

Boyceville Community School District



Home of the Bulldogs

Curriculum and Instruction

- 3rd, 4th and 5th grade staff along with special education staff and interventionists have been collaborating on the schedule for the Forward Exam. Some grade levels will start testing the week of March 25th.
- Reading Week, called “Reading Madness” (to go along with the NCAA’s March Madness) took place from March 17th–19th with the kickoff assembly happening prior. The goal is to help students get into the practice of reading. To create a level of excitement and some intrigue a friendly school wide competition took place and classrooms with the most pages read earning prizes.
- We are in the midst of piloting one of our two final options for a math curriculum. iReady stated we should pilot the curriculum for a month so we are in the process of getting the needed materials including online access. We will pilot a module from Eureka after our pilot with iReady.
- Staff has been increasing the amount of time they have students engage with the IXL platform as it has been made available to teachers in 3rd, 4th and 5th grade.. As of 10:00 am on March 19th students have spent 336 hours in the platform answering over 58,500 questions, mastering 1,168 skills and reaching proficiency in another 1,366 skills (mastery is a SmartScore of 100, Proficiency is a SmartScore of 80–99) . Staff reported enjoying the ability to choose a specific standard in IXL that has been made essential by TCE staff and assessing or completing check up quizzes to see if students are retaining standard specific information.
- We are approaching the 10th week of intervention and Act 20 requires us to provide progress updates to families of students with a reading plan.

Social/Emotional Wellbeing

- We continued our tiered system of support work following the [Equitable Multi-Level Systems of Supports](#), EMLSS, also known as Multi-Tiered Systems of Supports, MTSS, as requirement of DPI. To help us better support students we had a fantastic ½ day training with CESA representatives on Trauma Sensitive Schools. The feedback from staff has been very positive, with many already implementing high leverage strategies like prompting students to take deep breaths when getting students focused during a transition.

Tiffany Creek Elementary

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- We continue to build our systems and processes to support students. A Behavior Intervention Team has been created and are using rubrics from the Behavior Solutions training that the team went through. This helps us determine what we have in place universally, at tier two and tier three. We are piloting some tier two interventions this year and working to tighten up our universal practices, however additional training is needed to implement the best we can.
- Staff and students completed [the SAEBRs assessment](#). *"The SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) is a brief, norm-referenced tool for screening all students to identify those who are at risk for social-emotional behavior (SEB) problems. SAEBRS is one of the only SEB universal screening tools built to assess both the absence of problem behaviors and symptomatology (e.g., internalizing and externalizing behaviors) and the presence of well-being and competencies (e.g., social-emotional skills)."* The results will be used to help determine whether students will benefit from additional support at TCE.
- We held an "Outstanding Day" in memory of Mr. Tim, who provided support to TCE for many years. A couple of his favorite things were the Green Bay Packer and Pringles so we had a Packer's / Packer's colors dress up day and staff enjoyed some individual packages of Pringles.

Respectfully submitted by Jerim DesJarlais – Tiffany Creek Elementary Principal

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The mission of the Boyceville Community School District, in partnership 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.