

Boyceville Community School District

Title I Schoolwide Plan

2024-2025



BCSD Mission Statement

The mission of the Boyceville Community School District, as a partner with family and community, is to provide a high-quality education in which students gain respect for themselves, others, and their surroundings and develop a desire for excellence while learning the skills to become contributing members of a global society.

Tiffany Creek Mission Statement

Our mission is to create a community based environment that is committed to providing a nurturing atmosphere where students feel accepted, valued and supported. We are committed to fostering personal growth, while encouraging students to reach their full academic potential.

Building Goals

- 70% of students will meet or exceed proficiency on the oral reading fluency normed measure.
 + Improving Oral Reading Fluency (Responses)
- 85% of students will meet or exceed proficiency on Fastbridge aMath.
- 90% of students will fall in the “No Current Risk” category, in the overall score, on SAEBRs.

Needs Assessment- District Effort (Structural Organization of Tiffany Creek) May, 2025

Grade	Enrolled # of students	Students below 30th Early Math/ aMath	Students below 25th AimsWeb+ /30th Fastbridge	Identified Spec. Ed. Students	English Language Learners	Migrant Students	Homeless Students *	Classroom Teachers	Student to Teacher Ratio (including paras)
ECH	9	NA	NA	11	0	0	0	1	1:3
4k	31	3	10	2	0	0	0	2	1:7
KDG	44	5	12	6	0	0	0	3	1:15
1st	49	7	22	13	2	0	1	3	1:17
2nd	54	10	21	14	2	0	0	3	1:18
3rd	49	9	21	7	0	0	0	2	1:25
4th	46	8	20	8	1	0	0	2	1:23
5th	39	8	19	6	2	0	0	2	1:20
School	321	50 16%	125 39%	67	7	0	1 (9 total in district)	18	

*Provide the number of homeless, unaccompanied children and youth in your district enrolled in public school during the school year according to the grade level groups below. The district that is educating the student, not the district where the student resides, should be counting homeless students for this report.

Primary Nighttime Residence of Homeless Children & Youth	Total Number
Shelter	0
Doubled Up	9
Unsheltered (cars, parks etc.)	0
Hotels/Motels	0
Total	9

*PK includes the following programs when they are administered by public school districts or 2R (independent) charter schools: early childhood special education, Title I preschool, district-operated at-risk programs, and Head Start

**The McKinney-Vento Homeless Education Assistance Act defines unaccompanied homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence, and are not in the physical custody of a parent or guardian.

Academic Data

Fastbridge Math-Fall 2024

Grade Level	0-19.99 %ile High Risk	20-29.99 %ile Some Risk	30-84.99 %ile Low Risk	85th %ile and above College Pathway
PK	6/31 (19%)	1/31 (3%)	17/31 (55%)	7/31 (23%)
K	3/45 (7%)	2/45 (4%)	32/45 (71%)	8/45 (18%)
1st	10/48 (21%)	4/48 (8%)	28/48 (58%)	6/48 (13%)
2 nd	26/54 (48%)	3/54 (6%)	22/54 (40%)	3/54 (6%)
3 rd	9/46 (19%)	7/46 (15%)	26/46 (57%)	4/46 (9%)
4 th	10/45 (22%)	7/45 (16%)	20/45 (44%)	8/45 (18%)
5 th	7/39 (18%)	6/39 (15%)	19/39 (49%)	7/39 (18%)
School wide	71/308 (23%)	30/308 (10%)	164/308 (53%)	43/308 (14%)

Fastbridge Math-Spring 2025

Grade Level	0-19.99 %ile High Risk	20-29.99 %ile Some Risk	30-84.99 %ile Low Risk	85 %ile and above College Pathway
PK	3/29 (11%)	1/29 (3%)	20/29 (69%)	5/29 (17%)
K	5/43 (12%)	4/43 (9%)	32/43 (74%)	2/43 (5%)
1 st	7/49 (14%)	7/49 (14%)	29/49 (59%)	6/49 (13%)
2 nd	10/51 (19%)	4/51 (8%)	25/51 (49%)	12/51 (24%)
3 rd	9/47 (19%)	5/47 (11%)	27/47 (57%)	6/47 (13%)
4 th	8/44 (18%)	7/44 (16%)	26/44 (59%)	3/44 (7%)
5 th	8/39 (20%)	7/39 (18%)	19/39 (49%)	5/39 (13%)
School wide	50/302 (17%)	35/302 (12%)	178/302 (59%)	39/302 (13%)

Math: In summary:

- Fall school-wide: 67% of students scored at or above the 30th percentile
- Spring school-wide: 72% of students scored at or above the 30th percentile
- School-wide: Students had an overall increase of 5%
 - (from Fall to Spring in the 30th-100% percentile according to the Fastbridge Early Math/aMath screener data.)

Observations about Fastbridge Math data:

- 20 minutes per day; Monday-Thursday; 2nd grade Do The Math Intervention
- 25 minutes per day; Monday- Thursday; 5th grade Core Math support was provided for students along with sporadic one to one reteaching of concepts with manipulatives or enrichment activities for students who performed above the average
- 25 minutes per day; Monday-Thursday; 3rd grade Core Everyday Math small group instruction for students below the 25th percentile according to winter screener
- 2nd grade, in the 30th percentile and greater, showed tremendous growth from 46% in the fall to 73% of the population in the spring.
- 3rd grade in the below the 30th percentile decreased from 34% (fall) to 30% (spring) of the student population.
- Need to implement opportunities for enrichment with regards to students above the 85th percentile; this group is not showing growth from fall to spring; actually four of the grades decreased the percentage of students above the 85th percentile and one remained the same.

- A focus on universal Math curriculum, instruction and assessment was a priority in 2024/25. Staff identified essential standards and evidence based/researched based practices with support from CESA 11 staff. Math committee volunteers piloted two programs with students: iReady and Eureka squared. A program will be chosen, after thorough discussion, and presented to the School Board in June 2025.
- Math interventions will continue during 2025-2026; small group core instruction or push in support will be offered to the grades in need according to screener data based on grade level math instructional time and the interventionist schedule.

Fastbridge Early Reading (4k-1) CBMR (2-5) -Fall 2024 /AIMSweb PK-3 Fastbridge Spring 2025

Fall	0-19.99th percentile rank High Risk	20th - 29.99th percentile rank Some Risk	30th - 84.99th percentile rank Low Risk	above 85th percentile rank College Pathway	
Spring 4k-3	0-10th percentile	11-25th percentile	26-74th percentile	75-89th percentile	90-99th percentile
4K	LNF 16% LWSF 6%	LNF 16% LWSF 16%	LNF 52% LWSF 55%	LNF 10% LWSF 13%	LNF 0% LWSF 3%
K	9%	15%	76%	0%	
K	11%	16%	64%	4%	2%
1st	23%	35%	42%	0%	
1st	29%	16%	51%	2%	4%
2nd	27%	29%	23%	12%	
2nd	24%	15%	39%	9%	11%
3rd	23%	34%	26%	17%	
3rd	27%	16%	43% (CLOSER TO 25TH THAN 74TH)	8%	6%
4th	20%	29%	38%	13%	
4th	30%	13%	46%	11%	
5th	26%	28%	38%	8%	
5th	28%	21%	51%	2%	

Fastbridge Early Reading (4k-1) CBMR (2-5) -Fall 2024

Grade Level	0-19.99th percentile rank High Risk	20th - 29.99th percentile rank Some Risk	30th - 84.99th percentile rank Low Risk	above 85th percentile rank College Pathway
4K				
K	9%	15%	76%	
1st	23%	35%	42%	
2 nd	27%	29%	23%	12%
3 rd	23%	34%	26%	17%
4 th	20%	29%	38%	13%
5 th	26%	28%	38%	8%

Spring AimsWeb Early Reading (4k-1) AimsWeb ORF (2,3) - 2025

Grade Level	1-10th percentile rank Well Below Average	11th - 25th percentile rank Below Average	26th - 74th percentile rank Average	75th-89th percentile rank Above Average	90th -99th percentile rank Well Above Average
4K-31	LNF 5/16% LWSF 2/6%	LNF 5/16% LWSF 5/16%	LNF 16/52% LWSF 17/55%	LNF 3/10% LWSF 4/13%	LNF 0/0% LWSF 1/ 3%
K-45	5/11%	7/16%	29/64%	2/4%	1/ 4%
1st-49	14/29%	8/16%	25/51%	1/ 2%	2/4%
2 nd -54	13/24%	8/15%	21/39%	5/9%	6/11%
3 rd -49	13/27%	8/16%	21/43% (CLOSER TO 25TH THAN 74TH)	4/8%	3/6%

Fastbridge CBMR (4,5) Spring 2025

	0-19.99th percentile rank High Risk	20th - 29.99th percentile rank Some Risk	30th - 84.99th percentile rank Low Risk	above 85th percentile rank College Pathway
4 th	14/46 30%	6/46 13%	21/46 46%	5/46 11%
5 th	11/39 28%	8/39 21%	20/39 51%	1/39 2%

In summary:

- Our PK-3 data is skewed due to an assessment change mid-year.
- On January 1st, 2025, all Wisconsin Public Schools were mandated to assess students in grades 4 K-3, in all reading areas, using AIMSweb Plus.

- Students who fell below the 25th percentile in grades K-3 during the winter or spring assessment window received a Personal Reading Plan (PRP).
- For a student to be released from a PRP, they must:
 - Score above the 25th percentile during the next assessment period **AND/OR** meet, and or exceed, their progress monitoring goal 3 consecutive times
 - Show adequate progress in classroom work and assessments
 - In 3rd grade, be Proficient on the FORWARD exam

What does the data tell us?

- 4k **32%** going into Kindergarten
- 5K **27% with PRPs** ~ below the 25th percentile
- 1st grade **45% with PRPs** ~ below the 25th percentile
- 2nd grade **39% with PRPs** ~ below the 25th percentile
- 3rd grade **43% with PRPs** ~ below the 25th percentile... what next?
- 76 total PRP of 186 students = **41% K-3**

ELA Professional Development: fluency instructional practices (EAR), informal assessments

ELA Goal: Reading Fluency

- 70% of all students' grades PK-1 will score at or above the 25th percentile on the AIMSweb+ Early Literacy Screening composite by May 15, 2026.
- 70% of all grades 2 and 3 students will score at or above the 25th percentile on the AIMSweb Oral Fluency Measure by May 15, 2026.
- 70% of all grades 4 and 5 students will score at or above the 30th percentile on the Fastbridge CBMr by May 15, 2026.

Bulldog Time:

- Highest ELA needs in 2025-2026 are in grades 2,4, and 5.
- Kindergarten will have push-in for the 1st semester.
- Intervening early can prevent or reduce the likelihood of students experiencing reading difficulties in later grades.

State of Wisconsin Student Achievement Results Forward Exam-English Language Arts ~ Spring 2024 *(Forward data is lagged one year)*

Grade	Number of Students Enrolled	Not Meeting Expectations	Meeting Expectations
3	41	34.1%	65.9%
4	38	23.7%	76.3%
5	53	39.6%	60.4%

State of Wisconsin Student Achievement Results
Forward Exam-Math Spring 2024
(Forward data is lagged one year)

Grade	Students Enrolled	Not Meeting Expectations	Meeting Expectations
3	41	36.6%	63.4%
4	38	39.5%	60.5%
5	53	42.7%	52.8%

SAEBRs Winter Data/Character Strong

Tiffany Creek Elementary SAEBRs **(Social, Academic, & Emotional Behavior Rating Scale)**

Overall SAEBRs Scores

High Risk %	Low Risk %	No Current Risk %
2%	16%	82%

Academic Behavior Scores

High Risk %	Low Risk %	No Current Risk %
5%	14%	81%

Social Behavior Scores

High Risk %	Low Risk %	No Current Risk %
7%	15%	78%

Emotional Behavior Scores

High Risk %	Low Risk %	No Current Risk %
2%	15%	83%

In the fall of 2024, Character Strong, an evidence-based, multi-tiered solution to support whole child success, was adopted for PK-5. The goal is to improve behavior, increase safety, and support mental health. Grade levels aligned report card language with Social Emotional learning standards, and the Behavior Intervention Team (BIT) continues to work toward Tier 2 and Tier 3 intervention implementation.

Title III **Boyceville Title III Data Review Protocol**

Staffing

- Number of Title I Schools: 1
- Number of certified staff: 27
- Number of certified paraprofessionals: 10

Transitions

**Communication/activities that reflect attention to transitions to the next levels:

- Tours
- ELC Orientation Days
- Playgroups for the community on Wednesdays throughout the year - put on by ELC staff
- Kindergarten Orientation Day
- Open House Day
- Transition meetings between grade levels after the school year
- Parent Survey to help us plan for next year's events
- 5th to 6th grade middle school transition ½ day
- The first 2 days are official "Transition Days"

Data Meetings

- Tuesday rotation (PBIS, Guiding Coalition, Staff Meeting, Building Council)
- Wednesday Grade Level PLC meeting
- Friday Leadership Team meeting

Professional Development Inservice Plans: 2024-2025 [Professional Development](#)

- ELA Standards Alignment and Assessment
- EARs Fluency Modeling and Instruction
- Math Standards Alignment/Curriculum adoption
- English Learners' Best Practices
- AIMSweb+ training
- John Hattie's Visible Learning
- IXL training

District/Building Curriculum Resources June 2025

	READING	Grade Span	Funding Source	Mathematics	Grade Span	Funding Source
Universal/Core Program	HMH Into Reading With UPDATE 2025-2026	K - 5	District	Everyday Mathematics (Updated version June 2016)	1 – 5	District
Selected & Supplemental Programs	IXL Decodable Text *Read Alouds *Partner Reading *Paired Reading UFLI Epic Heggerty HMH Structured Literacy	K-5	Grants/ District	Math Facts Timings Computer Software Moby Max	K-5	District

Targeted & Intervention Programs	Direct Instruction Fastbridge UFLI Sonday Phonics to Reading Read Live Naturally Heggerty Advanced Word Study	PreK-5	Title I & Spec. Ed. grants	Direct Instruction Connecting Math Concepts Bridges Graham Fletcher Building Fact Fluency K-5	K-5	District Spec. Ed. Grants
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Parent Involvement

1.) Identify the district parental involvement policy.

2261.01 - PARENT PARTICIPATION IN TITLE I PROGRAMS

In accordance with the requirements of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

Development of Administrative Guidelines for Parent Participation

The District Administrator shall ensure that the Title I plan under Section 6312 contains administrative guidelines which have been developed and approved by the District and parents of participating students and distributed to parents. The guidelines shall describe how:

- A. the District expects and encourages parents to be involved in the planning, review, and improvement of Title I programs, including their participation in the development of the plan under Section 1112 and the process for school review and improvement under Section 1116;
- B. meetings will be conducted with parents including provision for flexible scheduling and whatever assistance the District may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. opportunities will be provided for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. information concerning school performance profiles and their child's individual performance will be communicated to parents;
- F. parents will be provided with assistance (e.g., literacy training and technology) in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework; guiding nutritional and health practices, and the like;
- G. timely responses will be given to parental questions, concerns, and recommendations;

The district will provide coordination, technical assistance and other support necessary to assist Title I schools in developing effective parental participation activities to improve academic achievement and school performance;

- I. an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and how strategies will be devised to improve parental involvement and to revise, if necessary, this policy;
- J. the parental involvement plan will be coordinated with other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;
- K. other activities will be conducted as appropriate to the plan and State and Federal requirements.

The District Administrator shall also ensure that the guidelines include a school-parent compact developed jointly by the District and parents, which outlines the responsibilities of the school staff, the parents and the student for academic improvement. The school-parent compact shall include provisions addressing:

- A. the school's responsibility to provide high quality curriculum and instruction in a supportive, effective learning environment;
- B. parent's responsibility for such things as monitoring attendance, homework, extra-curricular activities, and excessive television watching; volunteering in the classroom; and positive use of extracurricular time; and
- C. the importance of parent-teacher communication on an ongoing basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to parents; reasonable access to staff; and to opportunities to observe and participate in classroom activities.

Informing Parents of Their Right to be Involved in Development and Administration of this Policy

The District Administrator shall also assure that each Title I participating school develops a specific plan, with parental involvement, which:

- A. convenes an annual meeting, at a convenient time, to which parents of participating children are invited and encouraged to attend, to explain the school's involvement under Title I, the requirements to develop this policy, and the parents' right to be involved;

involves parents in an organized, ongoing and timely way in the development, review, and

- B. improvement of parent involvement activities;
- C. provides participating students' parents with:

- 1 timely information about the Title I programs;
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- 2 an explanation of the curriculum, the forms of academic assessment, and the
proficiency levels expected;
- 3 regular meetings, upon request by a parent, to make suggestions and receive responses
regarding their student's education.

Notice to Parents and Updating the Policy

The District will notify all parents of this policy, the guidelines, and the school-parent compact in a language understandable to the parents, to the extent practicable. Additionally, this policy will be made available to the local community and will be updated periodically to meet the changing needs of parents and the school.

20 U.S.C. 6318

34 C.F.R. Part 200 et seq.

2.) How were parent involvement activities assessed?

There will be a survey coming to families that will assist us with planning 24-25 activities and committees.

3.) School/~Family Compacts

School-Parent-Student Compact

At parent teacher conferences all students fill out a sheet cooperatively with parents and teachers to set goals for the coming trimester. An example of these is linked in our digital folder.

4.) Communication to parents identifying procedures to voice concerns.

This is put in the elementary newsletter and the district newsletter to make all parents aware of their rights. We also post on JMC, our Facebook Page and on the district webpage.

Family Activities

Grade-Level	Date	Participants	Activities
All	8/24/23	520+	Open House Day ~ Welcome back to school
All	8/24/23 10/19/23 2/19/24 2/22/24	300+	Scholastic Book Fair at TCE
pre-ELC	monthly	25+	Little Bulldogs Playgroup
Pre K - 2nd	December	300+	Winter Music Concert

3rd-5th	April	300+	Spring Music Concert
4th	April	100+	Madison Field Trip
5th	May	200+	Re-Invention Fair ~ created a grade level video of all projects and shared with community & parents
Family Fun Nights	Throughout the year		PT Conferences Book Fairs Annual Meeting
Reading Week	January 2025	All	Guest readers, family reading logs, kick-off and wrap-up assemblies

2025-2026 Family Engagement Goal and Plan

Data Team

- Jerim DesJarlais (Principal)
- Shannon Bignell (Title I Coordinator, Reading Specialist, Title III Co-Coordinator)
- Becky Hanestad (Director of Special Education)
- Angela Hellmann (Interventionist)
- Taylor Pitt (School Counselor)
- Liz Stolte (Title 3 Co-Coordinator)