



Fall River School District

2017-2018 Data and
Accomplishments

2018-2019 Goals



Our Mission:

The Fall River School District, in partnership with family and communities, will provide opportunities in a safe and challenging environment to empower students to be respectful, resourceful, and responsible citizens who are able to succeed in the global community of the 21st century.

Our Vision:

“Helping all students achieve to the fullest potential.”

Taking a look back...

- ▶ Key accomplishments and 2017-2018 data
- ▶ Highlights from:
 - ▶ Athletics and Activities
 - ▶ Building and Grounds
 - ▶ Special Education
 - ▶ Student Academic Performance and Testing Results

Athletics 2017-2018

All Conference Awards

Football

Offense

- *Offensive Lineman of the Year* - Keegan Wodill
- *Offensive Player of the Year* - Luke Figol
- Luke Figol - QB, 1st
- Davyn Braker - RB, 1st
- Parker Morton - TE, 1st
- Keegan Wodill - OL, 1st
- Chandler Firary - OL, 1st
- Devin Talg - OL, 2nd

Defense

- Parker Morton - DB, 1st
- Sam Nelson - LB, 1st
- Luke Figol - LB, 1st
- Keegan Wodill - DT, 1st
- Davyn Braker - DE, 1st
- Chandler Firary - DT, 2nd

Football

Special Teams

- Davyn Braker - Punter, 2nd
- Damen Salzman - Specialist, 2nd

Volleyball

- Morgan Tramburg - 1st Team
- Lexi Rozinski - Honorable Mention
- Karlee Van Gysel - Honorable Mention

Boys Basketball

- Parker Morton - 1st Team
- Jared Klein - Honorable Mention

Athletics 2017-2018

All Conference Awards

Girls Basketball

- Sam Leisemann - 1st Team
- Karlee Van Gysel - 1st Team
- Morgan Tramburg - 2nd Team
- Maddie Gregorio - Honorable Mention

Baseball

- Jared Klein - Honorable Mention
- Luke Figol - Honorable Mention
- Keegan Wodill - Honorable Mention
- Josh Kirchberg - Honorable Mention

Softball

- ▶ Corrin Waterworth - 2nd

Track and Field

300H - Josh Oliver, 1st Team All-Conference

100m - Tanner Liebenthal, 1st Team All-Conference

400m Relay - 1st Team All Conference

(Josh Oliver, Damen Salzman, Cole Maloney, Tanner Liebenthal)

800m Relay - Honorable Mention All-Conference

(Josh Oliver, Damen Salzman, Cole Maloney, Tanner Liebenthal)

Girls

400m Relay - 2nd Team All Conference

(Kylie Colotti, Aurora Schultz, Taryn Schwartz, Helena Nashold)

800m Relay - Honorable Mention All-Conference

(Kylie Colotti, Aurora Schultz, Taryn Schwartz, Helena Nashold)

Performer of the Year for Trailways Conference -

South Division Co-Conference Performer of the year -

Tanner Liebenthal

Building & Grounds

Completed Projects (2017-2018)

- ▶ Carpet Replacement (Elementary and MS Classrooms and MPR)
- ▶ Lighting replacement in Elementary Gym
- ▶ LED lighting for Pool
- ▶ Multiple painting projects throughout building
- ▶ Ceiling Tiles replacement throughout building
- ▶ Completed landscaping and sidewalk from Business Office Entrance
- ▶ Moved Building and Grounds Office
- ▶ Moved Building and Grounds Storage to Bus Barn

Special Education

- ▶ As of October 1, 2018 our District serves 85 students with disabilities – students with Individualized Education Plans (IEPs).

These students represent 18 % of our student population. (State average is 15%). Of these, 44 are served in a resource setting. 39 receive speech and language services. 16 students receive only speech and language services. 2 students are currently in the IDS Program.

- ▶ Special education services to students with diverse (dis)abilities – autism, learning disabilities, emotional behavioral disabilities, visual impairments, hearing impairments, cognitive disabilities, orthopedic impairments, speech and language disabilities, and significant developmental delays, and other health impairments.

Special Education

- ▶ Using special education flow through dollars the department acquired to help offset staffing expenses and upgrade specialized technology to increase the access to the curriculum for students with disabilities.
- ▶ Additionally, we provide staff with additional professional development opportunities in multiple areas (including Common Core, Educator Effectiveness, Autism, PBIS, etc.)

WI Accountability Report Cards

- ▶ The state has produced “Accountability Report Cards” ~ these reports measure several different Priority Areas:
- ▶ **Student Achievement** measures the level of knowledge and skills among students in the district, compared to state and national standards. It includes a composite of English language arts (ELA) and mathematics performance by the “all students” group in the Wisconsin Student Assessment System (WSAS) for all tested grades in the district.
- ▶ **Student Growth** describes how much student knowledge of ELA and mathematics in the district changes from year to year. It uses a value-added score that compares the change in a student's scores to those of observationally similar students.
- ▶ **Closing Gaps** provides a measure that reflects the statewide goal of having all students improve, while narrowing the achievement and graduation gaps between groups of students. This measure acknowledges districts that raise the performance of traditionally lagging student groups, contributing to the closure of statewide gaps.
- ▶ **On-Track and Postsecondary Readiness** indicates the success of students in the district in achieving educational milestones that predict postsecondary success. It includes the graduation rate and the attendance rate as applicable to the district. It also includes measures of third-grade ELA and eighth- grade mathematics achievement as applicable to the district.

WI Accountability Report Cards

- ▶ **Student Engagement Indicators:** are measures outside the four Priority Areas that affect student success or the soundness of the report card. Each indicator has a goal, and districts that fail to meet that goal receive a point deduction from their Overall Accountability Score. Goals were set by looking at statewide data and establishing thresholds that identify districts contributing the most to lowering Wisconsin's overall performance in the areas below
- ▶ **Test Participation Rate:** Every district has a goal of 95% participation in the Wisconsin Student Assessment System (WSAS). The district's performance is measured by the participation rate of the lowest-participating student group. If this rate is less than 95%, but at least 85%, five points are deducted from the district's overall score; if this rate is less than 85%, 10 points are deducted.
- ▶ **Absenteeism Rate:** This indicator describes the proportion of students in the district who attend school less than 84.1% of the time. If the absenteeism rate in the district is 13% or more, five points are deducted. The absenteeism rate is different from the attendance rate because it measures students who are absent from school a certain amount of time, not how often students are present in school.
- ▶ **Dropout Rate:** The goal for all districts is to have a dropout rate of less than 6%. A district not meeting the goal has five points deducted from its score. Note that dropout rate is not the opposite of graduation rate. A dropout rate includes any student who leaves school in grades 7-12 without expecting to earn a high school diploma, while a graduation rate counts students who earn a high school diploma within a certain time (four or six years) after starting ninth grade.

WI Accountability Report Cards

▶ Rating Category Descriptions:

- ▶ **(83-100) Significantly Exceeds Expectations:** District greatly exceeds state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.
- ▶ **(73 – 82.9) Exceeds Expectations:** District exceeds state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.
- ▶ **(63 – 72.9) Meets Expectations:** District is meeting some state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.
- ▶ **(53-62.9) Meets Few Expectations:** District is meeting few state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.
- ▶ **(0-52.9) Fails to Meet Expectations:** District is failing to meet state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.

WI School Report Card Fall River Schools

The District “Exceeds Expectations” for the 2017-2018 school year with a score of 75.0

Elementary 78.3 “Exceeds Expectations”

MS/HS 69.3 “Meets Expectations”

ACT Aspire, ACT and WorkKeys Tests

The ACT Aspire program: for 3rd – 10th grade students

- ▶ Vertically articulated, standards-based system of summative, interim, and classroom assessments
- ▶ Linked to ACT College Readiness Benchmarks and aligned with the Common Core State Standards
- ▶ Anchored by the capstone college readiness assessment, the ACT
- ▶ Multiple question types: constructed response, selected response, and technology-enhanced
- ▶ Subject areas: English, math, reading, science, and writing for grades 3-8 and early high school (grades 9-10)
- ▶ Modular administration of subjects and grades available
- ▶ Online delivery of assessments with traditional paper-and-pencil option

The ACT[®] test—for 11th- and 12th-grade students

- ▶ The ACT is America's most widely accepted college entrance exam. It assesses high school students' general educational development and their ability to complete college-level work.

WorkKeys[®] skills tests—for high school students

- ▶ WorkKeys measures skills such as reading, math, listening, locating information, and teamwork to help students understand how they can improve their skills for better-paying jobs.

Fall River – Standardized Testing

▶ 2018 ACT (American College Testing)

▶ Graduating Class of 2018 Data

▶ 29 Fall River Students Participated

- (68,000 participants state-wide)

▶ Composite Score was 19.9 (20.5 state average)

- English 19.7 (19.8 State) Reading 20.1 (20.6 State)
- Writing 6.7 (6.1 State) ELA 18.9 (18.3 State)
- Math 19.1 (20.3 State) Science 20.7 (20.8 State)
- STEM 20.2

▶ The state is now using the ACT and Work Keys Assessments for all students

Looking Forward...

- ▶ Areas of Focus for the District
 - ▶ Goals
 - ▶ Buildings and Grounds
 - ▶ Education (Curriculum and Instruction)
 - ▶ Human Resources
 - ▶ Policy

Administration Goals

To continue improving student performance in all learning/academic areas

- As evidenced by an increase in the average GPA of students and decrease in the number of students (6-8, 9-12) receiving a failing grade at marking periods
- For each individual learner to increase their grade equivalency level of reading and math

Administration Goals

To develop 21st Century Skills for Student Learning in our students

- *Mastery of Core Subjects*, including: global awareness, financial literacy, civic awareness, health literacy, and environmental awareness
- *Learning and Innovation Skills*, including: creativity, critical thinking and problem solving, communication and collaboration
- *Information, Media and Technology Skills*, including: accessing, using, analyzing and evaluating information, creating original media products, and applying technology effectively
- *Life and Career Skills*: flexibility, adaptive to change, managing goals and time, self-directed learning, working effectively in teams and producing results

Administration Goals

- ❑ To build staff knowledge of RtI, with common screeners, base line data, commonly identified/used/documented Tier I strategies, and identification processes for Tier II strategies
- ❑ To complete all curriculum maps at the 6-12 level and completing all literacy and math curriculum maps at the elementary level
- ❑ To have staff develop common SLO's (Student Learning Objectives) by grade level and/or department

Administration Goals

Continue to improve the “Pride Factor” for the school and District

- Continue improving the look and care of the school facilities
- Positively promoting the school within the school through interactions and “customer service” orientation
- Build support for education/learning spaces, safety & security, facilities maintenance, and athletics – meeting the needs of all students and providing opportunities for community
- Increase web and social media presence
- Positively promoting the school outside of the school – in the community and other communities
 - Refrain from making negative comments about the school (addressing concern directly with involved individuals vs. “rumors”)
 - Modeling positive behaviors at events – positive sportsmanship and overall behavior and attitude
 - Work to positively promote and/or “brand” our District (through gear, clothing, etc.)

Building & Grounds Future Projects (2018-2019)

Safety & Security
Updates to bell system, clocks, fire alarms, and PA system
Repair and/or replace windows, doors, outdoor lighting & finishes
Facilities Maintenance
Replace chiller and add AC to Main Gym
Replace/repairs roofing on District site and Bus Garage
Dishwasher for Food Service
Learning Spaces
Add Clear Touch Display Boards to every classroom
Build GEDO II Classroom
Overall STEM Classroom Spaces
Athletics and Community
Athletic Complex (football, track, softball, baseball, physical education, community recreation)
Concession area, locker rooms, and restroom facilities
Bleachers and locker rooms in Main Gym; Pool area

Curriculum

Areas of Focus 2018-2019

- ▶ Continue course revision, addition and review process at MS/HS level (Expansion with STEM or Technology)

Areas of Focus for Staff:

- ▶ Curriculum Mapping
- ▶ Instructional coaching
- ▶ Collaborative time (Elementary level)
- ▶ Learning new educational technology
 - ▶ Moby Max, EnVision Math 2.0, InFocus Interactive Displays, SLATE training, etc.
- ▶ Response to Intervention (RtI)
- ▶ Differentiation Strategies (K-12)
- ▶ Movement to Standards Based Grading (build from elementary up)

Human Resources

- ▶ Review/Revise Employee Handbook
- ▶ Use HR Committee for looking at Compensation Model for Certified Staff and hourly rates for support staff
- ▶ Keep District in line with WI Records Retention Schedule

Policy Committee

- ▶ Complete movement to WASB coding for Board Policies and review of all policies
 - ▶ Adding of any mandated policies the District does not have
 - ▶ Continue revising policies in need of review
 - ▶ Ensure policies are not contradicting any other Board approved materials
- ▶ Planned revision and update process will continue through 18-19. Full review anticipated to be completed by end of 2018-2019 school year.

In Conclusion

- ▶ We will continue to communicate with District stakeholders as we move forward to meet the growing needs of our District.
- ▶ Serving Fall River's students, families and community is a privilege. I look forward to providing leadership and continued involvement in the future!



- ▶ We will work together on behalf of the students, the staff, and the community to help each student achieve to their fullest potential.
- ▶ Thank you for your attendance!