Foreign Wars and the American Legion recognize school teachers and support staff persons of the year at a special community dinner. Furthermore, we make every effort to publicize and recognize the successes and achievements of those same people at school board meetings, in staff meetings, during in-service, in the local newspaper and in the school newsletters. This year, we were honored to have Dr. Tony Evers, Wisconsin Superintendent of Public Instruction, present academic and service recognition awards to students, staff and community members at an all-school/community assembly on the first day of school. Additionally, unlike many school districts, teachers are provided the opportunity to represent and accept State level awards in place of administration. This decision is a direct tribute to the work by teachers to educate students and to create an environment where students, their families and staff feel valued and respected.

Administration supports us at all levels at Prairie View and in the district. They can be seen taking the role of substitute teacher, helping with student issues, joining I.E.P. meetings and assuming substitute building administrative duties. This truly reflects the collaboration that not only occurs but is essential in a small district. Given opportunities by our principal to partake in professional development that enhances knowledge based on each person's collective position in the school, our teachers not only share that knowledge in our Teachers Lead/Leaders Teach program, but also, teachers are instrumental in recommending district and building level in-service activities.

Our staff and community are relied upon as contributors to student learning. Evidence of this can especially be seen in our after-school CLC program where custodians, teacher aides, food service staff, high school student volunteers, community members and teachers engage elementary students in a variety of enrichment activities unique to the strengths and talents they possess. Our PTO is extremely supportive working collaboratively with teachers and administration to provide financial resources for school-wide needs. We purposely ensure our school truly operates from a collaborative team approach of staff, families and community members supporting our daily educational mission.

2. Engaging Families and Community:

At Prairie View, we measure our success by the growth and achievement of our students, and we certainly recognize that the collaboration and engagement between the school, families and the community make this possible. We kick off every school year with a "back-to-school" night in August prior to the start of school

in which parents and students receive all the information necessary to prepare them for the upcoming year. Represented at the event are the PTO and other community organizations. We typically have 100% or close to 100% attendance by a family member of each student, which also carries over to nearly perfect attendance at our Parent/Teacher conferences. Both have proven a great way to educate parents about their child's education and upcoming school year opportunities.

Our school website is a very useful communication tool to inform families and community members of school programs and activities. Along with highlighting school academic and special programs, the school calendar posts upcoming events, and the website ensures ready access to student/parent handbooks, policies and the staff directory with teacher homepages. We understand that parents and community members access information differently, so we continuously send home informational fliers, and provide seasonal newsletters to families and the community showcasing student academic and program accomplishments.

We want our school to be the hub of our community and we encourage and value the involvement of volunteers who assist our students in art class, with reading, and on field trips that include visits to museums, the State Capitol, nature and heritage centers, pumpkin patches, fire stations, along with a variety of lifetime fitness activities. Because we are a rural school district, many of our students are members of 4H and we welcome 4H Club activities in our building. As a school and district, we support 4H by taking a day of school off during the local county fair to encourage maximum participation by our students in that community event. Our students display art, photographs, compete in events, and show every type of livestock.

No organization helps us engage our families and communities more than the PTO. Our Prairie View PTO is culturally responsive to the families in the community and through a variety of fundraisers helps support unique opportunities for our students and community. Family fun nights encourage parents and families to visit our school. Free meals sponsored by the PTO ensure outstanding attendance at these events. A talent show provides a great evening of entertainment where students and community members can exhibit their unique skills. Young Authors/Artists Night focuses on showcasing students' writing skills and artistic creativity while encouraging reading by gifting a free book to every student in attendance. Connecting the school to the community also occurs through a variety of other special programs that includes school music concerts and CLC after school parent/student activities.

Our PTO also partners with varying businesses to provide necessary items on a larger scale. Recently, our playground slides were deemed unsafe. By reaching out to community organizations like our local Lions Club and local businesses, we were able to combine our funds to provide new, safe slides for our students and visiting community members. As a culminating activity, each year our PTO organizes an end of year picnic in which families and staff enjoy a meal together on the last day of school.

3. Professional Development:

A truly student-focused approach guides the depth and scope of our professional development (PD). Based on the work by PD scholars, our school formed Professional Learning Communities (PLC) in which we examined our curriculum, instructional strategies and assessment against the four PLC questions that look at (1) student knowledge, (2) assessment, (3) intervention and (4) instructional progression with learner enrichment. Professional development focused on aligning curriculum to standards with teachers and administrators obtaining training on the Curriculum Companion model, developing a scope and sequence progression and utilizing Specific, Measurable, Achievable, Results-focused, and Time-bound (S.M.A.R.T.) Goals. Classroom assessment tools continuously provide data from multiple sources (PALS, Fountas and Pinnell, Renaissance STAR, Wisconsin Forward Exam, Dynamic Learning Maps (DLM), and TAG). We participated in in-depth data analysis at our school building level, at the district level through data dives at CESA 4 with other regional educators and administrators. Reviewing our student academic data was integral in addressing curriculum revisions and selecting professional development. Our focus is on instructional strategies, interventions and enrichment essential to closing learner gaps. Prairie View teachers and administrators engaged in reading specialist courses, guided math, outdoor learning literacy skills, LEGO Mindstorm training, PBIS initial educator training, reading interventions, decoding and comprehension reading strategies, core curriculum mapping, and RtI and TAG tier training. Recently,

teachers and administrators have taken part in workshops including Marcia Tate's Engaging Students in Multiple Intelligences, John Hattie's Visible Learning and Sara Hesler's WRITE Teaching Resources.

Prairie View teachers and administrators also recognize the importance of creating and sustaining a positive learning environment for students. All staff have been trained in Crisis Prevention Institute (CPI) strategies in order to de-escalate situations ensuring a safe learning environment (beginning in 2013) as well as received Mental Health First Aid training to assist staff with recognizing student mental health concerns (2017). We are proud that in the CESA 4 region we are the only district to have initiated Mental Health First Aid Training of our entire PK-12th grade educators. Several staff have also elected to participate in the Love & Logic program since 2013 promoting positive approaches to student discipline. A mentorship program is also in place for new staff (2012) and the district has also developed a training program initiated this year for substitute teachers to ensure consistency in supervision, instruction and support for our students.

The PLC work researching, creating, and initiating standards based curriculum lead our teachers to undertake the development of standards based report cards focusing on learning and mastery. Prairie View teachers took part in standards based grading workshops and utilized in-service time to formulate report cards based on measuring student proficiency. A coordinated and collaborative approach over the years has resulted in curriculum aligned to standards. Our diverse assessment tools provide important student learner data and improved instructional strategies. Staff are able to use these services to meet individual learner needs and collaborate with parents to ensure the best possible educational opportunities for all Prairie View students.

4. School Leadership:

Under our principal's guidance the teachers and support staff are all equal stakeholders in the day to day successes of Prairie View. Our principal's philosophy is people first, and this is something the principal demonstrates on a daily basis with students and staff. The principal operates with an open door policy. When staff, students, or parents are in need of assistance, he makes their needs a priority. When others witness this, they are inspired to follow his example. Our principal is also a teacher in our building, which allows him to create more meaningful relationships with students, and he clearly understands the challenges of teaching.

We work together in PLC's as a unified, collaborative team of school leaders, and we take a proactive and creative approach to raising student achievement with limited funding and resources. Six years ago we looked in-depth at our school report card, which lead us to become more motivated to make essential changes in what we teach, the way we teach and the way we assess learning gaps and growth. The work we did, with administration's facilitation and school board approval and financial support, gave us an opportunity to revamp our language arts and math curriculum. We've utilized new curriculum and made modifications to lessons, instructional strategies, assessment and interventions. Through our own organic learning process we gained valuable insight through the use of multiple forms of assessment, a better understanding of student learning gaps, and the need for continued differentiation at each individual student's learning level.

All administrators in our district serve multiple roles which helps strengthen their relationships with students and staff at Prairie View. Our superintendent serves as our high school/middle school principal and serves as a substitute administrator in our elementary buildings. The Associate MS/HS principal is a High School Social Studies teacher and also the director of our CLC after school program. Our Special Education Director serves as our Title 1 Coordinator, Homeless Liaison, and Pupil Services Director. Due to the familiarity that our district administrators have with the students, staff and families, they can and do step in and fill the role of principal or even teacher in times of need. This flexibility and administrative collaboration ensures stability and smooth everyday operations when finding substitutes can be very difficult in a small, rural setting.

Our PLC leadership team recognizes the strengths of individual staff members and utilizes those strengths to increase student achievement in specialized content areas. This has opened the lines of communication

between classroom teachers, Title I, Special Education, Music, Art, and Physical Education. Through the collaborative work of all staff members, we have seen an increase of over 30 points on our school's accountability report card to the point where we are currently rated as exceeding expectations by the Wisconsin Department of Public Instruction.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Our school is prospering because we believe in a student-focused philosophy and collaborative approach where every decision is made to positively impact the holistic development of every child. Our student focused collaborative environment impacts our students' academic and social-emotional growth and is largely responsible for closing achievement and social gaps. We are fortunate the relatively small size of our school allows for a collaborative advantage for staff to have essential professional conversations with others. Collectively, we are able to use our diverse and unique individual talents to plan and implement meaningful learning activities that foster student learning and growth.

After receiving an accountability rating of Meeting Few Expectations in 2013, our staff agreed that a big change needed to happen, especially with our Language Arts and Math instruction. Our teachers and staff brainstormed and collaborated on a new method of meeting the needs of our students. We created a daily intervention period called P.I.E. (Prevention, Intervention, Extension) to provide interventions in reading and math. Using data from our Fountas and Pinnell, PALS and STAR assessments we grouped our students, Kindergarten- 5th grade, by their instructional reading and math levels. These groups were typically multi-age groups. It was possible to have first graders, who were reading at a third grade level, grouped with a fifth grader reading at a third grade level. However, math was less fluid through the grades, though there were some exceptions. The classroom teachers prepared lessons and all staff members were assigned a group. We had our secretary and all our specialist teachers teaching lessons specific to the needs of the students in each group. Additionally, with our School-Wide Title I program we are able to address the diversity of reading abilities within the entire student population and utilize a variety of resources including guided reading, literature circles, and independent reading to further address developing skills. Likewise, the utilization of the math interventionist also addressed student learner needs across grade levels.

This type of collaboration opened the minds and eyes of our staff. Essentially, every member of our school staff had become a reading teacher. Conversations about student growth were happening more regularly with in-depth discussions leading to making changes in our school and changes district wide. Staff have met over summer breaks to work with the Language Arts department in our Middle School and High School to ensure that a detailed scope and sequence of power standards was put into place. As the years have passed we have continued to evolve in our methods but one thing remains stronger than ever, collaboration.

We take great pride in ensuring that none of our students fall between the cracks. Part of the reason we are closing gaps is because all of our staff goes above and beyond what is expected of them to meet the needs of our students and prevent them from going unnoticed at school. Whether it's driving to get a student who can't get to school, buying students clothing/food, or giving up prep times/ lunchtime to "counsel" students that need an adult to talk to, all are endless examples of the things that our staff does to care for the whole child, in addition to educating them and pushing them to be the best that they can be. The students feel secure in knowing this and our families appreciate the non-judgmental understanding. We realize the importance of being relatable to our families and we want to do whatever we can to build a strong home-to-school bond where we work collaboratively and supportively with families to meet educational and holistic needs. We acknowledge that there is a lack of mental health services available to our population and we recognize the initiative our district took in providing an in-service to all teachers on Mental Health First Aid. We have also promoted and provided training for our parents through a Love and Logic seminar. Additionally, we work closely with our two county Human Service Agencies and our local law enforcement sheriff offices that assist us in providing outreach supports to families. Local law enforcement also provides ongoing educational programs, and are present in our school in order to build positive relationships with students. All of these programs and outreach opportunities have come to fruition because of our student focused conversations and collaborative efforts internally and externally with outside agencies.

We are proud of our high teacher and administration retention rate with only one teacher in grades 1-5 having less than 10 years' experience in our district. This has enabled us to learn from each other's strengths, and share insights and instructional strategies supporting learner outcome goals. We are also appreciative of the important work our school board does in making student-focused decisions. The board supports ongoing staff development and allocates financial resources for educational materials and curriculum. Our board

president has more than once attributed the success of our schools to our teachers, support staff, volunteers and community members whose collaborative efforts support students and their families. We are proud of all collaborative educational efforts that have united us towards continuous student-focused learner growth and achievement. Most importantly, we are proud of the collaborative work that provides the essential tools to reach our goal of meeting the needs of children entrusted to our care, as well as meeting our mission to grow the whole child, every child, every day.