

Title I Schoolwide Plan 2018-2019  
(6/12/2018)



**FORREST STREET EARLY LEARNING CENTER**

**School District of Black River Falls**

**Black River Falls, WI 54615**

**Principal: Melanie Floyd**

**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

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

## Our People

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.

## Community Engagement

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.

## Finance & Facilities

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 Analysis	School Leadership Team Meetings (monthly), April and May meetings - Data
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

## Family Nights

Family nights will be planned for the 2018-19 school year. Topics will include literacy, math, science, and social emotional.

## Leadership Team Members

Melanie Floyd- Principal at Forrest Street Early Learning Center

Patty Harelson - Title I Coordinator

Kirsten Meier – Reading Recovery and Interventionist

June Johnson - Grade 1 (Grade Level Leader)

Beth Hansen – Grade 1

Leslie Fendt – Grade1

Kari Hllts– Kdgn (Grade Level Leader)

Barb Gluch – SpEd

Julie Warmke – SpEd

Jodi Gawron - Music

Denise Ruemele-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 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.

## Section 2: Schoolwide Reform Strategies

### Goals

#### ELA Goal:

70% of the students will achieve the established grade level expectations as measured by the Nationally Normed Assessment from Fall 2018 to Spring 2019.

#### Action Steps

PD Topics: Sounds/Phonemic Awareness, High frequency words across 4K-1, Grammar, vocabulary, oral language skills, Reading/Writing Strategy books by Jennifer Serravallo (Schedule and decide how to configure groups of people)

Handwriting: Develop a process for sharing the work of the Handwriting committee and revisiting throughout the year. Process for teachers sharing strategies of students learning handwriting (PLC monthly sharing, Staff meeting sharing, classroom activity sharing 2 min share at beginning of building meeting)

Writing: Administer periodic writing assessment. Analyze with grade level. Determine instructional next steps (core instruction, target time groups, writing intervention) Use these assessments: 4K - Write Name/Physical Development K: writing prompt with rubric 1: Dictated sentence with rubric

Schoolwide - Develop a process for developing Unit Plans in Schoolwide to help grade levels know when to scaffold, skip, etc. (Work could be completed during PLC time or time could be allocated during PD time or other time to complete this work)

Assessment - Develop Common Formative Assessments. Develop process for regularly reviewing formative data in PLCs and making instructional planning decisions based on these conversations (Running records, observational data, etc) Establish a Report Card Revision Committee that works with Stephanie to develop a 4K-5 Report card that is better aligned to current Guarantees

Vertical Articulation - Develop a system for all staff to participate in PD time about grade level expectations. Create a document that spells out skill areas 4K-1st (sub skills - PA, Writing, Reading behaviors, Phonics, etc) and talk through them so everyone is clear on expectations and how skills build on one another.

PLC work on Pacing Guides

#### MATH Goal

We will decrease the % of students scoring in the "Blue-On Watch" level by 10% as measured by our Universal Screener from Fall 2018 to Spring 2019. Possibly add a growth goal.

#### Action Steps

Vertical articulation with the guaranties.

Review grade level assessment data from the previous year and that fall to guide instruction to target strategic pre teaching/reteaching and extension for each unit.

Plan out grade level PD to gain consistency in teacher talk/practices on number sense, vocabulary, math projects and basic math facts, Learning progressions of math for all staff from math grant.

Align the guarantees to line up with the report card.

Creating consistent common assessments and pacing guides.

Look into getting classroom books about math for the students to read.

Explore additional tier 2 & 3 math interventions.

#### SOCIAL/EMOTIONAL Goal

We will increase the consistency in staff expectations in approaching the social and emotional needs of their students. We will measure this by reducing the % of ODRs by 10% by the Spring of 2019.



## Action Steps

Starting out with how the concepts of PBIS, Love and Logic, Pyramid Model, Social Emotional work together

Create a survey to gather information about people's current level understanding and comfort level with PBIS, Love and Logic, Pyramid Model, Social Emotional support resources, Growth Mindset, Mindfulness , Academic behaviors, Perseverance of learning

Prioritizing what topics are needed for building wide PD to link the different systems (Building wide, grade level specific, certain staff groups)

Find and schedule presenters for PD time 18-19 School year

Help build systemic plan for how to integrate student instruction throughout the year (List of suggestions for spiraling throughout the year)

Developing a system to revisit how staff are spiraling student instruction in this area throughout the year (Buddy teacher sharing, assigning staff meeting presenters)

Celebrate positive behaviors with students (Show pictures of students in SlideShow on screen during lunch on Tiger Ticket Tuesday)

Administer the survey mid-year and/or end of year to measure how progress of understanding has grown

Come up with a way to bring new students up to speed on building wide expectations (Cool tools, Guided Discoveries?)

Revisit the purpose of an ODR (Reporting tool) to ensure consistency in reporting

Create cross-grade level (4K-1) buddy classrooms to provide positive role modeling for projects and activities

Brainstorm ideas around modeling appropriate activities on the playground vs physical fantasy play

Establish a subcommittee for Playground planning (1 teacher rep from each grade level, counselor, 2 or 3 support staff, etc) Discuss what a developmentally appropriate playground looks like. Establish new playground expectations. Problem-solve barriers on the playground

Develop a schedule of playground equipment rotation

## 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

<b>Teacher</b>	<b>Assignment</b>
Kristin Geier	EC
Tara Oppelt	EC
Lisa Johnson	4K
Melanie Cassidy	4K
Lori Spaude	4K
Angela Hoefs	Kindergarten
Wendy Everson	Kindergarten
Michele Bemis	Kindergarten
Sarah Neitzke	Kindergarten
Melissa Plaza	Kindergarten
Elizabeth Snyder	Kindergarten
Kari Hiltz	Kindergarten
June Johnson	First Grade
Beth Hansen	First Grade
Tara Prestwood	First Grade
Leslie Fendt	First Grade
Rachel Valadez	First Grade
Samatha Salveson	First Grade

Ann Eberhardt	LC Coach
Patty Harelson	Reading Recovery/District Rdg Spec.
Kirsten Meier	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.
Kayla Okerglicki	Sp/Lang
Lucas Annear	Sp/Lang
Heidi Vanden Herik	Occupational Therapist
Nick Yanske	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
Gween Hernandez	Teacher Aide
Kim Hentsch	Teacher Aide
Vicki Blazek	4K Teacher Aide
Tina Iverson	4K Teacher Aide
Brittany Yeskie	Special Education Aide
Heidi Anderson	Special Education Aide
Rebecca Hulett	Special Education Aide
Becky Markee	Special Education Aide
Sarah Larkin	Special Education Aide
Jenna Gill	Special Education Aide
Rebecca Den Hartog	Special Education Aide
Tosh Baker	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. New teachers receive initial training and current teachers receive ongoing training. An additional resource is the School-wide program.

The true strength of the Literacy Collaborative program is the ongoing support by the Literacy Coach that is embedded into the teacher day. This coaching is extremely targeted to the individual needs of that specific teacher and his/her students.

Intervention staff also have ongoing training for Reading Recovery, LLI (Leveled Literacy Intervention), and other Tier 3 intervention programs. 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 needed basis.

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

## 2018-19 FSELG Committees

### Family Nights

Leader: Barb Gluch

Responsibilities:

1. Coordinate and plan the four family night

### PBIS

Leaders: Sarah Neitzke (Tier 1)/Denise Ruemele(Tier 2)

Responsibilities:

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

### Celebrations Committee:

Leaders: June Johnson

Responsibilities-

1. Coordinate school wide celebration and school climate events (Luncheons, end of year celebration, school recognition)
2. Sunshine and Staff recognition (with Sue Wester)

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 are 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 Improvement Team - CIP).

### 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.

### Parent Teacher Conferences:

Parent teachers conferences are held three times a year. These provide a time for teachers to share information with parents and for parents to ask questions.

1. August (before school starts) - One on one conferences to help parents get to know the students and their families and for families to get to know the teacher and learn about the expectations for the school year.
2. Fall (October) - One on one conferences, this is a time for parents/guardians to learn how their child(ren) are doing and to confer with classroom teachers.
3. Winter/Spring (February) - One on one conferences, another check point for the school year for parents/guardians to talk with teachers are student progress, celebrations, and concerns

If conference times do not work out for parents multiple attempts are made to make contact, these could be phone conversations, emails, or text. Our school's goal is to have 100% participation in conferences..

Mid-quarter progress checks are sent home to parents as a method to monitor student



growth/achievement and to share with parents.

### Family Nights

Family Nights are an opportunity for parents to come to school and partake in various learning and fun activities with their children. Forrest Street plans four family nights, spaced out over the school year. There is a building committee that coordinates the events. There are generally 10-12 activities for families that focus on literacy, math, and social emotional skills. The goal is that families can take home activities for practice and fun. A Title I question and answer session is made available at the fall and late spring family night.

## Section 7: Transition

(Preschool children to the public schools.)

The School District of Black River Falls is composed of 4 sites:

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

Red Creek Elementary - Grades 2-5

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 FSELG many activities take place to help the children transition into 5K. With 4K and EC being a part of FSELG 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

Assessment	Type of Assessment	Grade Level/Content Area	Date(s) Given	Purpose	Use of Results	Audience
BAS (Benchmark Assessment System)	Formative Assessment	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
Running Records (as part of guided reading)	Formative Assessment	K-8	On-going (every student, every other week)	Determine Instruction needs of student	Use to inform instruction; log results	Teachers
Observation Survey	Formative Assessment	Reading Recovery Teachers	Sept., Feb., May	Identify RR students	Diagnostic for RR teachers	RR, 1st Grade Teachers
Content area specific assessments	Formative Assessment	All	Throughout the school year	To determine acquisition of course content.	To re-teacher content, adjust instruction, and quantify learning	Teachers
Forward Exam	Summative Assessment	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
ACT	Summative Assessment	10 - 12th grades(Student Selected)	5Xs nationally/year	Required State Test	College Admissions	Counselors, college recruiters
Compass	Summative Assessment	10-12th graders (Student Selected)	2Xs each month	Technical College Admission Test	Technical College Admissions	Students, counselors
PLAN	Summative Assessment	8th grade (Student Selected)	1X - October	Pre-ACT assessment, shows areas to work on	Pre-ACT assessment, shows areas to work on	Students, counselors
Teaching Strategies Gold	Universal Screener	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.	
STAR Reading STAR Math STAR Early Literacy	Universal Screener	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.		

AIMSWEB	Progress Monitoring	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
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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

### [RTI District Wide Manual](#)

## 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 reduced 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 and Red Creek 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 \_\_\_\_\_