



ESSA LEA Plan Report

Shiocton School District

2021-2022

Wisconsin Department of Public Instruction
Jill K. Underly, PhD, State Superintendent
Madison, Wisconsin

- **Shiocton School District is not required to submit documentation demonstrating consultation with American Indian Nations.**
- **Shiocton School District does not currently receive funding for Title I-D.**
- **Shiocton School District does not have any schools identified for comprehensive or targeted supports.**

ESSA LEA Plan Narrative

1. Describe how you will monitor student progress in meeting the state academic standards. In answering this question, please make sure to address the following elements:

- **Development and implementation of a well-rounded program of instruction to meet the academic needs of all students.**
- **Identification of students who may be at risk for academic failure.**
- **Provision of additional educational assistance to individual students. The local educational agency or school determines need help in meeting the challenging State academic standards.**
- **Identification and implementation of instructional and other strategies intended to strengthen academic progress and improve school conditions for student learning.**

DEVELOPMENT/IMPLEMENTATION of WELL-ROUNDED INSTRUCTIONAL PROGRAM

The School District of Shiocton continues to implement a balanced literacy program supported by in-house literacy and math coaches, as well as outside ELA and Math consultants. Meetings with the consultant occur quarterly, while meetings with the in-house coach occur monthly. The consultant maintains progress with the implementation of the curriculum, confirmation of best instructional practices, and assistance with differentiation. The in-house coach further supports the teacher in the implementation of the curriculum, use of best practices, and consistent incorporation of differentiation. For ELA, we continue with Collections (Gr 6-8) and Lucy Calkins R/W Workshop (K-5); Math Expressions continues in Gr K-6 with Big Ideas in Gr 7 & 8. Both curricula include differentiated learning activities based upon skill mastery; Think Central was added as an additional layer of mathematical differentiation to be completed at the student's individual pace.

Assessment of the learning environment is done by way of the ECERS scale for our younger learning environments. The incorporation of flexible seating, strategic learning areas, and individual energy relievers have shown to be effective in assisting students' with their ability to focus, learn, and retain.

MONITORING STUDENT PROGRESS

The following information describes the process by which student academic achievement is first analyzed and then monitored through the School District of Shiocton's Response to Intervention (RtI) plan. It incorporates both analytical values, as well as anecdotal information by way of formal assessments coupled with informal documentation of observations and performance in the classroom:

Universal Screening

- Used to screen student achievement
 - Results inform classroom teachers and guides instruction
- Given to all students, 3 times per school year, in the Fall, Winter and Spring
 - STAR Early Literacy/Reading (K-6)
 - STAR Math (1-6)
- BCT Data Days are held quarterly to review the data and determine academic areas of need and future intervention for tiers 2 and 3

Building Consultation Team (BCT)

- Is made up of the School Psychologist, Counselor, Building Administrator, Interventionists, Classroom Teachers, Special Education Director, and any additional staff members needed
- Monthly Meetings to discuss students and create academic plans when necessary
- Purpose:
 - Assist teachers and parents regarding student behavior, academic performance and skills
 - Monitor student progress
 - Determine interventions in Tier 2 and Tier 3
 - Review universal screening and additional student data
 - Ensure proper documentation of required data leading to potential special education referrals

Progress Monitoring

- Scientifically and norm based measures used to assess student progress while receiving intervention
- AIMSweb is the progress monitoring tool for K-12

- Baseline is established at the start of an intervention
- Weekly or bi-weekly probes are given to measure growth of the targeted academic skill(s)
- Data is reviewed regularly by AIMSweb administrator and the Building Consultation Team (BCT) and used to determine future steps

2. How will you identify and address any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers as defined in the state educator equity plan? Inexperienced is a teacher that has been teaching in a licensure area for three years or less. Out-of-Field is a teacher that is teaching on an emergency license/permit. Ineffective is a teacher that does not meet the Wisconsin teaching standards. LEAs are encouraged to use local data to help further determine ineffective teachers.

IDENTIFY and ADDRESS

The process of identifying low-income and minority students underperforming as a result of inexperienced, ineffective, or out-of-field educators is accomplished during our August Data Dig days. During these two days, a CESA 6 consultant works with educators to first identify the underperforming subpopulations and then drill down into the skill areas of underperformance. These skill areas are then discussed with the teacher that will have the student(s) in the coming school year and strategies, techniques, and interventions are designed. Separate from the large data dig, administrators then analyze and categorize the underperforming students by the teacher-of-record from the previous school year. An analysis of the skill deficits is conducted and professional development is designed for that particular educator for the coming year so as to grow his/her instructional abilities in these areas. This may involve outside professional development, on-campus PD, and/or the assignment of a mentor or instructional coach.

Title I-A Application

3. Describe the poverty criteria that will be used to select school attendance areas for Title I schools.

Shiocton School District is using the National School Lunch Act poverty measure source to determine the number of students from low income families in Title I school attendance areas.

Title I-A LEA Plan Title I-A Questions

4.1. Describe the nature of the programs to be conducted by Title I schoolwide programs.

The Title I School wide program will provide instruction and support to students and teachers in the following manner:

- Title 1 staff will serve as mentor and coach for classroom teachers in the area of ELA and Mathematics. They will assist educators in developing and implementing strategies and techniques that address student needs within the universal instruction, as well as differentiation and interventions that address student needs but which can be accomplished within the regular education classroom so that students can continue to benefit from educational and social interactions with peers.
- Title 1 staff will serve as educators and supporters to students within the regular education classroom. This may include such efforts as one-on-one and small group instruction, as well as re-teaching and guided practice.
- Title 1 staff will serve as direct instructors to students who benefit from small group instruction in a pull-out setting.
- Title 1 teachers will continue their own development in effective strategies as instructional coaches, as well as best instructional practice in their content area.

4.2. Describe the nature of the programs to be conducted by Title I targeted assistance programs.

4.3. Where applicable, describe the nature of the programs and educational services for children living in local institutions for neglected children, and for neglected children in community day school programs.

If the LEA does not have children living in local institutions for neglected children, or for neglected children in community day school programs, the LEA should simply state that as the answer.

ESSA LEA Plan Narrative

5. Describe the services you will provide homeless children and youths to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local education agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).

5.1 Public & Staff Awareness:

STAFF AWARENESS - Staff members each year are reminded of the criteria of 'homeless' and are asked to report to their principal, counselor, or the Homeless Liaison if they hear or learn of a child whose circumstances may meet the criteria. Beginning with the 2019-2020 school year's back-to-school inservice days, our Homeless Coordinator will provide specific training regarding the McKinney-Vento Act and what homelessness is, as well as that is available to our homeless families. The coordinator will also walk staff through a brochure and a flowchart that she will give as handouts to for continued reference.

PUBLIC AWARENESS - In our small community of just under 900, we often hear of situations as they develop, as much as parents and community members will reach out to let us know. Additionally, because homelessness can be a traumatic situation and one that often carries with it a stigma, we are creating a more informative webpage that will be hosted on our District webpage by January 1, 2019. Board Policy 5111.01 HOMELESS STUDENTS is currently available to all viewers and includes the services offered by the District.

5.2. Community Coordination & Collaboration:

COORDINATION & COLLABORATION

Our Homeless Liaison works closely with counselors, parents, teachers, and administrators to learn of situations early on so that services, support, and resources can be made available. The Liaison works closely with Community 2000 in Seymour, House of Hope in Green Bay, and Harbor House in Appleton to arrange for family and student needs. The District, by way of donations and business sponsorships, hosts our own "closet" for kids to select needed school supplies, winter wear, clothing and shoes as needed. The local Lions Club, in partnership with our school nurse, can also be of assistance when the child is in need of an eye exam or glasses. Dollars are also set aside for Homeless transportation needs.

Board policy 5111.01 requires the following be provided and adhered to:

The District shall remove barriers to the enrollment and retention of students who are homeless in schools in the District. Students who are homeless shall be enrolled immediately, even if they do not have the necessary enrollment documentation such as immunization and health records, proof of residency or guardianship, birth certificate, school records, and other documentation.

Students who are homeless will be provided services comparable to other students in the District including:

- A. transportation services;
- B. educational services for which the homeless student meets eligibility criteria including services provided under Title I of the Elementary and Secondary Education Act or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency;
- C. programs in vocational and technical education;
- D. programs for gifted and talented students;
- E. school nutrition programs;
- F. before-and after-school programs.

Students who are homeless have the right to remain in their school of origin or the local attendance area school, according to the child's best interest. The school of origin is the school that the student attended when permanently housed or last enrolled. The local attendance area school is any public school that non-homeless students who live in the attendance area in which the student is actually living are eligible to attend.

Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and related services to children and youths who are homeless.

5.3. Identification & Referral:

Homeless students are often identified by parents who are seeking assistance and support. Too, homeless students may volunteer their status to school professionals. Still others are identified through collaboration with other agencies both local and in neighboring towns. Per Board policy, The District Administrator will appoint a Homeless Liaison who will perform the duties as assigned by the District Administrator. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and related services to children and youths who are homeless.

What is the protocol for staff to refer children for homelessness? How are the McKinney-Vento rights made available in print to families?

If staff are aware of a student/family who is homeless or concerned about potential homelessness, staff are to seek their school counselor who can assess the situation and support the family if needed. Upon enrollment, families are given a voluntary survey they can complete regarding their living situation. If any questions are marked "yes" on the survey, Dannielle Kern, our Homeless Liaison connects with the parent/guardian to determine eligibility in the McKinney-Vento services.

The McKinney-Vento rights are made available in the optional enrollment form (when enrolling student). The rights are available in the pupil services, where McKinney-Vento Homeless brochures are available. Our school website also has a Homeless Tab that provides parents/guardians with additional information and assistance.

5.4. Policy & Procedure Review/Revision:

Board policy 5111.01 is available on the District's website for reference. It is reviewed annually by the Homeless Liaison and revised as need or legal requirements dictate.

5111.01 - HOMELESS STUDENTS

Children and youth, including unaccompanied youth who meet the Federal definition of "homeless" will be provided a free appropriate public education in the same manner as all other students of the District. To that end, students who are homeless will not be stigmatized or segregated on the basis of their status as homeless and will be assigned to the school serving those non-homeless students residing in the area in which the homeless child is actually living. The District shall establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence, and include those who meet any of the following criteria:

- A. share the housing of other persons due to loss of housing, economic hardship, or similar reason (referred to as "Doubled- up")
- B. live in motels, hotels, trailer parks, or camping grounds due to a lack of alternative adequate accommodations
- C. live in emergency or transitional shelters
- D. are abandoned in hospitals
- E. are awaiting foster care placement
- F. have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, or
- G. live in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting

Additionally, pursuant to Federal law, migratory children who are living in circumstances described in A-G above are also considered homeless.

Children, youth and their families who are homeless shall be provided equal access to the educational services for which they are eligible, including preschool programs administered by the School District.

The District shall remove barriers to the enrollment and retention of students who are homeless in schools in the District. Students who are homeless shall be enrolled immediately, even if they do not have the necessary enrollment documentation such as immunization and health records, proof of residency or guardianship, birth certificate, school records, and other documentation.

Students who are homeless will be provided services comparable to other students in the District including:

- A. transportation services;
- B. educational services for which the homeless student meets eligibility criteria including services provided under Title I of the Elementary and Secondary Education Act or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency;
- C. programs in vocational and technical education;
- D. programs for gifted and talented students;
- E. school nutrition programs;
- F. before-and after-school programs.

Students who are homeless have the right to remain in their school of origin or the local attendance area school, according to the child's best interest. The school of origin is the school that the student attended when permanently housed or last enrolled. The local attendance area school is any public school that non-homeless students who live in the attendance area in which the student is actually living are eligible to attend.

Students who are homeless have the right to dispute their school assignment, if their assignment is other than their school of origin. In determining the best interest of the student, the District shall, to the extent feasible, keep the student in the school of origin, except when doing so is contrary to the wishes of the homeless student's parent or guardian or the unaccompanied youth. If the student is sent to a school other than the school of origin or a school requested by the parent or guardian, a written explanation, including a statement regarding the right to appeal, will be provided to the homeless student's parent or guardian or the unaccompanied youth. The appeal process shall be as set forth in Policy 9130 – Public Requests, Suggestions, or Complaints.

The Board of Education requires that these rights and the dispute process be communicated to the parent or guardian of the homeless student or unaccompanied youth.

In addition to notifying the parent or guardian of the homeless student or unaccompanied youth of the rights described above, the District shall post public notice of educational rights of children and youth experiencing homelessness in each school.

At the request of the parent or guardian, or in the case of an unaccompanied youth, the local homeless liaison, transportation shall be provided for a homeless student to and from the school or origin as follows:

- A. If the homeless student continues to live in the School District in which the school of origin is located, transportation will be provided in accordance with District policy/administrative guidelines and federal requirements.
- B. If the homeless student moves to an area served by another district, though continuing his/her education at the school of origin, the district of origin and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin. If the districts cannot agree upon such a method, the responsibility and costs must be shared equally.

The District Administrator will appoint a Homeless Liaison who will perform the duties as assigned by the District Administrator. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and related services to children and youths who are homeless.

5.5. Transportation to & from School of Origin (including preschool):

NOTE: The School District of Shiocton is a small, rural district with a single, multi-winged building that serves all district students ECH - Gr 12. Because of our proximity to the Valley and to Green Bay, SDS often collaborates with neighboring and area school districts regarding transportation to and from our school or their school, whichever is applicable to the situation.

Per Board Policy 5111.01:

At the request of the parent or guardian, or in the case of an unaccompanied youth, the local homeless liaison, transportation shall be provided for a homeless student to and from the school or origin as follows:

- A. If the homeless student continues to live in the School District in which the school of origin is located, transportation will be provided in accordance with District policy/administrative guidelines and federal requirements.
- B. If the homeless student moves to an area served by another district, though continuing his/her education at the school of origin, the district of origin and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin. If the districts cannot agree upon such a method, the responsibility and costs must be shared equally.

5.6. Immediate Enrollment:

Per Board Policy 5111.01: The District shall remove barriers to the enrollment and retention of students who are homeless in schools in the District. Students who are homeless shall be enrolled immediately, even if they do not have the necessary enrollment documentation such as immunization and health records, proof of residency or guardianship, birth certificate, school records, and other documentation.

Please describe how district will assure timely transfer of records for students who are homeless attending another school.

Our McKinney-Vento paperwork (for students who qualify), will be placed with our Homeless Liaison and also placed in the students file. This will ensure that the new school district is aware of any homeless (or previous homeless) situations. Whenever possible, the transfer of records will take place on the next business day following receipt of the request when the request is received by 12noon. All records requests will be completed within two business days following receipt of the request.

5.7. Dispute Resolution:

Per Board Policy 5111.01:

Students who are homeless have the right to dispute their school assignment, if their assignment is other than their school of origin. In determining the best interest of the student, the District shall, to the extent feasible, keep the student in the school of origin, except when doing so is contrary to the wishes of the homeless student's parent or guardian or the unaccompanied youth. If the student is sent to a school other than the school of origin or a school requested by the parent or guardian, a written explanation, including a statement regarding the right to appeal, will be provided to the homeless student's parent or guardian or the unaccompanied youth. The appeal process shall be as set forth in Policy 9130 – Public Requests, Suggestions, or Complaints.

6. Describe the strategy you will use to implement effective parent and family engagement under Title I, Part A, Section 1116 of ESSA.

The School District of Shiocton is constantly seeking ways to increase parent and family engagement. Each year, we find it more and more challenging to engage busy families and family members. A few events that have proven success include:

- Math Morning
- K-5 Literacy Showcase
- Family Health and Safety Night
- ELL and Title 1 Parent/Student Night
- My Education, My Way (high school)

Additionally, the District was successful in engaging more than 20 parents and community members in our efforts to determine our 5 Bold

Steps during our recent Visioning Committee meetings held this fall. The 5 Bold Steps are areas of need determined through the visioning process. Each Bold Step has a significant impact on the education of children and the success of our district and led us to achieving a progressive future for our District. A champion and team members will work to see the Step come to fruition over the course of the next two to three years.

As it relates specifically to the design of the school wide plan, parents and families continue to provide input regarding the achievements and needs of their child. Feedback from parents at meetings in the past, as well as our ongoing meetings have been the most successful in terms of getting them involved in the design of the school wide plan.

Feedback questionnaires and surveys will serve as a means of engaging parents in the transition, implementation and evaluation of the school wide plan going forward. Too, we will continue to seek their input during parent meetings, and will also be extending invites to additional parents to serve on the Title 1 School wide Team upon approval.

Other efforts to increase parent and family engagement include hosting additional educational nights at the elementary level and participating in community events ourselves. Too often we are asking parents to come to us when we could be going out to them and learning more about their thoughts in environments and at events in which they are most comfortable talking and sharing.

In the 2018-2019 school year, we will begin to engage our families and local community in conversations and learning activities regarding the mental health of our students. Our first effort was Youth Mental Health First Aid, which was provided to our staff during back-to-school in-service days. A follow-up will be offered in spring. Our second effort is the free offering of Love and Logic. Our educators, many of which are parents and community members, will participate in three, two-hour sessions. We will also offer four, two-hour sessions of Love & Logic for Parents during the month of November. When the home life of our students is both stable and supportive, our students have the greatest opportunity to focus and learn during the school day. To that end, we feel it is important to engage our families through the Love and Logic training.

7. Describe how you will implement strategies to facilitate effective transitions for students from:

7.1. Early childhood education programs to elementary school programs (for elementary schools this includes: support, coordination, and integration of services provided under Title I, Part A with early childhood education programs at the LEA or individual school level):

ECH to Elementary School

Currently, our early childhood education program is housed in the same building as our elementary school classrooms and library. Many of the same staff members who serve the elementary school program also work with the early childhood instructional program. These factors readily lend to a child's comfort level within the building and with educators, specialists, therapists, and others as they transition to elementary school. Reading specialists work with educators in the early childhood programs to aid in the development and instruction of literacy skills in our youngest of learners. In 2018-2019, Math Expressions 4K will be implemented in the early childhood program which will afford universal structure and continuity in instruction throughout all grade levels.

Child Find efforts are in place and serve to locate, identify, and refer children as early as possible. Additionally, SDS host nearly a dozen Play Group gatherings throughout the year. Play Group is an opportunity for children as young as three but not yet enrolled in a 4K or 5K program to gather at the school to play and to learn. These gatherings allow both parents and students to get to know the school building, the staff, and the resources Shiocton Elementary offers making the transition into the elementary instructional program much easier. Too, these gatherings afford SDS the opportunity to observe and work with parents where there may be some concern for academic, social, or emotion development.

SDS provides screening for students entering 4K and 5K. We offer two classes in summer designed to aid in the transition: "Getting Ready for 4K" and "Summer Fun for Kindergartners". Open House Night on the Wednesday before school starts also offers students and teachers the opportunity to meet their teachers and classmates, as well as see their room and the other learning areas (gym, library, art, music, etc.).

7.2. Middle grades to high school:

As we are a small district and all in one building, many of our educators and their learning areas are shared between middle and high school grades. Thus, many of our middle school students are already familiar with instructional areas in the high school when they make the physical transition to Gr 9. To facilitate a more comfortable transition, students in Gr 8 will spend two days in last spring shadowing a Gr 9 student. They will attend classes with the Gr 9 mentor, moving between classes and getting supplies from lockers. This helps the Gr 8 students see that there is plenty of time between classes and alleviate this common concern. Too, the Gr 8 and 9 students will eat lunch, hang out at recess, and participate in get-to-know activities throughout the days so that Gr 8 students come in to high school knowing at least 5 of the "upper classmen".

8. Describe how you will support efforts to reduce the overuse of discipline practices that remove students from the classroom.

This past year, SDS worked with educators to better understand mental health and the issues mental illness can create for the children as they try to learn. During these trainings, Mrs. Helbing spoke specifically of various strategies and techniques that have shown to have success in address student behavior that might otherwise cause the child to be removed from the instructional environment. Information from these trainings were incorporated into the ongoing professional development schedule for the year. In July, educators and administrators will attend the CPS training offered by Dr. Ross Greene. This training will focus educator efforts on seeing the child and not the behavior. In doing so, educators will learn to "seek the why" and then learn how to most effectively address that why. Additionally, the training will assist educators in shifting their mindset away from "this kid won't" to "the child would if s/he could". Finally, the training emphasizes that the why is usually rooted in an inability to meet an expectation of the teacher. Because it is the teacher's expectation, it is thus the teacher's responsibility to work with the child (not unilaterally decide) to determine the how; it is not the teacher's right to send the child to the principal or out in the hall thinking that either the principal or the hall will magically cure the child's issue. This information will continue to be shared and revisited throughout the year's professional development schedule.

Additionally, student removal from the classroom will be monitored through the computerized system, including which class(es), times of the day, and teachers. This data will then be analyzed by the administrator and interventions or trainings will be implemented to address the areas of concern be it for the student or the teacher.

Title II-A LEA Plan Title II-A Questions

9.1. Describe the activities to be carried out under Title II and how these activities will be aligned with challenging academic standards.

We will utilize the Title IIA funds as follows specifically for math instruction, instructors: (a) training educators to effectively utilize assessment and data analysis to plan differentiated whole-group, small-group, and individual instruction to proactively identify and meet needs; (b) training educators to effectively implement high-quality instructional and curricular materials; and (c) provide high-quality, personalized professional learning regarding effective instructional practices

10.1. Describe your systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Title II funds will be used to provide onsite professional growth and improvement for math educators through individual teacher training sessions and supportive coaching, as well as small group and whole staff instruction. Additional, school-based and district-sponsored professional development will be provided so as to build capacity of teachers based upon feedback and analysis of the onsite trainings.

Continuous Improvement Process Reporting (CIPR)

11. Describe how the LEA will prioritize Title II funds to schools served that are implementing comprehensive support and improvement (CSI) activities and targeted support improvement (TSI) and/or additional targeted support and improvement (ATSI) activities under section 1111(d) and have the highest percentage of children counted for Title I, Part A purposes.

Shiocton School District does not have any schools identified for comprehensive or targeted supports.

ESSA LEA Plan Narrative

12. Describe how you will use data and ongoing consultation to continually update and improve activities supported under Title II, Part A. Please note that consultation must include teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (if you have a charter school in your LEA), parents, and community partners.

Data from the fall administration of STAR and PALS will be combined with that from August's Data Dig. This triangulation of data will give us a more accurate picture of the learner as we look at regression, retention, and new learning. Data from content assessments, along with anecdotal observation data from the classroom teacher will also be factored in when reviewing a child's progress, as well as the overall effectiveness of the universal instruction and tiered supports. Ongoing consultation by ELA and math coaches will assist teachers in their analysis of content-specific assessments and will provide insight into areas that need re-teaching, as well as areas for the educator and paraprofessional to grow their instructional strategies and techniques.

Professional development will continue universally in best practices and effective strategies; this will be true for our paraprofessionals, as well, who will continue to work through the Para Educator modules first for instruction and then through effective learning and behavior supports and classroom management techniques. Professional development will also be targeted based upon the performance data derived from the on-going analysis of STAR and the ACT suite of assessments.

13. Describe how you will implement strategies to facilitate effective transitions for students from high school to postsecondary education. Please note that this includes:

- **Coordination with institutions of higher education, employers, and other local partners**
- **Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.**

EFFECTIVE TRANSITION TO POSTSECONDARY

Through the data mined from the ACP/Career Cruising database, students will be provided exposure to postsecondary institutions of learning two times each year. These postsecondary institutions will include both four-year universities, as well as two-year technical and career colleges. As an outlying community to both Green Bay and the Fox Valley, we benefit from multiple two-year and four-year colleges within a 45 minute drive from our campus.

In the 2018-2019 school year, Shiocton High School will offer nine (9) CAPP courses. Cooperative Academic Partnership Program (CAPP) courses are college-level courses taught by a licensed educator on campus. Partnering universities include St. Norbert's and UW-Oshkosh. Additionally, SHS will offer two (2) Advanced Placement (AP) courses. Through Fox Valley Technical College, SHS students will have the opportunity to enroll in six (6) Dual Credit courses. Two more courses are under review by UWO for approval as CAPP courses to be rolled out with the 2019-2020 school year.

Additionally, SHS places strong emphasis on the Youth Apprenticeship program. Twice annually, students and parents are educated about the opportunities that exist through Youth Apprenticeship. Students seeking YA are afforded additional exposure to classes that would support their education in these areas, as well as exposure to those colleges and universities through which postsecondary education would be attained. SDS supports students both financially and instructionally who seek participation in postsecondary course work during their junior or senior year, including flexible scheduling, access to technology, and assistance with costs. Efforts to assist parents in understanding the many postsecondary opportunities, as well as planning for them financially, are provided annually through FAFSA Night and My Education, My Way.

The School District of Shiocton offers monetary support for educators who seek additional degrees and certifications that afford them the ability to teach AP, Dual Credit/Advanced Standing, and CAPP courses. It is our intent to develop at least two courses each year into AP, DC/AS, or CAPP courses.

Continuous Improvement Process Reporting (CIPR)

15.1. Describe the LEA's plan to meet the responsibilities to support schools identified for comprehensive supports and improvement (CSI). Please note these responsibilities include:

- **Partnering with stakeholders to develop and implement a 'support and improvement' plan to improve student outcomes.**
- **The plan must -**
 - **Be informed by student performance indicators, including performance when measures against state long-term goals;**

- **Include evidence-based interventions;**
- **Be based on a school-level needs assessment; and**
- **Identify resource inequities.**

Shiocton School District does not have any schools identified for comprehensive supports.

15.2. Describe the LEA's plan to meet the responsibilities to support schools identified for additional targeted support and improvement (ATSI) and/or targeted support and improvement (TSI). Please note these responsibilities include:

- **Partnering with stakeholders to develop and implement a 'support and improvement' plan to improve student outcomes.**
- **The plan must -**
 - **Be informed by student performance indicators, including performance when measures against state long-term goals;**
 - **Include evidence-based interventions;**
 - **Identify resource inequities;**
 - **Be approved by the LEA prior to implementation;**
 - **Monitored by the LEA: and**
 - **Result in additional action following unsuccessful implementation of the plan after a number of years determined by the LEA.**

Shiocton School District does not have any schools identified for targeted supports.

15.3. Describe the LEA's process for approving and monitoring school improvement plans for the schools identified for additional targeted support and improvement (ATSI) and/or targeted support and improvement (TSI) .

Shiocton School District does not have any schools identified for targeted supports.

Title I-A LEA Plan Title I-A Questions

16. Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program, will identify the eligible children most in need of services.

ESSA LEA Plan Narrative

17. Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under Title III that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Shiocton School District seeks to provide instruction for our English Learners that incorporates best practices for academic as well as linguistic skill mastery. Our bilingual program emphasizes instruction in speaking, reading, and writing, as well as promoting an appreciation for diversity and emphasizing cultural awareness. Interpreters and EL instructors combine their linguistic and pedagogical knowledge with that of the child to provide support within the universal instruction, as well as targeted support for children as we seek to grow their skills to the level of native English speakers. Additionally, an EL teacher and the EL paraprofessional provide support in our after-school tutoring program.

18.1. Describe how you will ensure that elementary schools and secondary schools receiving funds under Title III assist English learners in achieving English proficiency based on the State's English language proficiency

assessment and consistent with the State's long term goals.

In the past two years, we have trained four educators on how to effectively co-teach bilingual students. This additional learning provided insight as well as strategies and practices for our teachers and EL professionals to work together on while also using them independently within the classroom or during targeted instruction. Our bilingual program emphasizes instruction in speaking, reading, and writing which dovetails with the universal instruction. Both the EL teacher and paraprofessional participate in the Data Dig held in August, as well as in the analysis of STAR and PALS assessments. Too, the EL teacher works with the classroom teacher to assess the progress and areas of need of the EL students she serves. Continuously, however, our educators struggle to address the question of specialized instructional services. So as not to over-identify nor to identify too early, our EL teacher and classroom teachers work together to provide support in the classroom first, then move to targeted instruction before bringing the student before the Building Consultation Team (BCT) and proceeding through the tiered interventions. It is important to note that no child will be referred for not placed within a special education program solely based upon his/her proficiency in the English language.

18.2. Describe how you will ensure that elementary schools and secondary schools receiving funds under Title III assist English learners in meeting the challenging State academic standards.

Our bilingual program emphasizes reading, writing, and mathematics with grade-level proficiency as the end goal. Interventions and supports are provided for EL students who are not yet performing at grade level per standardized assessment results. Such interventions and supports include, but are not limited to, translation services, after-school tutoring, 1:1 tutoring, Title 1 services, and summer school. Preparation for standardized tests is part of the universal instruction so as to provide all students with a level of comfort regarding the format of the test, but also a general idea regarding content and questioning techniques. ACT preparation sessions and practice tests are provided for all students from Gr 9 through Gr 11.

19. Describe how you will promote parent, family, and community engagement in the education of English learners.

Translators and the EL teacher are present at hosted events such as the Family Health and Safety Night, Family Fun Night, My Education My Way, Math Morning, and others. Family Fun Night in spring includes a sharing of foods and customs. Correspondence home, including general communication as well as specialized information, are translated. Online resources that the student may access from home to help with homework are made available in the Spanish language. The District's website includes a feature by which the information can be presented in a language other than English.

Title IV-A LEA Plan Title IV-A Questions

20. Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under Title IV, Part A, Subpart 1. Note: LEAs or consortium leader that do not have a partnership with an entity with a demonstrated record of success in implementing activities under Title IV, Part A, Subpart 1, may state, "Not applicable" in the text field.

We will once again partner with Microsoft TEALS for the computer science instruction, which includes daily tutoring and co-teaching with professionals currently in the CS industry. We will also be partnering with a local chapter for suicide prevention to provide support for related efforts with students, and education for parents and staff.

ESSA LEA Plan Narrative

21. If determined appropriate by the LEA, describe how you will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.

Middle and school students have Academic and Career Planning (ACP) time scheduled into their day or week. At the middle level ACP instruction is provided daily on a quarter rotation; it is reinforced as part of the study skills instruction. At the high school, ACP

instruction is scheduled weekly during ELT and is further incorporated into CTE course work, as well as Senior Studies. Opportunities to visit 2- and 4-year colleges are provided twice annually for students in Gr 9 - 12; students in Gr 8 participate in two career fairs annually. Additionally, students are exposed to various careers through guest speakers during their ACP class time, as well as during their CTE and Senior Studies course work. Concerted effort to educate students (and parents) regarding Youth apprenticeship opportunities are provided semi -annually.

22. If determined appropriate by the LEA, describe how you will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

SDS maintains participation in and affiliation with Wolf River School To Work Consortium. WRSTWC provides coordination and education of services regarding School-to-Work and Youth Apprenticeship programs. Additionally, SDS supports the on-site coordination of these efforts by way of a classroom teacher who is afforded one period per day to promote and maintain participation in the STW program; on-site coordination of the YA program is performed by our HS counselor. In addition to the off-campus YA and STW opportunities, SDS offers on-campus opportunities through our IT department and classroom instructional assistant program. In the 2019-2020 school year, SDS will offer YA and STW opportunities within our child care center.

23. If determined appropriate by the LEA, describe how you will use ESSA funds to assist schools in identifying and serving gifted and talented students.

Students can be recommended for consideration by classroom teachers based upon academic (general or specific) as well as or overall performance, including leadership and creativity. Standardized test scores and interest inventories can also be data sources that could suggest consideration and further assessment. Students in Grades K - 2 are typically placed on a watch list rather than formally identified with some G/T services provided throughout the year. Upon enrollment in Gr 3 and thereafter, students can be referred and assessed for formal participation in the G/T program.

24. If determined appropriate by the LEA, describe how you will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

As we are in transition between Library Media Specialists, this is an area for further consideration and development. In 2017-2018, we continued our training educators on how to effectively incorporate technology within their instruction, including their use and that of the students of Google applications. We know we need to grow in our ability to instruct students more directly on digital literacy skills and are seeking a LMS educator with this specific background.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned states, to the best of his or her knowledge and belief, that:

(1) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Name of Agency Administrator Nichole Schweitzer	Title of Individual Signing District Authorizer
Signature ➤ Digitally Signed	Date Signed <i>Mo./Day/Yr.</i> 06/03/2021