

**Title I Schoolwide Plan
2017-2018**

RED CREEK ELEMENTARY SCHOOL

**School District of Black River Falls
Black River Falls, WI 54615**

Principal: Rick Dobbs

Assistant Principal: Laura Simonson

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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.

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Title I Planning Calendar

August	Open House
Fall	Parent Teacher Conferences
February	Needs Assessment Survey to Parents
Mid-Year	Parent Teacher Conferences
Spring	Data Retreat - Schoolwide Plan Review/Refinement
August	Sharing of Schoolwide Plan with full staff

Continuous School Improvement Team Members

School Staff:

All staff are invited to the building leadership team meetings that are held on a monthly basis.

Section 1: Comprehensive Needs Assessment Overview:

Surveys:

Surveys are done in February for parents March for students, and April for staff. Results are used to determine the direction of the School Improvement Plan / School Wide 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 grades K-8 and Reading grades K-8
- Wisconsin Forward Exam – Grades 3-8 Reading and Math, Grades 4 and 8 Science and Social Studies.

Student Data and Analysis:

A school data retreat is held each Spring 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

Three School Improvement SMART Goals:

Goal	Action Steps
<p>Increase the percentage of students that are at or above grade level in Reading by 5% as measured by the Universal Screener assessments in grades 2 - 5 from the Spring of 2017 to the Spring of 2018. 70% of students will reach their Student Growth Percentile of 40.</p>	<p>Grade Level teachers follow ELA pacing guide with related Common Assessments (at least Summative) to help teachers feel more confident in what they are teaching and utilize the PLC to support and extend student skills.</p>
	<p>Utilize grade level spreadsheet for monitoring ELA guarantees to facilitate PLC discussions around core instruction and determine Target Time groups (pre-teaching and reteaching)</p>
	<p>Sharing and regular reivew of grade level spreadsheets for monitoring ELA guarantees by SpEd teachers (SpEd teachers supporting students in some not all grade levels to become proficient at grade level guarantees)</p>
	<p>PLC teams will put together a semester calendar and monthly calendar of meeting focus to maintain balance of Math and ELA. Teams will utilize pertinent protocols to help facilitate the work.</p>
	<p>Mid-year Data Meetings during PLCs (after SLO review) and problem-solve barriers, next steps and supports needed. Data will be reviewed by classroom and across the whole grade level. Individual data meetings can be scheduled with Admin and Literacy Coach.</p>
	<p>Support Literacy general instruction through multi-leveled systems: 1)Devote Staff meeting time for JIT literacy strategy sharing.</p>
	<p>Support Literacy general instruction through multi-leveled systems: 2) Devote monthly time in PLCs to openly share positive strategies and risk taking in Literacy that are proving successful. Create a PLC protocol for this. Include admin/coach in these as a way to support and problem-solve as well.</p>
	<p>Support Literacy general instruction through multi-leveled systems:3)Implement a Student Centered Coaching Model - Teachers will sign up to be part of this experience and can share this back with the team.</p>
	<p>Filter events and activities to keep instructional time sacred. BLT will look at the 16-17 calendar of events and decide what to keep doing, what to stop doing or what to schedule in a different month.</p>
<p>5th grade to move to daily Target Time. Aide support to be figured out.</p>	

Goal	Action Steps
<p>Increase the percentage of students that are at or above grade level in Math by 5% as measured by the Universal Screener assessments in grades 2 - 5 from the Spring of 2017 to the Spring of 2018. 70% of students will reach their Student Growth Percentile of 40.</p>	<p>Continued PLC conversations around the learning of the Math grant so that all grade level teachers can incorporate those strategies and understandings into their regular math teaching.</p>
	<p>Regular Math Grant sharing with full staff and coordination Aide PLCs and SpEd PLCs</p>
	<p>Continued Target Time group of High Math to sustain students above grade level.</p>
	<p>PLC teams will put together a semester calendar and monthly calendar of meeting focus to maintain balance of Math and ELA. Teams will utilize pertinent protocols to help facilitate the work.</p>
	<p>Mid-year Data Meetings during PLCs (after SLO review) and problem-solve barriers, next steps and supports needed. Data will be reviewed by classroom and across the whole grade level. Individual data meetings can be scheduled with Admin and Literacy Coach.</p>
	<p>Filter events and activities to keep instructional time sacred. BLT will look at the 16-17 calendar of events and decide what to keep doing, what to stop doing or what to schedule in a different month.</p>
<p>5th grade to move to daily Target Time. Aide support to be figured out.</p>	

Goal	Action Steps
<p>We will increase the perception of a respectful climate as measured by the number of students that answer they agree or strongly agree on the question "I feel comfortable sharing my ideas at school" on the Student Perception Survey in the spring of 2018 by 5%.</p>	<p>PBIS committee will regularly review data as a team and share data every other month. (Core PBIS 91%, Check-in/Check-out fade out, etc)</p>
	<p>Quarterly PBIS skills focus tied into the Quarterly PBIS assembly. Assemblies highlight the great examples of that skill among students across the quarter and does some pre-teaching of the next quarter's behavior. Celebrate PBIS data with students.</p>
	<p>Tiger Roar - Read on Mondays and remind for the week to come. Classrooms will have a collection place and can collect them anytime but will collect the week before it is their Roar.</p>
	<p>Tier 2 PBIS team to brainstorm additional levels of support and refine Check-in/Check-Out and bring back to BLT for feedback.</p>
	<p>Continue to implement Behavioral groups during Target Time by the counselor. Data is reviewed and teachers are consulted to group and regroup students for a 2 week rotation.</p>
	<p>Providing supports for EBD SpEd students (Training during PLC time for Aides and teachers) Reviewing BIPs</p>

Goal	Action Steps
Increase positive behaviors on the playground - (decrease ODRs on the playground using eduCLIMBER?) - 497 on 4.19.17 - decrease by 10%?	Address Playground Behaviors: 2) Investigate organization and supervision of the playground (student numbers, zones, newly remodeled green space, supervisors)
	Address Playground Behaviors: 3) Add a Peer Mediator component to the Safety Patrol on the playground (Staff to provide training to student mediators) Shelly could provide training

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. Students needs are taken into consideration when staff are placed in positions.

Gebhardt Elementary

Teacher	Assignment
Rick Dobbs	Principal
Laura Simonson	Assistant Principal
Maddie Vinzant	School Counselor
Katie Brew	Title I Interventionist
Betty Jahnke	Title I Interventionist
Vicki Kramer	Literacy Coach
Kristin Breining	Grade 2
Jon Cook	Grade 2
Connie Jessie	Grade 2
Mariah Rivard	Grade 2
Candis Spindler	Grade 2
Kelly Stecker	Grade 2
Janelle Tande	Grade 2
Allison Boerger	Grade 3
Jen Bolger	Grade 3
Angie Dutton	Grade 3
Jessica Falkner	Grade 3
Jessica Partlow	Grade 3
Erin Porter	Grade 3

Mary Repka	Grade 3
Mary Danielson	Grade 4
Kathryn Bishop	Grade 4
Paul Anciaux	Grade 4
Dan Nortman	Grade 4
Heather Bluedorn	Grade 4
Karen Craig	Grade 5
Amy Tiedt	Grade 5
Christy Roush	Grade 5
Josh Pierce	Grade 5
Arielle Hall	Grade 5
Carrie Christie	SPED
Leah Haines	SPED
Jenny Massart	SPED
Pam Olson	SPED
Melissa Scharf	SPED
Scott Tubbs	SPED
Andy Osegard	Physical. Education

District Staff that travel between buildings:

Teacher	Assignment
Jennifer Dahl	Art
Stephanie Cowles	Music
Jody Gawron	Music
John Thurow	Physical Education

Nick Yanske	Adaptive Physical Education
Stephanie Herman	Speech and Language Pathologist
Kayla Okerglich	Speech and Language Pathologist
Ryan Johnson	Keyboarding
Heidi Vanden Herik	OT/PT

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.

Paraprofessional	Assignment
Sue Aleckson	Resource Aide
Doris Emerson	Resource Aide
Sam Ewoldt	Resource Aide
Deb Gilbertson	Resource Aide
Tammy Gunderson	Resource Aide
Melissa Hasz	Resource Aide
Jane Hodge	Resource Aide
Genell Johnson	Resource Aide
Ron Laudon	Resource Aide
Amy Murray	Resource Aide
Katie Potter	Resource Aide
Kim Ransom	Resource Aide
Paige Shaw	Resource Aide
Lulu Taylor	Resource Aide

Maria McNeely	LMC Aide
Rhonda Shoemaker	LMC Aide
Sue Millis	Secretary
Jennifer Guenther	Secretary
Kathy Murray	Teacher Assistant
Tyler Roskos	Teacher Assistant

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.

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.

All the documents below in addition to this documents are available at www.brf.org under Gebhardt Elementary.

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. (See Appendix A).

Instructional Guidebook:

An Instructional Guidebook has been developed by the Continuous School Improvement team that will provide new teachers and parents with information on curriculum, educational best practices and programs in our schools. (See Appendix D).

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:

We love volunteers at Gebhardt Elementary. 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 Gebhardt are several activities take place to help the children transition into middle school. A Middle School orientation meeting is held each spring for parents. In addition, there is a Middle School transition day where 5th grade students tour the Middle School and meet the sixth grade teachers. Individuals are offered tours based on need.

Section 8: Teacher Participation in Assessment Decisions

BRF Assessment Inventory 2015-2016

Type of Assessment	Assessment	Grade Level/Content Area	Date(s) Given	Purpose	Use of Results	Audience
Formative Assessment	BAS (Benchmark Assessment System)	Pk-5 (2012-2013); Pk-6 (2013-2014)	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-5 (at this time)	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	Wisconsin Forward Exam	3 rd -8 th grade Math and Reading 4th and 8th in Science and Social Studies	March-April	Required State Test	To meet the requirements of the state testing requirements. Reported on School Report Cards.	Teachers, Advisors, counselors

Universal Screener	STAR Reading STAR Math	K-8 Reading K-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/accele ration.		
Progress Monitoring	Aimsweb	All grade levels and content areas	As needed to monitor progress within an intervention	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 twice per month 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. Teachers meet weekly to discuss organizational items.

All kindergarten through grade 5 teachers, including Special Education, Reading Recovery and LLI teachers were trained to use the Benchmark Assessment System (BAS) in August 2012 or during the 2012-13 school year. 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 to understand how to use the results of BAS to make instructional decisions for their students.

STAR and MAP testing are 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.

Reading, Tier 2= Reading Rewards, Leveled Literacy Interventions, Lexia, Reading + Math, Tier 2=Academy of Math

Section 9: Strategies to Address Areas of Need

Interventions for students who experience difficulty in attaining growth target areas or are scoring under a proficient level:

Leveled Literacy Intervention (LLI) - Grades K-5

Leveled Literacy Intervention, or LLI, is a small group, supplementary intervention designed for children who find reading and writing difficult. LLI serves those children that don't qualify for one-on-one intervention but are still struggling. The lessons support both reading and writing development and help children expand their knowledge of words and how they work. For LLI systems Orange, Green and Blue students selected for LLI meet with the teacher in groups of group of three for thirty minutes five days a week. In LLI Systems Red and Gold the children meet in groups of four for forty-five minutes five days a week.

Focus Math- Grades 4-5

Focus Math is a small group, supplementary intervention designed for children that have not responded to previous interventions in math as well as universal instruction. The face-to-face component is designed to engage students in learning and identify specific needs that can be reinforced in different settings. The intervention meets 3-5 times per week for 45 minutes.

REWARDS -

REWARDS Intermediate Level is for students in grades 4, 5, and 6 who read at a 2.5 grade level or above. Students who have mastered single-syllable words and who are ready for multisyllabic words benefit greatly from this program. REWARDS is a short-term intervention with sustained, long-term results. It:

- Provides students with an effective strategy for breaking down multisyllabic words to increase fluency and comprehension
- Generalizes strategies across content areas
- Builds independence with a scaffolded instructional approach ("I do, we do, you do" model)
- Develops strong foundational skills for improved test taking
- Ensures students make accelerated gains with a focused, intensive approach
- Builds background knowledge for increased comprehension

Lexia/Core5 - Grades K-3/4

Helps students master foundational reading skills. Lexia Reading Core 5 provides students immediate corrective feedback, multiple levels of scaffolding, and explicit instruction both online and through direct instruction with the teacher.

Students work independently to develop reading skills in a structured, sequential manner with a focus on:

- Foundational skills (phonological awareness and phonics) to develop automaticity and fluency
- Listening and reading comprehension with complex text
- Academic and domain-specific vocabulary to improve comprehension

Reading Plus - Grades 4 - HS

Reading Plus prepares students to engage with complex text by developing all three dimensions of successful readers: capacity, efficiency, and motivation. Reading Plus develops a student's silent

reading fluency, reading rate, and stamina that make reading comfortable and productive. The program provides essential structure to silent reading by scaffolding content, rate, repetition intensity, and lesson formats. Students build independent reading skills and confidence that prepare them for high-stakes tests, academic success, and challenges beyond secondary school.

Academy of Math - Grades 2-12

Academy of Math is an intensive, online intervention program for students struggling with math. It builds on foundational skills breaking complex math tasks into manageable pieces. Students learn using a structured and sequential approach, as they acquire skills one by one. These skills will help them tackle the increasingly challenging content they will encounter in school and on assessments.

- Operations and Algebraic Thinking develops number sense in a way that fosters algebraic thinking.
- Number and Operations in Base Ten uses place value to develop computational strategies in addition, subtraction, multiplication, and division.
- Number and Operations - Fractions expands students' computational strategies to include fractions and decimals.
- Measurement and Data reinforces students' number and operations skills while they learn to work with measurement units for attributes such as length, area, volume, capacity, weight/mass, angles, time, temperature and money.
- Geometry develops a strong foundation in geometric concepts moving from simple to complex.

Academy of Reading

Academy of READING® is an intensive, online intervention program for struggling readers. This dynamic program instructs students in the five critical areas of reading – Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. Ongoing assessment and progress monitoring provide robust data to inform instruction and show students' reading progress.

Fast ForWord (Scientific Learning)

Fast ForWord® is a computerized reading intervention that uses the principles of neuroplasticity to make fast, permanent changes to your child's brain - which will make reading and learning (in all subjects) much easier for your child. Fast ForWord helps children pay attention longer, process information faster, and comprehend what they're reading.

Classroom Guided Reading Groups - Grades K-5

Guided Reading is a highly effective form of small group instruction. Based on assessment, the teacher brings together a group of readers who are similar enough in their reading development that they can be taught together. They read independently at about the same level and can take on a new text selected by the teacher that is just a little more challenging. The teacher provides explicit teaching and support for reading increasingly challenging texts with accuracy, understanding, and fluency.

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

Human Resources:

- District Certified Staff
- District Non-Certified Staff
- Parents
- Community volunteers
- PTO
- 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.



Title I Program

Red Creek Elementary School



Grades 2-5

School-Parent 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.
- ✓ Other: _____

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.
- ✓ Other: _____

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.
- ✓ Other: _____

Signature _____

Date _____

