

## 2018 Annual Count

Within the next few weeks, sites will be receiving an Annual Count form from DPI. This annual form is submitted to the U.S. Department of Education (USDE) in order to determine Title I-D allocations. It is imperative sites review the forms for guidance on specific requirements of what students are to be counted and the process for submitting (and retaining) data. Please look at our forms and application websites for more information and guidance on the Annual Count for [Subpart 1](#) (Department of Corrections) and [Subpart 2](#) (Local Education Agencies). Annual Count forms are due December 21, 2018.

## Culturally Responsive Practices

In the [last eBrief](#) we explored acknowledging and gaining cultural knowledge of a student's individuality, culture, and race; and then how to build a system of gathering input on the content and context of your materials. We continue to build on those ideas with more examples and furthering steps this month. Thank you for joining us on this journey and be sure to reach out if you have any success stories or ideas to share.

### Will – Examine the System's Impact on Families and Students

It is important for us to take time to examine the effects of our education programs on students and families. When we compare the outcomes of our programs with our goals and values, we should see where our message is aligning or disconnecting with our results. Take some time to disaggregate program or class achievement data, analyze the data for root cause, or acknowledge qualitative data sets to find the growth and gaps. Consider exploring [Module 2 of the Promoting Excellence for All eCourse](#), or joining the DPI [WISEcoaching Google Community](#) for support on exploring your data. Another great resource is your End of Year or Program Evaluation data for your Title I-D program.

### Questions to Consider

- What data do you have?
- What does your data tell you?
- How does the data inform you on your progress or the opportunities you have with your stated goals?
- What does the disaggregated data tell on how your program is impacting all of your students?



### Fill – Know the Communities

Using the exit skill data we have started to develop in the previous eBrief, we will begin to learn a little more about where our students come from. When we start to view a community beyond the "single story", we recognize the complex historical and cultural experiences that have impacts on our students in a variety of ways. When we acknowledge, listen, and

experience those communities' assets, we build positive connections and wisdom we can take back to our classrooms. In [this video](#), novelist Chimamanda Adichie tells us the dangers of a "single story", and how important it is to build an understanding and reflect the complexities of our classes.

### Questions to Consider

- What culture can you learn about?
- What is one step you can take in the next week to learn a little more about that culture?
- What positives did you find and how can you take that back to your classroom?

### Skill – Use Practices and Curriculum that Respect Students' Culture

Based on your increased cultural understanding, build some skills to differentiate your materials to reflect your students' culture and what they connect with. Purposely image the walls, halls, and curricular materials so each student can see themselves, and their future selves, as positive, belonging, and valued in both materials and practices. [Critical Practices for Anti-Bias Education](#) is a document from Teaching Tolerance that gives some concrete examples of considerations and practices to implement for a more inclusive classroom environment. Page 9 offers a section on Thoughtful Classroom Setup and Structure that can be a first step in adjusting our classes and eventually our curriculum. Page 6 offers some strategies for making real-world connections with student learning.

### Questions to Consider

- What story is represented on your classroom walls? What story is missing?
- What story is your curriculum telling? What story is missing?
- How do the texts/materials connect to your students' personal experiences?



What actions are you taking? Feel free to [email us](#) and let us know what successful practices, books, or other work you have done. Take one step this month, or talk through the ideas on this newsletter with a colleague. Let us know what is working!

## Professional Development & Opportunities

Conference	Date	Location
<a href="#">Children Come First Conference</a>	November 12-13	Wisconsin Dells
<a href="#">Building the Heart of Successful Schools Conference</a>	December 6-7	Wisconsin Dells
<a href="#">Wisconsin State Reading Association (WSRA)</a>	February 7-9	Milwaukee
<a href="#">National At-Risk Education Network (NARENWICH)</a>	February 21-22	Wisconsin Dells

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