

# **Title I Schoolwide Plan**

**2017-18**

(6/1/2017)

## ***FORREST STREET EARLY LEARNING CENTER***

**School District of Black River Falls**

**Black River Falls, WI 54615**

**Principal: Chad Stanley**

**District Contact: Patty Harelson, Title I Coordinator**

### Our Vision

In the School District of Black River Falls, we create an individualized path to future success for every student through the consistent practices of dedicated educators and meaningful partnerships with families and our community.

### Our Values

We are **dedicated** to the success of our students and take **pride** in our accomplishments. We continue to build **trusting** relationships by celebrating diversity and ensuring fairness, respect and safety.

We **partner** with families, students, the community and each other to provide strong, positive outcomes for students.

We are committed to **excellence** in teaching and learning as the foundation of our continuous improvement.

**Student Success**

**Our People**

**Community  
Engagement**

**Finance & Facilities**

### **Goals**

All students will increase their achievement and attain annual personal growth goals in order to reach their highest potential.

We have a reputation of excellence that helps attract and retain highly qualified staff. We value and appreciate employees who apply their skills and experience to meeting our high expectations and fulfilling our district's vision.

Parents, students and the community are effectively engaged in the educational process and feel connected and proud to be part of the School District of Black River Falls.

We ensure efficient, innovative, and effective use of District resources to promote collaboration and inspire excellence in teaching and learning.

### **Literacy Mission:**

All children will become successful independent thinkers, readers, and writers.

### **Value Statements:**

In the Black River Falls School District we value:

- Collaborative learning environment for teachers and students
- Instruction based on the foundation of research-based literacy
- Students apply strategies learned through communication and inquiry
- Instruction based on student needs
- Consistent literacy language
- High expectations

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## Title I Planning Calendar

August - May	School Leadership Team Meetings (monthly) April and May meetings - Data Analysis
September	Open House
Fall	Parent Teacher Conferences  Fall Parent Meeting as part of Fall Family Night
February/March	Needs Assessment Survey to parents, teachers, and students
Mid-Year	Parent Teacher Conferences
June/August	Sharing of Schoolwide Plan with full staff

### Title I Family Nights

Family nights will be planned for the 2017-18 school year. Topics will include literacy, math, and science.

## Leadership Team Members

Chad Stanley- Principal at Forrest Street Early Learning Center  
Patty Harelson - Title I Coordinator  
Kirsten Meier – Reading Recovery and Interventionist  
Elizabeth Jahnke - Reading Recovery Teacher Leader and Reading Recovery Teacher  
June Johnson - Grade 1 (Grade Level Leader)  
Beth Hansen – Grade 1  
Leslie Fendt – Grade1  
Kari Daugherty – Kdgn (Grade Level Leader)  
Barb Gluch – SpEd  
Julie Warmke – SpEd  
Jodi Garvon - Music  
Wendy Ferstenou-School Counselor  
Others are always welcome.

## **Section 1: Comprehensive Needs Assessment Overview:**

### **Surveys:**

Surveys are done in March/April for parents, staff, and students. Results are used to determine the direction of the School Improvement Plan / Schoolwide Plan.

### **Data Sources and Assessments:**

- BAS (Benchmark Assessment System by Fountas and Pinnell) - Grades K-5
- Running Records - Grades K-5
- Observation Survey - Grade 1 Reading Recovery
- STAR Reading grade 1 and STAR Math grade 1
- STAR Early Literacy - Grades K and 1
- Teaching Strategies Gold (TSG)-4K

### **Student Data and Analysis:**

Each building holds a data retreat to review building assessment data. Based on the data review each building develops goals and objectives for the next school year. These goals are connected to the district strategic plan goals.

As part of the PLC (Professional Learning Communities) model on going data analysis takes place daily within the classrooms and at weekly grade level collaborations. This analysis helps teachers to inform instruction.

# GOALS

## Forrest Street Early Learning Center

### Academic:

#### School Improvement SMART Goals:

##### **1. Reading Goal**

In kindergarten and first grade, 70% of our students will reach their growth goal for reading as determined by STAR Early Literacy from fall to spring.

In 4K 70% of our students will reach their age range expectation on the Teaching Strategies Gold (TSG) Literacy Assessment, objective 16: Demonstrates Knowledge of the Alphabet (subsection a. identifies and names letter, and subsection b. uses letter sound knowledge) by spring of 2018.

##### **2. Math Goal**

In kindergarten and first grade, 70% of our students will reach their growth goal for math as determined by STAR Early Literacy or STAR Math from fall to spring.

In 4K 70% of our students will reach their age range expectation on the Teaching Strategies Gold (TSG) mathematics Assessment objective 20: Uses number concepts and operations (subsection a. Counts, and subsection c. Connects numerals with their quantities) by spring of 2018.

##### **3. Public Relations Goal**

In 2016-17, one of our parent perceptions survey questions states, "I received information that helps me to understand my child's progress.." The results were 35.6 % strongly agreed, 62.2% agreed and 2.2% disagreed with this statement. For 2017-18, our goal is to increase the strongly agreed response by 10 percentage points.

##### **4. Building Goal**

Forrest Street Early Learning Center will implement PBIS Tier 2 interventions with fidelity during the 2017-2018 school year. Sixty percent of the students receiving a Tier 2 intervention such as Check-In Check-Out (CICO) will eventually be faded from the program due to success. Success will be measured by a student receiving 80% or more of their possible daily points for 80% or more of the time. They will also receive no major discipline office referrals during this fading time.

## Section 2: Schoolwide Reform Strategies

### Action Plan 2017-2018

GOAL 1: Reading	Resources Needed	Persons Responsible	Evidence of Success
<p>In kindergarten and first grade, 70% of our students will reach their growth goal for reading as determined by STAR Early Literacy from fall to spring.</p> <p>In 4K 70% of our students will reach their age range expectation on the Teaching Strategies Gold (TSG) Literacy Assessment, objective 16: Demonstrates Knowledge of the Alphabet (subsection a. identifies and names letter, and subsection b. uses letter sound knowledge) by spring of 2018.</p>			
<p><b>Steps:</b></p> <p>Fall, Winter, and Spring STAR assessment and quarterly PLC data sharing. Along with Teaching Strategies Gold (TSG) assessment in the fall, winter, and spring.</p> <p>After each assessment time, the data will be shared at grade level meetings.</p> <p>Students not showing adequate growth will be targeted for tier two or tier three intervention, as pertaining to our school district subscribed RTI interventions. As seen in our RTI manual at: <a href="https://docs.google.com/document/d/1gMFe9V2CXY8C54fqcE">https://docs.google.com/document/d/1gMFe9V2CXY8C54fqcE</a></p>	<p>Effective instruction, PLC implementation, Web access from Renaissance Place: STAR Early Literacy, and web access from Teaching Strategies Gold.</p> <p>Tier two and tier three intervention resources as seen in our RTI manual at: <a href="https://docs.google.com/document/d/1gMFe9V2CXY8C54fqcE8_yLPB0aAiXhjjA8dD9eA0/edit">https://docs.google.com/document/d/1gMFe9V2CXY8C54fqcE8_yLPB0aAiXhjjA8dD9eA0/edit</a></p>	<p>FSEL Staff</p>	<p>STAR Early Literacy from beginning to mid and to end of year.</p> <p>BAS and running records results from beginning to end of year.</p> <p>TSG record results from beginning to end of year.</p>



<p><a href="https://pXt8_yLPB0aAiXhjjA8dD9eA0/e/dit">pXt8_yLPB0aAiXhjjA8dD9eA0/e/dit</a></p> <p>Progress monitoring with AIMSWEB is done weekly for all students in tier three intervention. Tier two interventions will be progress monitored by their classroom teacher. We utilize mid year and end of year data reviews.</p>			
<p><b>What tool will we use to collect this data?</b></p> <p>STAR Early Literacy for K and 1, and TSG assessments for 4K.</p>			
<p><b>When is it reported out?</b></p> <p>Immediately following, fall, winter and spring assessment times.</p>			
<p><b>How is it reported out?</b></p> <p>Data Review, School Board Report, grade level and staff meetings, PLC meetings, and end of the year staff meeting</p>			
<p><b>GOAL 2: <i>Math Goal</i></b></p> <p>In kindergarten and first grade, 70% of our students will reach their growth goal for math as determined by STAR Early Literacy or STAR Math from fall to spring.</p> <p>In 4K 70% of our students will reach their age range expectation on the Teaching Strategies Gold (TSG) mathematics Assessment objective 20: Uses number concepts and operations (subsection a. Counts, and subsection</p>	<p><b>Resources Needed</b></p>	<p><b>Persons Responsible</b></p>	<p><b>Evidence of Success</b></p>

<p>c. Connects numerals with their quantities) by spring of 2018.</p>			
<p><b>Steps:</b></p> <p>Fall, Winter, and Spring STAR assessment and quarterly PLC data sharing. Along with Teaching Strategies Gold (TSG) assessment in the fall, winter, and spring.</p> <p>After each assessment time, the data will be shared at grade level meetings.</p> <p>Students not showing adequate growth will be targeted for tier two or tier three intervention, as pertaining to our school district subscribed RTI interventions. As seen in our RTI manual at: <a href="https://docs.google.com/document/d/1gMFe9V2CXY8C54fqEpXt8_yLPB0aAiXhjjA8dD9eA0/edit">https://docs.google.com/document/d/1gMFe9V2CXY8C54fqEpXt8_yLPB0aAiXhjjA8dD9eA0/edit</a></p> <p>Progress monitoring with AIMSWEB is done weekly for all students in tier three intervention. Tier two interventions will be progress monitored by their classroom teacher. We utilize mid year and end of year data reviews.</p>	<p>Effective instruction, PLC implementation, Web access from Renaissance Place: STAR Early Literacy, and STAR Math and web access from Teaching Strategies Gold.</p> <p>Tier two and tier three intervention resources as seen in our RTI manual at: <a href="https://docs.google.com/document/d/1gMFe9V2CXY8C54fqEpXt8_yLPB0aAiXhjjA8dD9eA0/edit">https://docs.google.com/document/d/1gMFe9V2CXY8C54fqEpXt8_yLPB0aAiXhjjA8dD9eA0/edit</a></p>	<p>FSEL Staff</p>	<p>STAR Early Literacy and STAR Math data from beginning to mid and to end of year.</p> <p>TSG record results from beginning to end of year.</p>
<p><b>What tool will we use to collect this data?</b></p> <p>STAR Early Literacy and STAR Math for K and 1, and TSG assessments for 4K.</p>			

<p><b>When is it reported out?</b></p> <p>Immediately following, fall, winter and spring assessment times.</p>			
<p><b>How is it reported out?</b></p> <p>Data Review, School Board Report, grade level and staff meetings, PLC meetings, and end of the year staff meeting.</p>			

<b>GOAL 3: Action Plan</b>	<b>Resources Needed</b>	<b>Persons Responsible</b>	<b>Evidence of Success</b>
<p><b><i>Public Relations Goal</i></b></p> <p>In 2016-17, one of our parent perceptions survey questions states, “I received information that helps me to understand my child’s progress..” The results were 35.6 % strongly agreed, 62.2% agreed and 2.2% disagreed with this statement. For 2017-18, our goal is to increase the strongly agreed response by 10 percentage points.</p>			
<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Building PLC teams will develop a mid quarter progress check off sheet to send home to parents.</li> </ol>	<p>The grade level Progress Reports that are being used each quarter.</p>	<p>FSELC staff</p>	<p>Increased public perception on our annual survey question, “I receive</p>

<p>2. Building PLC teams will monitor and update progress sheets to correspond with quarterly learning standards.</p> <p>3. Review and reflect on spring parent survey results on the identified question for this goal.</p>			<p>information that helps me understand my child's progress.”</p>
<p><b>What tool will we use to collect this data?</b></p> <p>Survey results from one school year to the next.</p>			
<p><b>When is it reported out?</b></p> <p>At our year end data review after our parent perceptions survey has been completed.</p>			
<p><b>How is it reported out?</b></p> <p>It is reported out in percentages, as they relate to parental responses to our survey question.</p>			
<p><b>GOAL 4: Action Plan</b></p> <p><b>Building Goal</b></p> <p>Forrest Street Early Learning Center will implement PBIS Tier 2 interventions with fidelity during the 2017-2018 school year. Sixty percent of the students receiving a Tier 2 intervention such as Check-In Check-Out (CICO) will eventually be faded from the program due to success. Success will be</p>	<p><b>Resources Needed</b></p>	<p><b>Persons Responsible</b></p>	<p><b>Evidence of Success</b></p>

<p>measured by a student receiving 80% or more of their possible daily points for 80% or more of the time. They will also receive no major discipline office referrals during this fading time.</p>			
<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Tier two PBIS team will train staff on tier two implementation requirements at the onset of the 2017-18 school year.</li> <li>2. Teachers will implement tier two, check in and check out behavior management system.</li> <li>3. Tier two PBIS team will monitor student data and make behavior management changes as necessary.</li> </ol>	<p>Educlimber, daily progress reports (DPR), clipboards, a resource guide titled “Responding to Problem Behaviors in Schools” and the Wisconsin PBIS Network Guide.</p>	<p>FSEL staff</p>	<p>When 60% of our students in tier two intervention exit the intervention over the course of a school year.</p>
<p><b>What tool will we use to collect this data?</b></p> <p>Daily progress report/behavior management charts will be used by students and monitored by staff. Data will be entered in our Educlimber data warehouse platform.</p>			
<p><b>When is it reported out?</b></p> <p>Data will be reported once or twice a month at tier two PBIS meetings, at regular PBIS meetings, and at mid year and end of year data meetings. Also, it will be shared with the students teacher and parent as appropriate.</p>			
<p><b>How is it reported out?</b></p> <p>We will utilize our Educlimber data warehouse to calculate percentages and generate graphs for visual reference.</p>			

### Section 3: Highly Qualified Staff

**Teachers:**

All elementary teachers in the School District of Black River Falls are highly qualified per ESEA (NCLB) guidance. All elementary teachers participate in relevant staff development that is aligned to both the District Strategic Plan and School Improvement Plans. Other staff development opportunities may be approved on an individual basis by building supervisors. Student needs are taken into consideration when staff are placed in positions.

#### Forrest Street Early Learning Center

Teacher	Assignment
Kristin Geier	EC
Laura Trachsel	EC
Lisa Johnson	4K
Melanie Cassidy	4K
Lori Spaude	4K
Katie Christianson	Kindergarten
Wendy Everson	Kindergarten
Michele Bemis	Kindergarten
Sarah Neitzke	Kindergarten
Melissa Plaza	Kindergarten
Elizabeth Snyder	Kindergarten
Kari Hilts	Kindergarten
June Johnson	First Grade
Beth Hansen	First Grade
Katie Brew	First Grade
Leslie Fendt	First Grade
Rachel Valdez	First Grade

Kelli Isaacson	First Grade
Ann Eberhardt	LC Coach
Patty Harelson	Reading Recovery/District Rdg Spec.
Kirsten Meier	Reading Recovery/Interventionist
Elizabeth Jahnke	Reading Recovery/Interventionist
Denise Eddy	Reading Recovery/Interventionist
Barbara Gluch	Special Education Teacher
Julie Warmke	Special Education Teacher
Wendy Ferstenou	Guidance Counselor

District Staff that travel between buildings:

<b>Teacher</b>	<b>Assignment</b>
Jennifer Dahl	Art
Jody Gawron	Music
John Thurow	Phy. Ed.
Rachel Everson-Fink	Sp/Lang
Lucas Annear	Sp/Lang
Stephanie Herman	Sp/Lang
Heidi Vanden Herik	Occupational Therapist
TBD	Adapted PE

**Para-Professionals:**

All para-professionals are highly-qualified per ESEA (NCLB) guidance. They have either 60 or more credits of college course work, or they have completed and passed a paraprofessional training course/test. Many of the staff development opportunities teachers receive are also offered to the para-professionals. Occasionally the same trainings are not appropriate, but classroom teachers or other qualified staff may provide staff development relevant to the paras at alternate times. This is at the discretion of the building principal or classroom supervisors.

Forrest Street Early Learning Center

<b>Paraprofessional</b>	<b>Assignment</b>
Marla Nelson	Office Secretary
Amy Luna	Office Secretary
Sue Wester	LMC Aide
Steve Teeples	Teacher Aide
Kim Hentsch	Teacher Aide
Brenda Hentsch	4K Teacher Aide
Tina Iverson	4K Teacher Aide
TBD	Special Education Aide
Heidi Anderson	Special Education Aide
Rebecca Hulett	Special Education Aide
Becky Markee	Special Education Aide
Sarah Larkin	Special Education Aide
Gween Hernandez	Special Education Aide
Rebecca Den Hartog	Special Education Aide



## **Section 4: Professional Development**

### **Mentoring Program (Certified and Classified Staff):**

The purpose of the new staff training is to set the tone and provide a positive orientation to the building and district. It is beneficial in retention of quality staff members. The School District of Black River Falls has a mentor program designed to assist new teachers in transitioning into their position.

All new staff members are assigned a mentor. (The mentor must have 3 years of teaching experience or more.)

Monthly Support Seminars are planned throughout the school year to bring all new teachers together. Topics are determined in the fall. Mentors are typically assigned within the building. Possible topics include:

- Classroom management and discipline
- Time management
- Workload management
- Technology (District and building) plan
- Assessment and Accountability
- Socio-economic, gender and cultural awareness in the district
- Enhancing student motivation
- Working with parents
- Lesson planning
- PDP work

A component of this mentoring program is a tour and visit with the Ho-Chunk Nation.

### **Professional Development Schedule:**

The School District of Black River Falls has adopted the Literacy Collaborative Framework for teaching Literacy in grades 4K-8. During the initial training year, teachers participate in 40 hours of professional development on the framework for teaching literacy. The second year there are 20 hours of formal training scheduled. After the initial training years, there are 10 hours of ongoing professional development each subsequent year on Literacy. There will also be training in other core areas as needed.

These are the formal training sessions, with the Literacy Collaborative Coach as the instructor. The true strength of the LC program is the ongoing coaching that is embedded into the teacher day. The coach and teacher have a pre-observation meeting, the coach goes to observe, and then they follow up as a post conference. This coaching is extremely targeted to the individual needs of that specific teacher and his/her classroom.

Intervention staff also have ongoing training for Reading Recovery and LLI (Leveled Literacy Intervention). The Reading Recovery Teachers meet with their Teacher Leader once a month during the school year. More time can be provided by the Teacher Leader on an as need basis.

In addition to the Literacy Collaborative professional development and ongoing coaching, there are additional initiatives within the district and buildings.

## 2017-2018 District Professional Development Schedule (Draft)

		8:00-9:00															
		9:00-10:00	District Welcome Back Breakfast 7:15-7:45 Presentation 7:45-11														
		10:00-11:00															
		11:00-11:45	Security Training 11-11:45														
8.28.17		12:00-12:30	Lunch 11:45-12:30			Here											
District Day		12:30-1:30															
		1:30-2:00															
		2:00-2:30	Benefit Fair														
		2:30-3:00															
		3:00-3:30															
8.29.17		8:00-9:00			Staff Meeting												
		9:00-10:00															
		10:00-11:00			Tiger Time Changes Review												
Could be staff meetings, etc.		11:00-12:00			Focus Meeting	Start time - 11:45-12:45 Culture & Community - Announcements	Here										

		12:00-12:30	Committee mtg		Grade Level Meeting	Classroom Time - Personalized Learning - Tech integration (new and developing teachers)									
		12:30-1:00	Committee		LUNCH	ACT Prep - 4:00-7:30 with ACHM, Mel-Min Dinner and Training Possible Flexing of day									
		1:00-2:00	staff meeting		Tlger Way										
		2:00-2:30	staff meeting		Educlimber										
		2:30-3:00			LAN Schools										
		3:00-3:30													
		10:30-11:30	Open House		2 hours with Jessie Sloan from CESA	10:30-12:00 Staff Meeting									
8.30.16		11:30-12:30	Open House												
		12:30-1:30	Open House		Work Time/Open House Prep (TECH KIDS HELP WITH CANVAS PARENT HELP)	12:00 - 12:30 Lunch									
		1:30-2:30	Open House			12:30 - 2:30 work in rooms		Here							
		2:30-6:30	Districtwide Open House												
8.31.16		7:30-8:30			Canvas Course Set-Up, Canvas Apps, MS Tech Coach and Mary B	Advising & ACP (Academic & Career Plan)									
		8:30-9:30													
		9:30-10:30			Work Time	PBIS									
		10:30-11:30		Committees		Work Time/BLT									

		0																	
		11:30-12:30																	
		12:30-1:30																	
		1:30-2:30																	
		2:30-3:30																	
Sept Staff Meeting	9/6/17		begin of year stuff																
10.4.17 Staff Meeting						15 min presentation by HoChunk Educ Dept for services available to families													
11.1.17 Staff Meeting																			
11.3.16		1	Instructional Tracks																
		2																	
		2:10-3:10	Report Card Time			ACT On Site Training 2:00 - 4:00 pm (3 hrs)													
12.6.17 Staff Meeting																			
1.3.18 Staff Meeting																			
1.19.18	7:30-8:30	1	Instructional Tracks																
		2	Wellness																
		3	Committees	Committees	2 hours	Semester Rollover													
		4			Jessie Sloan														
		5																	
		6	Report Cards																

		7																	
<b>2.7.18 Staff Meeting</b>																			
<b>2.15.18</b>		1	<b>Instructional Tracks</b>																
		2	<b>Wellness</b>																
		3	<b>Committees</b>	<b>Committees</b>	<b>2 hours Jessie Sloan</b>	<b>ACT On Site Training</b>													
		4																	
		5																	
		6																	
		7																	
<b>3.7.18 Staff Meeting</b>																			
<b>3.27.18</b>		1	<b>Instructional Tracks</b>																
		2	<b>Report Cards</b>																
		3																	
<b>4.4.18 Staff Meeting</b>																			
<b>5.2.18 Staff Meeting</b>																			
<b>6.6.18 Staff Meeting</b>																			
<b>6.7.18</b>		1																	
		2	<b>Report Cards</b>																
		3																	
<b>Flex-Inservice</b>																			

2017-18 FSEL C Committees

**Community Connections**

Leader: Barb Gluch

responsibilities -

- 1-Create a volunteer database (create sign up sheet, develop spreadsheet), get information to teachers for use of volunteers in classrooms
- 2-Public Relations - Facebook, Newspaper articles
- 3-Coordinate Book Fairs

## **PBIS**

Leaders: Sarah Neitzke (Tier 1)/Wendy Ferstenou(Tier 2)

Responsibilities:

1. PBIS Coach brings district information to the committee for PBIS implementation at FSEL. Tier 2 Training and Delivery. Maintain Tier 1
2. Plan FSEL PBIS implementation: incentives, rewards, drawings
3. Data Collection from SWISS data

## **Celebrations Committee:**

Leaders: June Johnson

Responsibilities-

- 1- coordinate school wide celebration and school climate events (Luncheons, end of year celebration, school recognition)
- 2- plan and coordinate the quarterly family nights
- 3-coordinate sunshine events (staff recognition)

Meeting Dates - Committees will meet during Professional Development days (early releases and full days) as needed.

## **Section 5: Strategies to Recruit Highly Qualified Staff**

The district supports quality staff development and believes it to be integral to a successful educational environment. Professional development training priorities are focused on areas of need determined by the Continuous Improvement Building Profile and Federal NCLB requirements.

It is our goal to provide high-quality, on-going professional development so we can retain and attract highly qualified teachers in the core academic subject areas in order enable all children to meet district and state's academic achievement standards. Teachers that remain employed for five years may qualify for the teacher forgiveness loan program. Job postings ar listed on the WECAN employment website and easily accessible.

## **Section 6: Parent / Community Involvement**

We want and will encourage our parents to become more involved at school. There are numerous ways parent can be involved. This includes volunteering in the classrooms, helping at the book fair, participating on committees when appropriate, helping at various school events, and chaperoning field trips.

Parents are invited to serve on the Schoolwide Planning Team (known as the Continuous School Improvement Team - CSI).

### School Parent Compacts:

The School-Parent Compact represents a partnership that reflects shared responsibility for improving student achievement. Parent involvement in student learning – both at home and school – continues to emerge as key to students' success in school. Compacts are given to families at beginning of the school year at open houses and/or parent teacher conferences. The compacts provide a tool that parents and teachers can use to communicate. (Copies are at the end)

### Parent Handbook:

A parent handbook is distributed to all students. The handbook is revised yearly and approved by the school board. It contains the practices and general information of the school. It is accessible on-line.

### Volunteer Handbook:

Volunteers are always welcome at Forrest Street Early Learning Center. This handbook contains the expectations and practices for incoming volunteers.

## **Section 7: Transition**

(Preschool children to the public schools.)

The School District of Black River Falls is composed of 5 sites:

Forrest Street Early Learning Center - Grades EC/PK-1

Third Street Elementary School - Grades 2-3

Gebhardt Elementary School - Grades 4-5

Middle School - Grades 6-8

High School - Grades 9-12

The elementary buildings are eligible for Title I services, each building is a Schoolwide Title I Building. Forrest Street Early Learning Center houses the district Early Childhood program.

At FSELIC many activities take place to help the children transition into 5K. With 4K and EC being a part of FSELIC this allows the children to be familiar with the school setting, how the building is laid out, and they become familiar with the staff in kindergarten. A kindergarten orientation meeting is held each spring for parents, this is for children who are in the district 4K program and those children who have stay at home until 5K. Kindercamp is held in August as a transition/preparation for kindergarten.

The early childhood teachers provide a community playgroup each month. It is open to children ages birth to 4 years of age. It is a chance for parents/guardians to learn about their child's development and an opportunity to be involved with more social opportunities. These events include: crafts, free play, story time, and/or observation by teachers. Along with an opportunity for parents to talk with educators.



## Section 8: Teacher Participation in Assessment Decisions BRF Assessment Inventory

Type of Assessment	Assessment	Grade Level/Content Area	Date(s) Given	Purpose	Use of Results	Audience
Formative Assessment	BAS (Benchmark Assessment System)	Pk-8	Sept., Feb.	Common assessment in Rdg.--used to identify rdg levels and provide info for instruction	Information used for instruction and to identify rdg levels	Teachers, Principals, SPED teachers
Formative Assessment	Running Records (as part of guided reading)	K-8	On-going (every student, every other week)	Determine Instruction needs of student	Use to inform instruction; log results	Teachers
Formative Assessment	Observation Survey	Reading Recovery Teachers	Sept., Feb., May	Identify RR students	Diagnostic for RR teachers	RR, 1st Grade Teachers
Formative Assessment	Content area specific assessments	All	Throughout the school year	To determine acquisition of course content.	To re-teacher content, adjust instruction, and quantify learning	Teachers
Summative Assessment	Forward Exam	3, 5, 6, & 7 --Rdg & Math; 4th, 8th & 10th--all core areas	November	Required State Test	To meet the requirements of the state testing requirements. Reported on School Report Cards.	Teachers, Advisors, counselors
Summative Assessment	ACT	10 - 12th grades(Student Selected)	5Xs nationally/year	Required State Test	College Admissions	Counselors, college recruiters
Summative Assessment	Compass	10-12th graders (Student Selected)	2Xs each month	Technical College Admission Test	Technical College Admissions	Students, counselors
Summative Assessment	PLAN	8th grade (Student Selected)	1X - October	Pre-ACT assessment, shows areas to work on	Pre-ACT assessment, shows areas to work on	Students, counselors
Universal Screener	Teaching Strategies Gold	4K	Fall, Winter, Spring	To get a quick measure of student development. Screen to determine which students need intervention/acceleration.	Inform instruction - places students on the developmental continuum.	
Universal Screener	STAR Reading STAR Math STAR Early Literacy	2-8 Reading 1-8 Math	Fall, Mid-Year, Spring (Buildings can choose to do quarterly if they want.)	To get a quick measure of student achievement. Screen to determine which students need intervention/acceleration.		

				ration.		
Progress Monitoring	AIMSWEB	All grade levels and content areas	As needed to monitor progress interventions	Monitoring progress for students placed in an intervention.	To determine if the intervention is effective and if a change of placement is necessary.	Teachers, Interventionists

Professional Learning Communities (PLC) are in place in the school district. Teachers meet weekly as grade levels to discuss student data, determine interventions necessary for those not making progress, to re-evaluate groupings as students make progress towards grade level achievement, discuss and plan curriculum and share teaching strategies.

All kindergarten through grade 8 teachers, including Special Education, Reading Recovery and LLI teachers have been trained to use the Benchmark Assessment System (BAS). Each year training is repeated for new teachers and can be used as a review those previously trained. There is ongoing training taking place to help us understand how to use the results of BAS to make instructional decisions for their students. STAR testing is in place.

Teacher have also been trained (and continue with training) on implementation of Response to Intervention(RTI), which is the practice of identifying the needs of struggling students and providing them focused instruction they need through varying levels of assistance. Once these students have been identified, the goal is to provide an intervention, such as different differentiated reading in the classroom, small group instruction within the classroom or special services. It is a three Tier model which includes:

- Tier I - The core curriculum presented in differentiated small group instruction (Guided Reading groups)
- Tier II - For students who do not make adequate progress in Tier I, more intensive services and targeted interventions are provided in addition to the core curriculum, with progress monitoring
- Tier III - For students who do not adequately respond to the targeted interventions in Tier II, eligibility for special education services may be considered. Tier III students would receive individualized, intensive interventions targeted to skill deficits.

This will strengthen the program by creating a systematic process for instruction and intervention. Students will be able to be worked with on a more timely basis and the intent would be that early intervention will prevent long term academic failure.

## Section 9: Strategies to Address Areas of Need

## Covered under the RTI District Wide Manual:

[https://docs.google.com/document/d/1gMFe9V2CXY8C54fqcEpXt8\\_yLPB0aAiXhjjA8dD9eA0/edit](https://docs.google.com/document/d/1gMFe9V2CXY8C54fqcEpXt8_yLPB0aAiXhjjA8dD9eA0/edit)

### **Section 10: Coordination of Funds (Resources)**

Various funding sources are blended to provide the best program support for all students.

**Funding:** (Not all are utilized annually and are not listed in any particular order)

Title I - Part A  
Title II - Part A  
Title VII  
IDEA  
District funds  
Grants

#### **Human Resources:**

- District Certified Staff
- District Non-Certified Staff
- Parents
- Community volunteers
- Community organizations provide food bags to needy families
- School lunch program (Free and reduce lunch program)
- Western Dairyland Head Start

All resources listed may be used to supplement Title I Schoolwide Plans and Programs at Forrest Street Early Learning Center, Third Street Elementary, and Gebhardt Elementary.

### **Home-School Compacts**

The Home-School Compacts represent a partnership that reflects shared responsibility for improving student achievement. Parent involvement is student learning - both at home and school - continues to emerge as key to students' success in school.

On the next pages are the Title I Home School Compacts. We ask that parents and students agree to work at items on the compacts with teachers.

School District of Black River Falls  
Title I Program  
**Four Year Old Kindergarten & Early Childhood  
Home-School Compact**

**As a student I will...**

- Attend school regularly and be on time.
  - Work hard to do my best in school.
  - Ask for help and ask questions when I don't understand something.
  - Know and obey all school and class rules.
  - Share at home what I am learning at school.
  - Help to keep my school safe.
- 
- 

Signature \_\_\_\_\_

Date \_\_\_\_\_

**As a parent/guardian I will...**

- See that my child attends school regularly and is on time.
  - Help my child prepare for a successful day by providing proper nutrition and requiring adequate rest each night.
  - Encourage and praise my child's best efforts.
  - Read with my child.
  - Support the school in its efforts to maintain proper discipline.
  - Ask my child about their school day.
- 
- 

Signature \_\_\_\_\_

Date \_\_\_\_\_

**As a school staff member I will...**

(Title I teacher, classroom teacher, support staff or principal)

- Provide a safe, nurturing and supportive environment.

- \_\_\_\_\_ Have high expectations for students and myself.
- \_\_\_\_\_ Respect the uniqueness of my students and their families.
- \_\_\_\_\_ Provide relevant, purposeful instruction to foster independent learner and critical thinkers.
- \_\_\_\_\_ Provide for two-way communication with parents about what children are learning in school and how families can help children at home.
- \_\_\_\_\_ Communicate in a timely manner with parents and students regarding academic progress and behavior.
- \_\_\_\_\_ Explain instructional goals and how students will be evaluated throughout the school year.
- \_\_\_\_\_ Vary techniques, materials and pace of instruction to meet the needs of all students.

\_\_\_\_\_

\_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

School District of Black River Falls  
 Title I Program  
**Grade 1**  
**Home-School Compact**

**As a student I will...**

- \_\_\_\_\_ Attend school regularly and be on time.
- \_\_\_\_\_ Work hard to do my best in school.
- \_\_\_\_\_ Ask for help and ask questions when I don't understand something.
- \_\_\_\_\_ Know and obey all school and class rules.
- \_\_\_\_\_ Share at home what I am learning at school.
- \_\_\_\_\_ Help to keep my school safe.

\_\_\_\_\_

\_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

**As a parent/guardian I will...**

- \_\_\_\_\_ See that my child attends school regularly and is on time.
- \_\_\_\_\_ Help my child prepare for a successful day by providing proper nutrition and requiring adequate rest each night.
- \_\_\_\_\_ Encourage and praise my child's best efforts.
- \_\_\_\_\_ Read with my child.
- \_\_\_\_\_ Support the school in its efforts to maintain proper discipline.
- \_\_\_\_\_ Provide a quiet place for school work and make sure it is completed.
- \_\_\_\_\_ Ask my child about their school day.

\_\_\_\_\_

\_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

**As a school staff member I will...**

(Title I teacher, classroom teacher, support staff or principal)

- \_\_\_\_\_ Provide a safe, nurturing and supportive environment.
- \_\_\_\_\_ Have high expectations for students and myself.
- \_\_\_\_\_ Respect the uniqueness of my students and their families.
- \_\_\_\_\_ Provide relevant, purposeful instruction to foster independent learner and critical thinkers.
- \_\_\_\_\_ Provide for two-way communication with parents about what children are learning in school and how families can help children at home.
- \_\_\_\_\_ Communicate in a timely manner with parents and students regarding academic progress and behavior.
- \_\_\_\_\_ Explain instructional goals and grading system to students and parents.
- \_\_\_\_\_ Vary techniques, materials and pace of instruction to meet the needs of all students.
- \_\_\_\_\_ \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

School District of Black River Falls  
 Title I Program  
**Kindergarten**  
**Home-School Compact**

**As a student I will...**

- \_\_\_\_\_ Attend school regularly and be on time.
- \_\_\_\_\_ Work hard to do my best in school.
- \_\_\_\_\_ Ask for help and ask questions when I don't understand something.
- \_\_\_\_\_ Know and obey all school and class rules.
- \_\_\_\_\_ Share at home what I am learning at school.
- \_\_\_\_\_ Help to keep my school safe.
- \_\_\_\_\_ \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

**As a parent/guardian I will...**

- \_\_\_\_\_ See that my child attends school regularly and is on time.
- \_\_\_\_\_ Help my child prepare for a successful day by providing proper nutrition and requiring adequate rest each night.
- \_\_\_\_\_ Encourage and praise my child's best efforts.
- \_\_\_\_\_ Read with my child.
- \_\_\_\_\_ Support the school in its efforts to maintain proper discipline.
- \_\_\_\_\_ Ask my child about their school day.
- \_\_\_\_\_ \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

**As a school staff member I will...**

(Title I teacher, classroom teacher, support staff or principal)

- \_\_\_\_\_ Provide a safe, nurturing and supportive environment.
- \_\_\_\_\_ Have high expectations for students and myself.
- \_\_\_\_\_ Respect the uniqueness of my students and their families.
- \_\_\_\_\_ Provide relevant, purposeful instruction to foster independent learner and critical thinkers.
- \_\_\_\_\_ Provide for two-way communication with parents about what children are learning in school and how families can help children at home.
- \_\_\_\_\_ Communicate in a timely manner with parents and students regarding academic progress and behavior.
- \_\_\_\_\_ Vary techniques, materials and pace of instruction to meet the needs of all students.
- \_\_\_\_\_ \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_





