

Luxemburg-Casco Learning Support Mapping and Analysis

University of Wisconsin - Eau Claire

Karen Tineo

August 2, 2024

Current Learning Support Systems at Luxemburg-Casco School District

1. Classroom-Based learning Supports

- **Academic Screening:** This process identifies students who may be at risk for academic challenges. Universal screen tools are administered with all K-10 students three times a year with at least two different assessments. Our school uses CBM, i-Ready, IXL, Capti, and BVSD assessments for multiple data points and analysis. Using this data, the grade level teams (includes, building principal, guidance counselor, grade level special education teacher, EL teacher, reading and math interventionists/specialists, general education teachers) collaborate to determine each student's needs and develop interventions, enrichments, or acceleration. These meetings happen every 6 weeks, based on the screeners and intervention progress monitoring.
- **Behavior Screening:** This monitors student behavioral data under different categorical offenses based on major or minor infractions. Our school utilizes Educlimber behavior documentation and does behavior risk assessments under SABRS. This is done three times a year. These data points are also monitored with the 6 week intervention schedule.
- **Interventions and Progress Monitoring:** Interventions are specific in one area of instruction is progress monitored to fidelity. It is done frequently, every two-four weeks for Tier 2 and weekly for Tier 3.
- **Students identified as Advanced or Gifted and Talented:** Students who are advanced learners require special provisions because of their strengths and above-grade instructional level or potential. They are assessed and provided with the support needed to accelerate students by advancing to upper grade level classes, combined classes,

mentoring and distance learning courses. Our district does not only want to provide opportunities in enrichment but opportunities for accelerated learning.

- **Students with Disabilities:** In addition to special education services, students with disabilities are included in the tiered intervention system. Grade level meetings include special education teachers to make sure that all needs are being met and to improve Tier 1 instruction.
- **English Language Learners:** In addition to language services and support within core content, EL students are included in Tier 2 and 3 interventions based on scores that demonstrate their skill level is outside their language proficiency. EL teachers are included in grade level meetings to help support interventionist schedules and provide bilingual progress monitoring. Newcomers to the country have a specialized program that allows for building up knowledge through trauma informed curriculum.
- **Professional Development / AIMS Pathway Science of Reading:** This year our district made it mandatory for AIMS Pathway class that teaches the Science of Reading for all teachers that instruct grades K-4. This class helps in promoting reading skills in all classes and to help all students grow in their literacy skills. Professional development days allow for teachers to meet together to develop cross content units and make sure that standards are streamlined through content and grade level.
- **PBIS system and committee:** This system helps set the expectations of behaviors in various environments and rewards those that meet those expectations on a regular basis. It allows for consistency across buildings so that expectations are not a surprise to any student at any grade level. However, it is noted that many of our students with disabilities have a higher number of reported incidences of minor or major behavior infractions.

- Economically Disadvantaged: Students that are economically disadvantaged have school supplies support to help them with the tools needed in the classroom. They are able to go through our community helper (this position was filled by a social worker but budget cuts eliminated it) to request the materials or clothing needed for the school year.

2. Supports for Transitions

- Transition to 4K: For families to feel more at ease with their young children beginning their school career, Luxemburg-Casco offers a pre-school summer class to help with the transition to going to school. This class is offered for 4 weeks at the beginning of summer. It offers a preview of what school would be like for our new young students. Luxemburg-Casco also offers specialized registration so that tours are available, upon request.
- Transition to Intermediate School: Students "graduate" from Grade 2 and have a ceremony to celebrate their success in primary school. They are offered a tour of the Intermediate school and welcomed by the principal and 3rd Grade teachers.
- Transition to Middle School / High School: This transition can be a difficult one and there is a set night for orientation to the Middle School / High School. Parents are given the course schedule for their child and offered to walk around to find the rooms for their child.
- Transition to Post-Secondary: Luxemburg Casco offers AP and college credit courses. We are partnered with the technical college to offer courses in welding, agriculture, diesel engines, nursing. There is also a strong apprenticeship program that most of the students utilize during their junior and senior years.

- Transition for Students with Disabilities: Luxemburg Casco begins the plan for transition to post secondary goals when students with disabilities reach the age of 14. The district has a flowchart to demonstrate the different paths that a student with disabilities is able to take.
- Open House: Prior to the beginning of the academic year, each building has an open house where parents are able to tour the school and meet all of the building's teachers. It is a good time to know what is needed on the first day of school, and for the students to feel comfortable in their future classrooms.

3. Crisis Response / Prevention:

- Fire / Tornado / ALICE (intruder) drills: All of the buildings are required to have monthly fire drills, one ALICE drill, and one tornado drill a year. Students are expected to participate fully in all drills and teachers are to have follow ups after the drill to make sure the students have the opportunity for comments or questions. Principals plan the timing and documentation of the drills.
- District Safety Team: There is a district safety team and building safety teams. There is also a District Safety coordinator that oversees all policies and procedures for the safety of the schools. The teams have also made a crisis team manual for each safety situation that the school may encounter. There are levels outlined in the crisis manual for the different types of situations and lockdowns.
- District Crisis Team: A plan is created between the superintendent, school principals, school counselors, school nurses, student services staff, dean of students and law enforcement. The crisis team is called together when there is a student or student's immediate family have the following occur: death, serious illness, accident, suicide,

natural disaster, or ICE raids. It is the team's decision to disseminate pertinent information that the family agrees to release to any or all buildings in the district.

- District Training: All of the district is required for ALICE, Bloodborne Pathogen, Homelessness, and Youth Mental Health training. Each year it is offered through the summer for everyone that works at the district. It is there for any new or refresher courses for all staff. There is also a CPR certified course for any interested staff.
- Social and Emotional Learning: Students participate in SEL curriculum throughout K-8 grades. It is a part of their daily schedule. This teaches aspects of friendship, relationships, emotional wellbeing, and other core social skills.
- Violence Response: Each building as a response team on call to answer when there is violence or aggressive response from a student. This is with trained staff on non-violent response and calming techniques.

4. Home Involvement & Engagement

- Parent-Teacher Conferences: Each building is required to have a parent-teacher conference two times during the year. Typically this is done during November and February, right after the 1st Trimester or 1st Semester. In the primary and intermediate school buildings, teachers typically schedule parents for the meeting so there is an appropriate amount of time for each family. For middle and high school, it is more open for parents to come if they feel they need to. Although there is a set parent-teacher conference, parents are welcome to schedule a time to meet with the teacher at any time during the school year.
- Social Services: Families are assisted throughout the year, if needed, with food and essential items through our social program. Food bags are given each weekend for a

family that requests it. This is usually done through our guidance counselor or social worker.

- Communication: Teachers are required to set up a communication method with parents. This is typically in the form of a communication platform such as Talking Points, SeeSaw, Remind, and Schoology. Parents receive a family folder each month to get information on school lunches, activities, sporting events, and upcoming assessments.
- PTA: Though our parent involvement in our PTA has been low for the last couple of years, it is important that we have an association that meets monthly between parents and teachers from the district. The group typically volunteers at the end of the year celebrations and gives money towards the book fairs that happen twice a year for kids to receive books at a reduced cost.

5. Community Involvement & Collaborative Engagement

- Trunk and Treat: The buildings put on Halloween activities and treats for the community to come and see teachers dressed up and their car's decorated for the fun holiday. There are also community businesses that are welcomed to bring their cars and treats to join in the fun.
- Careers on Wheels: Each year the district promotes businesses that are found on wheels (police, fire department, funeral home, internet provider, farmer, bus driver, etc.) in educational activities with students. This is for the primary, intermediate and middle school.
- Booster Clubs: Sporting booster clubs help promote and raise funds for sports in the community. This is typically through raffles or food events.

- Musicals/ Plays: The community is welcome to support our arts programs by attending the programs that our school performs.
- FFA and 4H: The FFA is supported throughout the school district and the community. Being a large farming community these two organizations are very popular for our students and community.

6. Student & Family Special Assistance:

- Attendance/ Academic / Behavior Support: Special assistance is provided for families when requested or when interventions are needed. Our liaison officer is available to help families with pick ups if a student missed the bus or needs extra support in getting to school. The referral process is communicated with the parents and no intervention is started without parental notification.
- Brighter Smiles: The district helps families that are not able to afford dental care by signing up for two annual scheduled visits at the school for teeth care.
- Vision Screening: Each student has vision screening each year from 4K-8, and request only during their high school years.

Analysis and Learning Support Gaps

1. Classroom-Based Learning Supports: The intervention system and professional development for Luxemburg-Casco is very supportive, it was difficult to find any gaps within the system. One gap was in culturally relevant material in all classes. Much of the curriculum is followed by pre-scripted material and very few teachers venture out to enrich the material with different perspectives. There also needs to be more training on the different ways to build background knowledge over content specific areas for all students. As an EL teacher, it is very

difficult to explain that common rural Wisconsin experiences for children are not common for every student in our district.

2. Support for Transitions: Fortunately, when analyzing this area of learning supports, it was difficult to find a gap. However, this coming year, that may change. There is less money in the budget for in town transportation. There will be bus stop locations instead of at home pick up within the 2 mile radius from school. I can see this becoming an issue in the winter months when students standing in the colder weather at a bus stop will cause concern among parents and community.

3. Crisis Response / Prevention: One of the gaps for this learning support is consistency in the responses from the crisis team. It was found that many times, families that experienced difficulties were not treated in the procedure policy. The even bigger concern is that it seemed that the discrepancy in treatment happened to our Latino population. These concerns have been brought to our current Director of Special Education and Pupil Services as an area that needs to be addressed.

4. Home Involvement & Engagement: One of the gaps that is blatantly apparent for this arena and the next is the lack of engagement from families in the community. The school district attempts to involve the community but there is a lack of response or interest. Even worse, is that the community has negative views of the school district and teaching staff. When surveys are administered to parents about the behavior system, the types of responses received were "eat s**t" or "You are useless." It is difficult to work in a community where disrespect towards the whole profession is vocalized on every avenue available.

5. Community Involvement & Collaborative Engagement: Like the analysis above, community involvement lacks in the school district. The best support is through our FFA and the

Booster Clubs for sports. It seems that the community is open to increasing the funds so that kids have success in sporting events, but not when it comes to increasing the academic achievement of our students.

6. Student & Family Special Assistance: Most of the support for student and family assistance is mostly on referral. Very few of the families are aware of the support systems place for them to help assist in creating a safe environment at home. I feel that our district could benefit from a social media employee to bring more awareness to the public about the school district and the types of services that families have available to them.

Visual: On the last page.

Action Plans:

Culturally Relevant Material and Professional Development:

Objective: Enhance the inclusivity and cultural responsiveness of Luxemburg Casco curriculum by integrating culturally relevant materials into the curriculum and providing comprehensive professional development for educators.

1. Analyze current curriculum and textbooks to assess cultural representation
2. Set goals and timeline for professional development and curriculum planning
3. Research different materials to include in the curriculum that represent the student population
4. Implement materials within the curriculum after 1st professional development course
5. Continuous review of materials and feedback on the inclusion of materials.
6. Continue with professional development in culturally representative instruction and materials.

Building Background Knowledge

Objective: Increase students' background knowledge across all content areas in Luxemburg Casco School District to improve comprehension, critical thinking, and overall academic achievement.

1. Create a cross-content curriculum team to build up instruction with common themes that can increase the depth of knowledge within given subjects.

a. Increase reading and writing in all subjects where students are able to make connections to prior knowledge and subjects.

b. Build in small group instruction at the secondary level to help support students that struggle with connections to the materials.

c. Provide opportunities for students to engage in inquiry based projects

2. Encourage field trips to different areas and activities that can expand student experiences and knowledge.

3. Expand intervention time to include pre-teaching of material for students that typically lack the background knowledge in subjects.

Bus Stops:

Objective: To create a smooth transition to the new bus stop system and address possible issues with winter months.

1. Develop a communication plan to inform parents and students about the new bussing system, including changes in routes and bus stop locations.

2. Use multiple platforms for communication, such as meetings, newsletters, emails, social media, and the school website, to provide information.

3. Hold community meetings to explain the new system, address concerns, and gather feedback

4. Assess each bus stop location for safety and accessibility.

5. Install covered and blocked areas at bus stops to protect students from the cold and bad weather.
6. Work with local authorities to ensure safe pedestrian access to bus stops, including crosswalks and sidewalks.
7. Develop a plan with the village for clearing snow and ice from bus stop areas.
8. Engage the community by requesting volunteers to monitor bus stops during the initial weeks of the new system to ensure safety and address any issues promptly.
9. Collect feedback from parents, students, and bus drivers on the effectiveness and safety of the new bussing system and bus stops

Crisis Team Response for Latino Students

Objective: To ensure equitable and effective crisis responses for Latino students

1. Conduct a thorough analysis of current crisis response protocols and their effectiveness for all students.
2. Gather data through surveys and interviews with students, parents, staff to identify specific areas of discrepancy in crisis team responses.
3. Include training on trauma-informed care, culturally sensitive communication, and implicit bias.
4. Revise protocols to ensure they are culturally responsive and equitable.
5. Include materials in Spanish and other relevant languages.
6. Improve communication with Latino families regarding crisis response procedures and available resources.
7. Continually monitor new protocols and processes to ensure that all students are receiving support and response that is appropriate to their situation.

Home and Community Engagement and Involvement

Objective: To enhance parent and community involvement at Luxemburg Casco School District.

1. Analyze current levels of parent and community involvement and the factors contributing to negative perceptions.
2. Hold open school board meetings by including online participation.
3. Create more volunteer opportunities for parents and community members, ranging from organizing events to participating in committees. (This will be difficult to address if students records are addressed in some of the committees)
4. Capitalize on success of Truck and Treat and organize more events that bring families and the community together
5. Publicize improvements and positive developments within the school, such as academic achievements, new programs, and facility upgrades.
6. Collect data on parent and community engagement through participation rates, feedback surveys, and attendance at events.
7. Continually monitor attendance to events and possibly hire a social media handler to increase public knowledge of school success and events.

