U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [ ] Magnet[ ] Choice

Name of Principal Dr. Nicholas Weber

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Prairie View Elementary School

(As it should appear in the official records)

School Mailing Address 1201 Newport Lane

(If address is P.O. Box, also include street address.)

City Holmen   State WI   Zip Code+4 (9 digits total) 54636-8635

County La Crosse County

Telephone (608) 526-1600   Fax

Web site/URL
https://www.holmen.k12.wi.us/schools/prairieview/   E-mail webnic@holmen.k12.wi.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____

(Principal's Signature)

Name of Superintendent*_Dr. Kris Mueller_____E-mail_muekri@holmen.k12.wi.us_____

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School District of Holmen   Tel. (608) 526-1600

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms Jennifer Dieck

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*Non-public Schools: If the information requested is not applicable, leave blank.

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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 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.

3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.

4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.

6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

8. 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.

9. 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.

10. 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.

11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district   4 Elementary schools (includes K-8)
   (per district designation):   1 Middle/Junior high schools
                                  1 High schools
                                  0 K-12 schools

                                  6 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district**.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: https://nces.ed.gov/ccd/schoolsearch/ (Find your school and check "Locale")

   [ ] Urban (city or town)
   [X] Suburban
   [ ] Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	40	33	73
1	36	36	72
2	42	40	82
3	38	37	75
4	55	39	94
5	42	44	86
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	253	229	482

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of   <u>0</u> % American Indian or Alaska Native
    the school (if unknown, estimate): <u>5.1</u> % Asian
                                               <u>0.6</u> % Black or African American
                                               <u>1.8</u> % Hispanic or Latino
                                               <u>0</u> % Native Hawaiian or Other Pacific Islander
                                               <u>89.7</u> % White
                                               <u>2.8</u> % 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 2020 - 2021 school year: <u>3</u>%

    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 **to** the school after October 1, 2020 until the end of the 2020-2021 school year	11
(2) Number of students who transferred **from** the school after October 1, 2020 until the end of the 2020-2021 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	16
(4) Total number of students in the school as of October 1, 2020	482
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

    <u>Hmong</u>

    English Language Learners (ELL) in the school: <u>2</u> %

                                                          <u>10</u> Total number ELL

7. Students eligible for free/reduced-priced meals: <u>18</u> %

                Total number students who qualify: <u>89</u>

8. Students receiving special education services   <u>13</u> %
    with an IEP or 504:   <u>64</u> 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

    <u>15</u> Autism   <u>0</u> Multiple Disabilities

    <u>0</u> Deafness   <u>0</u> Orthopedic Impairment

    <u>0</u> Deaf-Blindness   <u>7</u> Other Health Impaired

    <u>7</u> Developmental Delay   <u>8</u> Specific Learning Disability

    <u>2</u> Emotional Disturbance   <u>22</u> Speech or Language Impairment

    <u>2</u> Hearing Impairment   <u>0</u> Traumatic Brain Injury

    <u>0</u> Intellectual Disability   <u>1</u> Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: <u>2</u>

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	13
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	16
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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   <u>21:1</u>

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	99%	98%	98%	98%	97%
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 2021.

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 X

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.

The staff at Prairie View have worked together to create a shared vision for all students, "Prairie View Elementary is preparing ALL students for the future." The mission for students and staff is "Dream Big, Work Hard, Play Nice, and Be Kind."

16. Provide a URL link to or text of the school's nondiscrimination policy.

The School District of Holmen does not discriminate on the basis of age, race, creed, color, disability, pregnancy, marital or parental status, religion, sex, citizenship, national origin, ancestry, socioeconomic status, sexual orientation, gender identity, gender expression, or gender nonconformity.

El Distrito Escolar de Holmen no discrimina en base de edad, raza, credo, color, discapacidad, embarazo de una estudiante, el estado civil o paternal, religión, sexo, nacionalidad, origen nacional, ascendencia, estado socioeconómico, orientación sexual, identidad de género, expresión de género, o la no conformidad de género.

Tag nrho cov tsev kawm ntawv nyob rau hauv lub zos Holmen tsis ntxub thiab tsis cais neeg. Txawm tus menyuam lub hnub yug loj los me, nws yog haiv neeg twg, nws txoj kev ntseeg yog li cas, nws muaj kev tsis taus, nws lub cev xeeb tub, muaj txij nkawm li cas, yog poj niam los txiv neej, yog pej xeem los tsis yog, tuaj lub tej chaws twg tuaj, poj koob yawm txwv yog li cas, los yog tham li cas, txoj cai yuav nyob li qub.

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

PART III – SCHOOL OVERVIEW

Prairie View Elementary School is a community dedicated to nurturing students' love of learning. We believe that our world is full of abundance, wholeness, and love. We believe in nurturing imagination through discovery. We believe that each person in our Prairie View community is a gift to the world and that all learners grow when we celebrate their uniqueness.

Prairie View Elementary serves approximately 500 students in grades Kindergarten through fifth grade. Prairie View is one of four elementary schools in the district and is located between the rolling bluffs of the Midwest and the Mississippi River. The school's name is a reflection of the local prairie grass and Driftless region ecosystem. Students are fortunate to have green space for unstructured play as well as structured lessons outside. The community is fortunate to have access to local business partnerships as well as the natural beauty of the region. Staff at Prairie View have a structure and culture in place to serve all students. All educators are considered part of a Professional Learning Community. A multi-tiered approach is used to make sure all students succeed and access a guaranteed and viable curriculum. The multi-tiered approach begins with a strong commitment to universal instruction. Staff are given support through instructional coaching and the Continuous School Improvement team. Support teams are in place to support students and staff with universal learning as well as more intensive support. Teams meet weekly to plan and review student progress on formative classroom assessment. This past year's teams have committed to 15 day short-cycle plans. By planning in short cycles, teams are able to be more responsive to all students. The continued commitment of our collaborative teams to provide responsive and rigorous universal instruction to all students has been the foundation of our success.

Students are also assigned to WIN (What-I-Need) groups based on progress in universal learning as well as benchmark data. Students may need more support to close gaps or more extensions if they have shown mastery at a conceptual level. Staff take a team approach to addressing student needs. Educational assistants, parent volunteers, classroom teachers, academic interventionists, and special educators all work with students during WIN time. Child Study Teams, Educational Support Teams, data meetings, and Student Services meetings occur regularly to monitor and create plans to assist students who need additional support to be successful.

Students at Prairie View perform well on the state accountability assessment, the Wisconsin Forward Exam; however, the academic achievement scores do not tell the whole story. The staff and community believe in educating the "whole child." Prairie View teams utilize morning meetings with their students to provide explicit social-emotional learning. As student needs evolve, the team continuously audits student services and the system as whole. The staff and Parent Teacher Organization (PTO) have focused on a different type of relationship with families. The PTO is less focused on raising funds and more focused on planning community-building activities. These activities provide families a safe environment for students to interact outside of the school day. These activities are also free of cost to assure all families can participate regardless of socio-economic status. Throughout the stages of the global pandemic, the staff and leaders at Prairie View have worked hard to provide an equitable education to all students. Even during the "shutdown," over 100 students were coming to school for supervision while attending to virtual learning. All families who needed child care during virtual learning were accommodated. The educational assistants supervised smaller groups of students while educators engaged students in virtual learning. Students participate in whole class instruction as well as small group instruction. The district partnered with the local YMCA and Boys and Girls Club to provide wrap-around services. Prairie View is a vibrant learning community. Classrooms and hallways are filled with student work and positive energy. The greatest attribute of the school community is that the people are committed to learning and adapting to student needs.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum, Instruction, and Assessment**.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

Prairie View follows a student-centered continuous improvement model in which collaborative teams are continually analyzing their impact on student learning and modifying practices to constantly adjust instruction based on student needs. This is achieved through a Professional Learning Community approach with an emphasis on collaboration among classroom teachers and specialists. An instructional coaching model helps to provide job embedded professional development on best instructional practices, responsive interventions, and data analysis to ensure high outcomes for all students on the Wisconsin state standards. Our educators believe that the best outcomes arise from high-leverage universal instruction. Our teams have learned and grappled with John Hattie's research focused on collective efficacy, teacher estimates of achievement, and self-efficacy. At the beginning of the school year, all staff identified two personal efficacy goals to assure students they were loved.

1b. Reading/English language arts curriculum content, instruction, and assessment:

English Language Arts is taught through a balanced framework in order to best instruct students in all of the strands of the language arts Wisconsin Academic standards. A workshop model, which includes a gradual release of responsibility from teachers to students, is utilized in reading and writing, and the other strands are intentionally integrated throughout units and lessons to teach for transfer of skills across the curriculum. Students are offered choice throughout their language arts curriculum through the wide variety of books on different topics and at a wide range of reading levels, and the choice students have in writing for authentic tasks, purposes, and audiences. Teachers utilize high-quality, diverse texts for developing lessons in reading and writing that meet the needs of the learners in their classrooms. The workshop model allows teachers to teach the rigorous grade-level standards, and to meet with students in small groups or one-on-one to provide differentiated interventions and enrichments as needed. Teachers meet with students in small groups and individually to give immediate corrective feedback about their reading and writing. In addition, short cycle assessments based on the priority standards of the units are utilized to identify if students have mastered the learning targets and standards. Students who have not yet mastered the learning targets and standards are then provided with further opportunities to learn the content in small groups. Students who have met or exceeded the expectations for the short cycle assessments are offered learning opportunities to deepen their understanding of the targets and standards. End-of-unit assessments are utilized to measure student proficiency for the targets and standards of the unit, and teachers use the data gathered to make informed instructional decisions for the next instructional units.

1c. Mathematics curriculum content, instruction, and assessment:

Teachers utilize a student-centered approach with a philosophy that all students can learn math. This is accomplished through rigorous and relevant instruction that is connected to students' backgrounds, interests, and cultures. Our teachers and curriculum committees utilize Canvas as the platform to save and update curriculum work. For example, in third grade the math priority standards are listed, such as Operations and Algebraic Thinking, and the aligned learning targets are identified. One example of learning targets aligned to the Operations and Algebraic Thinking standard include "I can talk about multiplication as groups of equal size rather than individual objects." Teachers then share resources and high leverage tasks they design to meet the learning targets. High-level tasks are used to provide multiple entry points for all learners. While solving problems, students are encouraged to persevere and try other solution pathways. Students understand that mistakes are a part of the learning process and are used to advance student thinking. Mistakes are celebrated and a natural part of the classroom environment. In addition, learning mathematics is considered a collaborative process where all students engage in productive discourse around mathematical concepts. Teachers are facilitators of learning but give students the opportunity to seek understanding and find answers from each other. In addition, teachers utilize purposeful assessment to drive instruction and make

adjustments based on student needs. Teachers have spent a lot of time learning about depth of knowledge and how to design assessments tied to targets. At Prairie View all staff are trained in new approaches to teaching and learning math. The district math coach spent time with the educational assistants to learn about productive struggle when supporting students during WIN time.

1d. Science curriculum content, instruction, and assessment:

Prairie View has adopted the Next Generation Science Standards while also embedding the Wisconsin state standards for environmental education. The district uses a variety of resources and a hands-on delivery model to provide students with experiential learning to develop scientific concepts through an inquiry based model. Each wing in the school was designed with a Discovery Center, which provides the space for doing experiments. The Discovery Center has counter space, sink, and oven. Students work collaboratively while delving into complex, real-world issues providing opportunities to explore, create, and reflect . Four units used in third grade include Unit 1: Ecosystems, Unit 2: Life Cycles and Traits, Unit 3: Forces and Interactions, and Unit 4: Weather and Climate. Each of these priority standards (units) also addresses supporting standards. Teachers use various resources including Mystery Science to meet the targets.

1e. **Social studies/history/civic learning curriculum content, instruction, and assessment:**

Prairie View has adopted the Wisconsin Standards for Social Studies. This is accomplished through developing deep and enduring understandings, content, inquiry, concepts, and skills from the fields of geography, history, political science and civics, economics, and the behavioral sciences. Units have been developed that incorporate the concept of inquiry in the social studies classroom and encourage teachers to provide meaningful ways for students to be civically engaged in our community. In fifth grade, all students are asked to advocate for a change in the school. This year the students wrote about eliminating milk from the cafeteria. They needed to research, provide rational, and write letters to the principal. The integrated project transferred to topics such advocating for change through history, researching and providing evidence, and articulating thoughts in an organized format. Teachers utilize diverse, culturally responsive texts for developing lessons that meet the needs of learners in their classrooms. The staff have actively pursued more diversity in both classroom texts and book room inventory. Students are taught about how different perspectives can view history differently and that being a critical consumer of text is important . The four units taught in third grade include Unit 1: Geographic Tools and Where We Live, Unit 2: First People and Meeting of Cultures, Unit 3: Colonization, and Unit 4: Fur Trade.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Prairie View provides students a well-rounded educational experience which includes Physical Education, Library and Media, Art, Music, and Health. Students in grades K – 5 all attend Related Arts on a daily basis. Our Related Arts program (Art, Music, PE, and LMC) is scheduled on a four day rotation. The inclusive philosophy is observed in these other curricular areas as well. Students of all abilities and needs participate together. The Related Arts team of teachers work together to plan projects and themes; for example, the LMC teacher collaborates with the Art teacher so students display art work in the LMC and read about. The Related Arts program is viewed as an essential part of all students experience. Students are given opportunities to enjoy learning outside for activities such as snowshoeing, bike-riding, geocaching, and many other outdoor activities. Students are given the opportunity to participate in a World Language club led by high school students once or twice per year .

Art is designed to be an age appropriate progression in the area of art production, art history, art criticism, and aesthetics. Instruction includes introduction to and review of the 14 elements and principles of design as

appropriate per grade level. Focus is on learning about new media and improving art production skills. Subjects of art will stem from memory, observation skills and imagination. Students are introduced to several artists, cultures, styles of art, careers of artists, and vocabulary related to areas of study. Self-expression, communication, and reflection become an increasing part of the student's art experience as they progress through each grade level. The Music Curriculum is a program which includes performance, creativity, literacy, response, and connections at all levels and grades. The difficulty of the materials, the complexity of what students do with them, and the sophistication of skills change and adapt as the program progresses. The K-5 Elementary General Music Program uses Making Music (Silver Burdett), Recorder Express (Alfred), and various additional resources as vehicles in teaching the curriculum. These resources provide a structure and a framework in an integrated format that addresses the Wisconsin Model Academic Standards for Music, and the School District of Holmen goals. The Physical Education team aligns their units in grade band priorities utilizing the SHAPE standards. The team believes in whole student development which includes mind, body, and movement. Physical education provides the opportunity to teach students about movement, strategies, teamwork, problem solving and health related fitness.

3. Academic Supports

3a. Students performing below grade level:

Prairie View provides a comprehensive approach to meeting student needs. Through a commitment to universal learning, supports, and interventions students are viewed as individual learners. Students are supported using inclusive practices. When assigning students to classrooms and scaffolding learning with tiered support, the Prairie View staff are committed to providing students a guaranteed and viable curriculum within the least restrictive environment. A commitment is made to assign proportional classroom rosters to mirror the demographics of the whole school. A tired approach of support is used for both social-emotional and academic needs.

When students demonstrate they need additional social or emotional support, the support team determines what type of support is most appropriate. The Tier 2 team meets weekly to discuss students who are exhibiting consistent unexpected behaviors to determine what intervention is needed. Students start with having a greeter, an additional adult in the building to meet with the student at the beginning and end of the day. The greeter also checks in on a behavioral rubric identifying how the student's day goes in relation to respectfulness, responsibility, and safety. If a student continues to exhibit choices that deem more support, the team and classroom teacher meet to discuss which layered interventions should come next. The team utilizes a menu of options that target more specific behaviors. If the unexpected behaviors continue, a brief functional behavioral assessment will be given, and a targeted behavioral plan will be created with parent collaboration.

When staff learn about students struggling with internalizing behaviors, they will access support without the same scrutiny of criteria. Students may need support from the school counselor through small groups or mentorship. The student services team meets monthly to discuss students who may be observed or reporting internalizing needs.

When students demonstrate they need additional academic support, the collaborative grade level team discusses strategies within their weekly team meeting. The teacher will adjust instruction based on the formative assessment given within the 15-day cycle. The collaborative team may determine that more support is needed during the student's WIN (What-I-Need) time. During WIN time, teachers and support staff share students who may have similar needs. This allows students to continue engaging in universal instruction in addition to receiving targeted support. If students do not demonstrate proficiency on formative assessment and do not close gaps on the district benchmarks, a Child Study Team convenes to discuss a plan moving forward. If more intensive intervention is needed, an Educational Support Team meeting including the student's guardians will be held.

3b. Students performing above grade level:

Students who are exceeding district expectations also need tiered levels of support. We follow a similar process for meeting the needs of high performing learners. The collaborative teacher team starts by discussing strategies for extending learning for these students. A more personalized plan is created for learners who have already mastered grade level standards. During universal instructional blocks, students may not need to demonstrate understanding with as many tasks due to the student's level of understanding and the teacher's commitment to an individualized learning approach. It is important that students demonstrate both conceptual and procedural understanding of grade level essential standards. If students demonstrate mastery on common formative assessments or district benchmarks, they may need additional support through an individualized learning plan or access to a extension activities. In those situations, the Talented and Gifted (TAG) teacher will meet with the collaborative team to determine if they need direct instruction during WIN and/or a modified plan during universal instruction .

3c. Special education:

Students who have qualified for services in Special Education are not viewed as a separate cohort. All students regardless of needs are part of an inclusive school and classroom environment. Our philosophy of providing special education is inclusive for all students with plans tailored individually to a student's need in terms of purpose, time, and placement. Special education staff are assigned to classrooms to assure we are meeting IEP requirements as well as providing equitable access to the guaranteed and viable curriculum. Students and special education teachers are vital contributors to each classroom community. Our staff view special education services as a part of a support continuum and not as a destination. All students are assigned a general education classroom and receive inclusive services; students are pulled for small group or individual instruction as needed. The special education staff are important members of each collaborative team and meet regularly as a Special Education team to discuss student needs, educational assistant roles, and instructional strategies.

3d. English Language Learners, if a special program or intervention is offered:

Students who qualify for EL (English Language) services receive services from the ESL teacher. The ESL teacher works collaboratively with the grade level team to determine the most appropriate times and place to serve each student. Similar to students with IEPs, students receiving EL services spend most of their time in an inclusive classroom with the ESL teacher supporting them. Students are pulled for small group instruction as needed.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

A priority for Prairie View is to nurture all students' love for learning. To start each school year, staff discuss the importance of igniting student imagination through discovery. Staff are also given the opportunity to take professional time to work on "passion projects" that align with the vision and mission. At Prairie View engaging students is much more than preparing students to succeed on the state assessment. Students and staff alike are far more capable, imaginative, creative, and courageous than what test scores may lead us to believe. Student engagement is essential for learning and for creating a vibrant community of young citizens. The partnership between students and staff is important for encouraging student efficacy.

Students are empowered to give feedback and lead school improvement throughout the school year. Students participate in an annual satisfaction survey gauging their feelings toward learning, climate, and culture of the school. Feedback from the students is used to celebrate what is going well and improve what is not. Student engagement in the continuous improvement process is not limited to feedback generated from the survey. The transportation department also meets with students to help improve their experience while riding the bus. The principal meets with students regularly during lunch to talk about how things are going and what can be improved. Students are encouraged to be advocates for positive change.

In all classrooms at Prairie View, teachers create the conditions conducive to peer-to-peer discourse. Strategies are used to promote sharing and collective thinking. Classrooms are arranged in pods to promote collaborative learning.

When working through unexpected behaviors with students, the staff approach situations with a restorative philosophy. Consequences are not viewed as punitive; rather, consequences are viewed as a result of an action. Students are expected to connect with others involved in the unexpected behavior to restore the friendship or link that was broken. This is done through re-teaching the expected behavior and equipping the students with the tools to communicate respectfully.

2. Engaging Families and Community:

Families play a critical role in the educational experience at Prairie View. Prairie View uses all the traditional modes of communication, such as monthly newsletters, actively engaging in social media, parent-teacher-conferences, e-blasting school information, and teachers providing weekly updates; however, the staff at Prairie View approach family engagement as two-way communication. Meaningful family engagement is evident in the culture within the building. Staff actively communicate with families through the school year. Families are invited to partner with educational support teams when additional support is needed

The Parent Teacher Organization (PTO) has shifted their focus to organizing community-building activities for students and families. Families are invited to engage in activities such as geocaching on school grounds or using the pottery wheel as a family. Families are also invited to read with students through the school year. Families are actively involved in planning and willing to donate their time and resources to support the mission of the school. Plans are being made to be even more intentional with family volunteers by providing literacy training. Volunteers will be viewed as a part of a comprehensive literacy plan for supporting all students.

The PTO and Holmen Area Foundation support staff projects by providing grants each year. Staff can apply for funds that align with the school mission. The PTO raises enough money annually to purchase all subscriptions which allows students to enjoy extra resources with no extra costs.

3. Creating Professional Culture:

At Prairie View staff are empowered to lead continuous improvement work and are dedicated to serving all students. There is little need for top-down accountability because staff have a high sense of self accountability and peer accountability. Staff do not need to be asked to do the right thing; they are routinely observed going above and beyond expectations. Staff are often seen eating lunch with students, participating in fun activities, designing, and updating learning spaces to align with engaging lessons. At Prairie View visitors often comment on the welcoming feel and positive energy.

Professionalism is evident in how teams interact. Team norms are established at every level of collaborative teams. Norms are posted and reviewed frequently. During meetings, staff are encouraged to speak their truth and engage in meaningful discourse and productive dissonance. Staff have worked hard to build trusting relationships.

One mantra evident in how teams work interdependently is the concept of "all hands on deck." Staff in all employee groups support one another while prioritizing student success and wellbeing. Just as staff are expected to create a safe learning environment for students, school leaders work to create a safe environment for staff to take intellectual risks . Staff are given paid opportunities throughout the summer to learn new strategies, such as Jan Richardson's Guided Reading framework. Staff are also encouraged to attend workshops throughout the year focused on student learning. Examples of workshops attended over the past year include Advancing Differentiation with Richard Cash, Collaborative and Proactive Solutions with Dr. Ross Greene, and Orthographic Mapping with Kristen Fiegen and Jennifer Ike.

4. School Leadership:

Leadership at Prairie View is not exclusive to those in positional leadership roles such as the principal. Although the principal is viewed as an instructional leader, leadership at Prairie View is shared with staff from all employee groups. Staff are reminded of the impact of collective efficacy on student learning, and the same principle is applied to building staff efficacy. When staff are empowered to lead the improvement process, more staff feel committed to an iterative improvement process. The success of the school including high student achievement is likely due to the dedication and leadership from the staff. Staff take ownership in all aspects of the school, including everything from the appearance of the building to leading professional development .

The purpose of the Guiding Coalition, a team of instructional leaders, is to work collaboratively to continuously improve the Professional Learning Community. The team is focused on leading the examination of all practices in relation to effects on learning, cultivating a collaborative culture by monitoring and improving the PLC (professional learning community) process, and the outcomes of the practices (results). The Guiding Coalition meets monthly and is responsible for implementing 15 day short-cycle plans. The concept of short cycle planning allows staff to intervene sooner.

The purpose of the Continuous School Improvement (CSI) team is to collaboratively analyze data, develop actionable improvement plans, monitor goals, support colleagues, and reflect on school functionality. Two tight expectations charged to this team include: Improvement plans should address inequities evident in data or practices, and All teams should embed a tiered approach addressing the learning needs of all students. The four subcommittees consist of PBIS Tier 1, PBIS Tier 2&3, Math, and Literacy.

The student council at Prairie View is an open council of 5th grade students. Students lead work focused on engaging all students in initiatives such as recycling, earth day activities, fundraisers for families in need, planning fun activities, and leading service projects.

5. Culturally Responsive Teaching and Learning:

Learning about cultures and diversity is an integral characteristic of an inclusive school. All students have their own identities. Respecting and learning about others' identities does not diminish one's own identity; rather, when students learn about others' cultural and individual identities they learn how to engage in respectful discourse. Students become more well-rounded and open to diverse perspectives. In essence, when learning about cultural differences, students broaden their worldviews and learn how to live

interdependently. At Prairie View, living interdependently means being kind to all students, respecting and honoring differences, including all students during unstructured play, and building resilience. During the last couple of years staff have worked hard at ordering texts for the book room that highlight diverse stories, characters, and cultures. The goal was for all students to be able to recognize similarities with stories and themselves.

Learning about the Hmong New Year was one example of how the whole school celebrated diversity. Hmong students worked with teachers to create an interactive video that was viewed by all students in the school. Hmong families were invited into school to eat traditional Hmong foods with staff and students. Hmong students were also invited to wear traditional Hmong outfits and parade around school for all students to see and ask questions. The Hmong families and students were excited to share their culture with others.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Prairie View staff are committed to continuous improvement and dedicated to educating the whole child. One example of a school-wide strategy that has contributed to academic success is professional development and implementation of guiding reading instruction in all classrooms. In the spring of each school year, the Guiding Coalition discusses instructional areas for growth. Focus areas are determined by the school data story as well as feedback from instructional teams. The primary reason that guided reading has been successful at Prairie View is that the professional development was planned and facilitated by teachers within the building.

Prior to working with the whole staff, a committee was formed to grapple with the best approach to assure all students were accessing consistent reading instruction. The committee consisted of two classroom teachers, the school psychologist, the principal, and an instructional coach. The first task of the committee was to review the literacy data organized by the CSI Team. After analyzing the data, strategies for improvement were discussed. In that conversation, it was clear that reading instruction was too random and that guided reading would provide staff with a common framework for improving consistency of reading instruction and improving reading outcomes.

The committee decided to use a text written by Jan Richardson, "The Next Step Forward in Guided Reading". The committee conducted a book study and discussed how the text could be used as a guide for all staff. The text provided a common language, consistent planning, and evidence-based strategies. After selecting the text, two classroom teachers were given two weeks in the summer to work with the principal with a goal of developing a professional development scope and sequence, develop an easy-to-use handbook for all staff, and plan for two summer workshops for staff to attend prior to the start of the school year.

During the summer workshop days, classroom teachers, special education teachers, and support staff attended a full day of training. Half of the day was dedicated to new learning and half of the day was reserved for collaborative team time to start planning. The workshops were successful mainly because colleagues were learning from colleagues in an intellectually safe environment. The workshops were interactive and allowed for staff to ask important questions. During the workshop, the principal and teacher leaders shared that the professional development would be a long-term commitment not just reserved for "Welcome Back to School Days." Staff were given the text to start reviewing if they wanted, the timeline for the upcoming school year, and were assigned an internal guided reading mentor.

In the first year of focused professional development on guided reading, staff have increased the number of guided reading groups and increased the frequency in which they provide direct instruction for striving readers. Staff have also used specific reading behaviors when discussing student needs in team meetings as well as meetings with families. The focus has moved away from generalized statements about reading scores to sharing more specific information about each student's reading behaviors.

The pandemic certainly had an impact on some students' reading efficacy. Guided reading is one strategy Prairie View staff is using to close those gaps. The commitment and important work done by the educators at Prairie View has led to the whole district using a similar approach in the other elementary buildings. Guided reading is being recognized as a critical piece of the district's instructional planning. One of the lead teachers who guided the work at Prairie View is now participating in a team of district teachers focused on the same work. There is no debate in the building; the staff recognize the benefits of guided reading. All staff have a common goal to support ALL students toward becoming thriving readers.