

Annual Count Reminder

The 2020 Annual Count is open and now ready for LEAs to complete. Please take a moment to connect with your LEA or the DOC administration to ensure you are completing the application correctly. If you are the grant administrator, once you have filled out the application please submit the completed annual count form to clara.pfeiffer@dpi.wi.gov. For more information on the application packet, due date, and additional data required please look to the [Subpart 1 \(Department of Corrections\)](#) and [Subpart 2 \(LEAs\)](#) websites.

Meeting Student Needs

Finding ways to meet student needs through high quality instruction within a facility is a challenge in itself. Given the global pandemic and health measures where traditional methods of instruction are limited, it can be a daunting task thinking of how to meet student needs. While the work is undoubtedly difficult right now, this can be a time to step back and re-evaluate how we are serving students. . This eBrief will provide some thoughtful resources to help as we take the necessary steps to build a program with the [Model to Inform Culturally Responsive Practices](#), an essential framework to serve all our students. We hope you are taking care of yourself and taking the time to re-evaluate how students are being served, hopefully this eBrief can be a guide in your process.



Will – Believe all students will learn

When we believe all students will learn we might find that our current practices are not providing opportunities for all students. Providing rigorous, high quality and grade level appropriate materials is a way to [improve student outcomes and](#) to ensure our students have access to the same level of academic practices as their fellow public school students. We show our students we believe they will learn by providing them with materials that use their strengths and push their skills. Wisconsin is investing in the process and supports of ensuring high quality [Instructional Materials and Professional Learning](#) for all teachers. In the current classroom setting, it may be appropriate to reconsider what materials and instructional practices our programs are invested in, and to analyze if they are meeting our students' needs. One essential consideration for ensuring our instructional materials and professional learning are high quality is that they highlight and embrace our students' assets and experiences. Take a moment to watch [Jamila Lyiscott present a spoken word TED talk](#) about the three ways to speak English as we dive into high quality materials that make the most of our students' experiences.

Questions to Consider

- *What does engagement look like in your class/program?*
- *What should engagement and rigor look like in your class/program?*

Fill – Understand we all have unique identities and world views

During COVID, teachers are working hard to get resources to students and to find ways to spend time with students. The difficulties of providing instruction during a global pandemic to students in the juvenile justice system are elaborate and the needs have not stopped even when we may not be able to be in our class in person. Some programs are using this challenge as an opportunity to try and reset through professional learning. Lincoln Hills/Copper Lake is investing in their improvement strategy through work with their local CESA to build their educators' skills in project based learning. Project based learning is one practice that teachers use to engage and challenge students through authentic work, based on their interests, questions, or a problem they'd like to solve. Often students are looking for a way to validate, affirm, build, or bridge their home and school cultures. The Wisconsin RtI center offers [examples through Seven Experiences](#) to help in that journey.

Skill –Lead, model, and advocate for equity practices

Sometimes, in order to get to academics, a program may first need to take a step back and work on building community and cultivating relationships, which are key to learning. [Danielle Moss Lee’s quick read blog post "Creating an Anti-Racist Classroom"](#) gives a brief explanation and a “Power List” for practitioners (the [Midwest & Plains Equity Assistance Center Newsletter here](#) has more information on Creating Caring Classroom Communities that might be helpful in diving deeper). Lincoln Hills/Copper Lake serves as an example of investing in professional learning and taking time in their day to implement community building time, known as CREW. The results have shown promising relationships between students and teachers that ended up impacting behavioral results the schools are tracking. By taking time to invest in programs that build community, we are leading on equity practices that will impact all of our students in positive ways.

- *How do you know what your students’ needs are?*

Professional Learning Opportunities

Opportunity	Date	Location
Title I-D Networking Calls	October 29 th 2-3pm and November 19 th 1-2 pm	Online
Center for Juvenile Justice Reform Webinars	Open	Online
Universal Design for Learning Virtual Conference	October 20 th – 23 rd	Online
Building the Heart Virtual Conference	December 3 rd - 4 th	Online
Wisconsin’s Standards for English Language Arts, Webinar Series from DPI	October 22 nd November 2 nd November 16 th	Online
DPI Reading Foundational Skills Webinar Series	Open	Online

Title I-D eBrief is published by the Department of Public Instruction. Get a PDF version of this newsletter [here](#). To access additional resources on the TI-D website, click [here](#). As always, please feel free to reach out to us regarding specific questions and/or assistance.

We want your feedback on these newsletters. Please take two minutes to fill out [this form](#) – it helps inform us on what you find helpful and what you need.

Contacts:	Kristine Nadolski, School Administration Consultant (608) 267-7338 kristine.nadolski@dpi.wi.gov	Kyle Peaden, Education Consultant (608) 266-5404 kyle.peaden@dpi.wi.gov	Clara Pfeiffer, Grants Specialist (608) 261-6324 clara.pfeiffer@dpi.wi.gov
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