

School District:

Use the inquiry questions to guide discussion about the component within each objective as you prepare your LEA Plan narrative.

***Note:** any greyed-out item does not require a narrative. This information will be populated from other sources by DPI.

REQUIREMENT	GUIDED INQUIRY	We've got this! Preliminary evidence we might include in our answer. (district level materials we already have, data sources, point person, etc.)	Hold on a minute! Say what? Questions/concerns or evidence that need to be collected before we can answer this question.
1. LEAs will provide every student access to a well-rounded education that meets their learning needs in an appropriate, healthy and safe environment.			
<p>A. Title I, Part A - Improving Basic Programs</p> <p>i. 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:</p> <ul style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> <i>How do you ensure a universal guaranteed and viable curriculum is implemented for all students?</i> <i>How do you monitor student progress in meeting the state standards on an annual, interim, and ongoing basis?</i> <i>How do you ensure that local assessments are aligned to state standards?</i> <i>How do you monitor the progress of student subgroups in meeting state</i> 	<ol style="list-style-type: none"> Through the ongoing PLC process that critically and cyclically looks at student data and the curriculum and resources that teacher pull from. Our framework is stored in BYOC, and the PLCs as well as grade-level meetings and the report cards are more concrete examples of this work. The CCSS are unpacked and broken into I Can statements that are displayed as learning targets in the teachers rooms. These processes undergo the PLC teams examination for equity, viability, and consistency. All students have an equal opportunity to learn through these practices. Through the instructional coach observations, principal walk throughs, feedback, interventionist meetings, ELL and bilingual collaboration and planning, and PLC collaboration, teachers are held accountable to 	

<ul style="list-style-type: none"> ● 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 programs and improve school conditions for student learning. 	<p><i>standards in order to identify gaps?</i></p> <ol style="list-style-type: none"> 5. <i>How are students identified as at risk for academic failure? What subgroups are represented by these students? Are there underserved subgroups?</i> 6. <i>What additional assistance and supports are provided to students at risk to guarantee their academic success?</i> 7. <i>How do you collect and examine evidence related to the universal academic program in order to identify root-causes and strategically select appropriate interventions, innovations, and/or strategies for improvement?</i> 8. <i>What systems do you have in place to ensure the continuous improvement of the instructional programs for all students?</i> 9. <i>How do you seek and collect feedback from a variety of</i> 	<p>the curriculum in BYOC that aligns with the CCSS and best practices. Each student will have access to an effective teacher, and access to the same content, knowledge and skills in each section or class through this work.</p> <ol style="list-style-type: none"> 2. All curriculum and curriculum assessments have been aligned to the Wisconsin Model Academic Standards. The district uses a universal screener 4K-8 to discern the effectiveness of the curriculum. Students needing additional support (Tier 2 & 3) are placed in Response to Intervention groups according to their needs. Progress with the specific skills and concepts supported in those arenas are monitored using AIMSweb and interim progress monitoring assessments (as part of the universal assessment system). 3. We ensure that local assessments are aligned to state standards in a variety of ways. We have a district assessment system we purchase that is aligned to the CCSSs. However, on a much deeper level, we unpack the CCSS in our district, we pull learning targets from the standards, we look for nice to knows and need to knows so our scope and sequence for deeper learning transfers from grade to grade, we have building and individual SLOs that pull from state data and local assessments to ensure the CCSS are not only taught but learned. Moreover, we give the students complex performance tasks that have them deeply learn and struggle through the
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	<p><i>stakeholders throughout the improvement planning process?</i></p>	<p>elaborate standards authentically while engaged in collaborative work with others while posting those learning targets and telling students what they are learning and why.</p> <p>4. Student progress in meeting the state standards is monitored through ongoing data analysis. This data analysis includes looking at state assessment disaggregated data, local universal assessment disaggregated data, local common summative and formative assessment data disaggregated by subgroups. When trends and patterns appear that alert us to possible gaps between subgroups, it is addressed in a collaborative PLC process by building and across grade levels districtwide.</p> <p>5. At risk is deemed to be consistently demonstrating below grade level (proficiency) skills in content area subjects, truant or approaching truancy, multiple documented disciplinary infractions, and/or documented mental health issues. Identification is specific to the root cause potentially placing the student at risk and include the following:</p> <ul style="list-style-type: none"> Achievement Testing (state and local) Behavior Referrals documented in Skyward Absentee Reports documented in Skyward Teacher Observation School Resource Officer involvement <p>The data indicates the students involved in</p>
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		<p>being categorized as at risk align to our district demographic norms and no subgroups are deemed underserved.</p> <p>6. Students at risk are supported through several programs within our district. Those include reading intervention, math intervention, specific grouping during Response to Intervention time in each building, resource study hall at the high school, ESL and Bilingual programs K-12, special education IEP support, one-on-one school counseling and small group counseling, Building Assistance Team meetings involving the parents, counseling provided through outpatient counseling service providers, after school programming through our Community Learning Center and the Boys and Girls Club, and family services through the district social worker such as Families Come First and Comprehensive Community Support (CCS) programs.</p> <p>7. Student progress in meeting the state standards is monitored through ongoing data analysis. This data analysis includes looking at state assessment disaggregated data, local universal assessment disaggregated data, local common summative and formative assessment data disaggregated by subgroups. When trends and patterns appear that alert us to possible gaps between subgroups, it is addressed in a collaborative PLC process by building and across grade levels districtwide.</p>
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8. Continual improvement and reflection is an embedded process in our schools. PLCs at the grade levels meet regularly (weekly), across buildings teams meet monthly, and buildings as whole come together monthly to discuss instructional programs, best practice, interventions, and RTI. There is a yearly school improvement survey and staff survey that are analyzed and broken down by these teams to insure all students' needs are being met. Teacher and buildings set SLOs that guide the instructional programs in math and reading for the benefit of all students. Furthermore, AGR goals are developed by grade level that hone in on reading and math goals even more deeply. These goals then drive the instructional coaching practices. Moreover the report cards are organic living documents that are standards based, teacher and administrators review these yearly to ensure the standards being taught are reflected in the documentation we send home to parents. Each teacher is part of EE and thus undergoes a self-reflection as well as observations and feedback from their administrator to further grow their practice. We have a professional development staff member that ensures teachers are attending in house trainings, conferences, workshops, book studies, and classes they need to become a highly effective teacher. Instructional coaches work closely with teachers to meet these aforementioned goals as well as any personal

		<p>goals and needs.</p> <p>9. The district has focused on improving communication for the past three years. In this process, we have beefed up our district, school, and individual teacher websites by making them more engaging, user friendly, and up-to-date. In addition, we use a Skylert telephone, text, and email system to keep parents, students, and our community aware of important dates and events. Our Facebook presence is well received as determined by the number of Likes. We also have Facebook Live presentations, weekly news media presentations (both radio and television), and monthly district and school electronic newsletters. The majority of these communication endeavors have the ability to send as well as receive communication; a true two-way capability. We frequently survey our teachers, support staff, and parents to find out what they think about our district, climate, culture, how well we are educating our students, what the needs are of these stakeholder groups in regard to professional development and support at home. In addition, information shared in administrative reports at the monthly school board meetings is aired on the PEG channel, reported on the radio, and in the newspapers. There is always a Public Comment portion on each school board meeting agenda where anyone is welcome to provide input, raise questions, or share</p>
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		concerns.	
ii. 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?	1. <i>What evidence do you have that low income and minority students are not taught at higher rates than their peers by inexperienced (first 3 years of teaching), ineffective (do not meet the WI teaching standards), or out-of-field (licensed educators teaching outside their license area) teachers?</i>	1. Students are assigned to buildings according to grade level and space availability not according to SES or ethnicity. Teacher vacancies determine where teachers are hired and assigned to teach. The Comparability report (completed annually) provides the evidence to this effect.	
iii. Describe the poverty criteria that will be used to select school attendance areas for Title I schools. (Please note this information will be submitted as part of the Title I, Part A application in WISEgrants, not as a separate narrative.)			
iv. Describe the nature of the programs to be conducted by Title I schoolwide and targeted assistance programs schools and, where applicable, educational services outside such schools for children living in local institutions for neglected or delinquent children, and	<p>1. <i>What type of Title I programs do you have in your LEA? Identify Title I programs as Targeted Assistance Programs or Schoolwide Programs?</i></p> <p>2. <i>How do you determine the programs or services you will provide to Title I students?</i></p>	<p>1. All of the elementary buildings and the middle school are Schoolwide Title I Programs. The high school is a Targeted Assistance Building.</p> <p>2. The school district conducts an Annual Needs Assessment. In this process, teachers, parents, and Title I personnel accumulate assessment, behavior, and attendance data on all students in grades 4K - 9th grade. This data is quantified in order to compare scores across</p>	

<p>for neglected and delinquent children in community day school programs.</p>	<ol style="list-style-type: none"> 3. <i>How students are identified for service?</i> 4. <i>How do you regularly evaluate the effectiveness of the Title I program in meeting the needs of students?</i> 5. <i>How do you engage stakeholders in the development of the Title I program?</i> 6. <i><u>If your district receives funds under Title I, Part D for Neglected and Delinquent Children only:</u>What programs are in place to support the learning of students identified as neglected or delinquent?</i> 7. <i>How does your district identify neglected and delinquent children and youth?</i> 8. <i>What partnerships have been made to provide additional services to neglected and delinquent</i> 	<p>multiple data sources.</p> <ol style="list-style-type: none"> 3. Based on the data described above all students with a cumulative average score of 1 or 2 are identified as needing a Tier 2 and/or Tier 3 intervention for ELA, Math, behavior, or attendance. 4. Annually, all parents are asked to complete a survey that includes questions regarding Title I services and programming. In addition, each building analyzes its state and local assessment, behavior, and attendance data to determine program effectiveness. Title I prioritized students (Tier 3) are progress monitored weekly to determine how well universal instruction, Tier 2 small group intervention, and Tier 3 intensive intervention are meeting the needs of individual students. 5. We survey the parents of prioritized students (Tier 3) to determine the needs of the specific families whose children receive support through this program. Parents are asked to provide input as to what other services or support they as a family need in order to increase or maintain their engagement in their child's education. 6. N/A 7. N/A 8. N/A
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	<i>children and youth?</i>	
<p>v. 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 educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).</p>	<ol style="list-style-type: none"> 1. <i>How do you provide service related to the following in order to support the enrollment, attendance, and success of homeless students?</i> 2. Public and Staff Awareness 3. Community Coordination and Collaboration 4. Identification and Referral 5. Policy and Procedure Review/Revision 6. Transportation to and from School of Origin (including preschool) 7. Immediate Enrollment 8. Dispute Resolution 	<p>1. Upon enrollment we have families complete a questionnaire to identify their current living situation to determine possible eligibility for community programs and supports. If a student is found to be homeless under the McKinney-Vento Act our District Social Worker reaches out to family to provide resources and supports. School fees are waived and school supplies are provided if needed. The social worker is able to assist with removing transportation barriers (gas vouchers, taxi vouchers, bussing assistances, and natural supports) that may be affecting the students attendance. If lack of attendance is for reason other than transportation, the social worker inquires about barriers that are interfering the the student attending school and make appropriate referrals and offers needed support. Additionally, referrals to a variety of local agencies: food pantries, St. Vincent De Paul, shelters, churches, county human service department, mental health agencies, and Community Action are some of the resources that the social worker refers to. Between the educators, school counselors, and social worker we are able to collaborate and identify supports for the student and their family to help remove barriers and help them be academically successful. Tutoring may be provided if needed and enrollment in after-school programs is also made available.</p> <p>2. Our District Social Worker works closely with county agencies to discuss and identify needs of homeless students and their families within our district. At the beginning of the school year there is a</p>

		<p>mandated meeting where the District Social Worker discusses homelessness and the district procedure in supporting these individuals. The social worker has ongoing communication with staff as needs/concerns arise.</p> <p>3. Our District Social Workers work closely with a variety of community agencies to assist and support homeless students/families. The social worker networks with food pantries, St. Vincent De Paul, shelters, churches, county human service department, and Community Action, and Helping Hands.</p> <p>4. As indicated above, we have a questionnaire to identify student's current living situation to determine possible eligibility for community programs and supports. At times parents or teachers will contact the social worker to disclose that the student/family became homeless. The social will reach out to the parent and provide supports and referrals utilizing some of the above agencies.</p> <p>5. The school district purchases the services of NEOLA to keep us up-to-date with all of our board approved policies. These include policies related to supporting homeless children and youth.</p> <p>6. The social worker is able to assist with removing transportation barriers by providing gas vouchers, taxi vouchers, bussing assistances, and utilizing natural supports (neighbors, friends & family).</p> <p>7. Students are granted immediate enrollment if they have been identified as being homeless. Students are also given fee lunch.</p> <p>8. The Pupil Services Director is responsible for all Dispute Resolutions concerning homeless students. The chain of command begins with this director. If</p>
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		<p>resolution is not reached, the next level of support is the District Administrator and finally the state department of public instruction.</p>
<p>vi. Describe the strategy you will use to implement effective parent and family engagement under section 1116 of ESSA. This includes the following elements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consultation with parents and family members around Title I programs, activities, and procedures. <input type="checkbox"/> A written parent and family engagement policy, developed with parents and family members, to establish expectations and objectives for meaningful parent and family involvement. 	<ol style="list-style-type: none"> 1. <i>What is your plan to communicate with, educate, and maintain meaningful partnerships with parents and families related to Title I programs and activities?</i> 2. <i>How do you regularly collect feedback from parents/family to review the above plan in order to identify barriers and make revisions?</i> 	<ol style="list-style-type: none"> 1. Communication with parents and families happens in a variety of different mediums, and it is hard to separate “how we do business” in the Title I program from other communications and activities. On a district level, we have a facebook and twitter page that celebrates our students and staff as well as notifies parents of important information, like Title programs and activities. Again, this communication is not because of Title I, but Title I benefits from our practices. On a building level, we have staff reaching out to parents through email, phone calls, personal notes through mail and student delivery, and personal conversations in person from pick up to BAT meetings to compliment cards. We try to provide families with the communication that best suits their needs. On a classroom level, we use communication in all of these ways, but we also take advantage of apps like SeeSaw and Skyward to inform families of real-time student progress, work, celebrations, and practice. These videos and pictures are not only a way to communicate, but a way to build relationships and let parents

		<p>feel part of their child’s school day and work. There are hundreds of examples of these daily types of interactions, but those are the foundation on which we build all of our Title I program communication. We are able to maintain meaningful partnerships with parents and families related to Title I programs and activities as a result of these interactions and relationships.</p> <p>2. As aforementioned, communication with families is cyclical in our districts, therefore we are in a constant feedback loop. Parents have daily, hourly even, opportunities to give our district feedback. However, we are aware that school can be intimidating when it comes to giving critical or crucial feedback, especially on long-rooted practices. Consequently, we have multiple Title I meetings with families throughout the school year, we provide parents with a custom survey that we look at mindfully and use to implement change for our students. We reach out and personally contact all families involved in the Title I program. Some of the barriers we have identified involve child care, so we provide daycare resources at events and parent teacher conferences. This is an example of a recent revision we have made to how we engage families. We do not want to insult families by forcing free food, childcare, and transportation, so we try and provide it in an inviting and individualized way; but we think this work is important and we are constantly looking at data to make better changes and</p>
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		<p>provide teachers professional development in the best practices of equity and family engagement. We hope to build capacity and efficacy amongst our staff so that our culture around family engagement promotes positive interactions. For example, we have started this work by having a group of staff, from administration to paraprofessionals, attend the Engage Every Family with Dr. Constantino through CESA 5 in the spring of 2018. These are the starting blocks to our work surrounding how we can make these family engagement experiences meaningful and effective to promote success for all students.</p>
<p>vii. Describe how you will implement strategies to facilitate effective transitions for students from 1) early childhood education programs to elementary school programs, and 2) middle grades to high school. Please note that this includes: For elementary schools - Support, coordination, and integration of services provided under Title I, Part A with early childhood education programs at the LEA or individual school level.</p>	<ol style="list-style-type: none"> 1. <i>What processes do you have in place to ease the transition of students from early childhood education programs to elementary school programs, and middle grades to high school?</i> 2. <i>What evidence do you use to determine the effectiveness of each transition program?</i> 3. <i>Do you use Title I Part A funds to support the transition of early childhood students to elementary school? If so, describe how the funds are used.</i> 	<ol style="list-style-type: none"> 1. Every summer the district has a transition class (ESY) with children coming to 4K from the early childhood special education class. All 4K teachers make referrals for some students to attend Ready, Set, Go, the summer school class designed to transition 4K students to Kindergarten but the referral is not for all students (remedial only in the past). We use the Stimulating Maturity through Accelerated Readiness Training (S.M.A.R.T.) program for all 4K students at the Reedsburg Early Learning Center (Head Start) which uses Kindergarten readiness skills to help students transition to Kindergarten. The Head Start center also incorporates a 4-week unit called Changes that emphasizes the changes students will experience in Kindergarten. All 4K teachers talk about what Kindergarten will be

		<p>like and familiarize the students with the faculty they will experience.</p> <p>We bring all 5th graders to our middle school for tours, to meet teachers, meet school counselors, and eat lunches with 6th graders. We have Webb students guide tours with 5th graders at Pioneer Viillage and we have a 5th grade orientation with all 5th grade students and parents. We also have open house for 5th grade parents and students.</p> <p>All 8th grade students with identified needs meet with at risk teachers to develop a specific high school resource assistance plan. All 8th graders test with a variety of high school teachers to better place students in appropriate classes at the high school. During the spring of eighth grade, the high school counselors meet with all 8th graders to develop their freshman schedules using the test results mentioned previously. The first day of the fall semester, freshmen-only orientation is held to ease the transition to high school before all the other high school students return for the school year.</p> <p>2. Head Start follows up with parents to see how the students are doing in their transition to Kindergarten. All 4K teachers follow up with the Kindergarten teachers to discuss how students are doing in Kindergarten. The sixth grade team meets in a homeroom setting for 2.5 hours on the first day to walk all of the</p>
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		<p>students who have transitioned to the middle school through the expected procedures and routines to help acclimate them to the climate and culture of the middle school. At the high school, freshmen grades are monitored monthly to make sure all students are successful. For those who need extra support, there is a built in RtI time 4 days per week.</p> <p>3. Pineview and Westside, where our early childhood programs are located, are both schoolwide Title I programs. All students in early childhood, 4K, and Kindergarten benefit from the professional development offered to all staff. Annually, professional development is offered on topics such as trauma affected students, sensory deprived students, students with delayed developmental needs, literacy & numeracy readiness, etc. A portion of these professional development opportunities are paid for with Title IA funds.</p>
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REQUIREMENT	GUIDED INQUIRY	We've got this! Preliminary evidence we might include in our answer. <i>(district level materials we already have, data sources, point person, etc.)</i>	Hold on a minute! Say what? Questions/concerns or evidence that need to be collected before we can answer this question.
2. LEAs will provide professional growth and improvement opportunities for all teachers, principals, and other school leaders to further a high quality education for all students.			
<p>A. Title I, Part A - Improving Basic Programs</p> <p>i. Describe how you will support efforts to reduce the overuse of discipline practices that remove students from the classroom.</p>	<ol style="list-style-type: none"> 1. <i>How often are students removed from classrooms, for each discipline type (for example, sent to office, in-school suspension, out-of-school suspension, etc.)?</i> 2. <i>What evidence do you collect that reports the duration and reasons that students are removed from the classroom?</i> 3. <i>What are the demographic characteristics of students who are removed from the classroom?</i> 4. <i>What systems do you have in place to ensure staff are using consistent and effective</i> 	<ol style="list-style-type: none"> 1. In 2016-17, 9 students were removed from the classroom for in-school suspensions for a total of 7.5 days. 44 students were removed from the classroom for out of school suspensions for a total of 117.5 days. In 2017-18, 7 students were removed from the classroom for in-school suspensions for a total of 8 days. 31 students were removed from the classroom for out of school suspensions for a total of 80.5 days. 2. Evidence was collected from Skyward discipline reports by student and by building. In addition, WISEdash discipline data was collected and analyzed. Discipline data is disaggregated by offense type. 3. In 2017-18 the demographic characteristics of students who were removed from the classroom for disciplinary reasons were as follows: <ul style="list-style-type: none"> ● 6.0% were English Learners ● 60% were economically disadvantaged 	

	<p><i>behavior management techniques that minimize removal from the classroom?</i></p> <p>5. <i>How does your professional development plan support educators' growth and understanding of effective classroom management in order to mitigate classroom removal instances?</i></p>	<ul style="list-style-type: none"> ● 28% were Students with Disabilities ● 93% were White ● 3.0% were Black ● >1% were American Indian ● 2.0% were Two or More ethnicities <p>4. All K-8 teachers were trained in CHAMPS (Safe & Civil Schools) in 2010-11. In addition, annually all staff (teachers, paraprofessionals, bus drivers, etc) are afforded the opportunity to be certified and recertified in Non-Violent Crisis Intervention. Annually, buildings analyze discipline data as part of their data digs and develop goals and action plans around that data. The district uses Building Assistance Teams (BAT) to problem solve classroom, academic, and behavioral issues. These BAT teams include teachers, school counselor and psychologist, the district social worker, building principal, pupil services director, interventionists, instructional coaches, and the district reading specialist.</p> <p>5. Staff has been offered Trauma Informed Care Training, Non-Violent Crisis Intervention training, and the district has instructional coaches that work directly with teachers on academic and classroom management techniques. The district works with new teachers throughout the year to help them develop effective best practices for classroom management and instructional delivery. All staff are surveyed each spring to determine</p>
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		<p>their professional development needs for the following year. All school leadership teams have attended the Solution Tree Professional Learning Communities Institutes and are actively developing PLCs in each building.</p>
<p><i>B. Title II - Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders</i></p> <p>i. Describe the activities to be carried out under this section and how these activities will be aligned with challenging State academic standards.</p>	<p>1. <i>How is your professional development plan integrated into your LEA improvement plan? That is, how do you plan for professional development that is aligned to and will support the activities/innovations/strategies identified in Objective 1?</i></p>	<p>Our professional development plan will be driven by student achievement data and our needs assessments. Quality professional development opportunities will be offered to support goals of improvement. Continuous monitoring of progress towards goals will determine ongoing PD effectiveness and PD plan adjustment.</p>
<p>ii. Describe your systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.</p>	<p>1. <i>What processes or strategies do you employ to develop teacher-leaders?</i></p> <p>2. <i>What opportunities do you provide for teacher-leaders in your district?</i></p> <p>3. <i>How do you collect feedback from teacher-leaders about the development and leadership opportunities</i></p>	<p>1. Our district allows staff to take advantage of PD opportunities to gain expertise to utilize in leadership roles. Specifically, we identified and sent teacher-leaders to the PLC institute to help implement PLCs in the district.</p> <p>2. Teachers are allowed PD opportunities to develop expertise in areas of interest or need. All district teachers participate in grade level and/or department meetings. Teachers have the opportunity to use their expertise in a leadership role within those teams.</p> <p>3. Our district surveys teachers annually</p>

	<i>offered by the district?</i>	regarding professional development effectiveness and building climate.	
<p>iii. Describe how you will prioritize funds to schools served that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted for Title I, Part A purposes.</p>			
<p>iv. Describe how you will use data and ongoing consultation to continually update and improve activities supported under this part. 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.</p>	<ol style="list-style-type: none"> 1. <i>How do you measure the impact of the professional development program on student learning as it relates to the activities/innovations/strategies identified in Objective 1?</i> 2. <i>How do you seek and collect feedback from stakeholders on the professional development plan and its impact?</i> 	<ol style="list-style-type: none"> 1. We track data related to professional development for new initiatives. Pilot programs are evaluated for effectiveness based upon resulting changes in student achievement levels. 2. Our district conducts an annual survey of staff to gauge professional development effectiveness for our internal offerings, mentor program, and instructional coaching. Each area of PD is surveyed to determine effectiveness as it specifically relates to its positive impact on student achievement. 	



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3. LEAs will utilize evidence-based interventions and support services to ensure every student graduates from high school prepared for their college or career plans.			
<p>A. Title I, Part A - Improving Basic Programs</p> <p>i. Describe how you will implement strategies to facilitate effective transitions for students from high school to postsecondary education. Please note that this includes:</p> <ul style="list-style-type: none"> • Coordination with institutions of higher education, employers, and other local partners; and • Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. 	<ol style="list-style-type: none"> 1. <i>What processes/programs do you have in place to ease the transition of students from high school to postsecondary education? (discuss career counseling here)</i> 2. <i>What evidence do you use to determine the effectiveness of these transition process/programs?</i> 3. <i>How do you consult and coordinate with higher education, employers and other local partners in planning for transitions to college and career for all students?</i> 4. <i>What strategies do you have in place to increase in</i> 	<ol style="list-style-type: none"> 1. Annually students are exposed to career and academic planning in large group settings. Freshmen do career exploration through using the Career Cruising program. Students at all levels have access to that program for ongoing career exploration. Juniors and seniors are invited to the Wisconsin Education Fair. Seniors are applying for FAFSA and applying to schools. Sophomores are met with individually with a high school counselor to do academic and career planning. Juniors and seniors have the opportunity to be part of the state's Youth Apprenticeship program. This allows students to learn a trade while attending school. 2. We use transcript information to determine how effective the planning process has been. We also look at the outcomes of the sophomore and senior student/family as to the percent of students and families with which we meet to complete these plans. In the future, we are planning to implement a senior exit survey and academic and career planning portfolios. The 	

	<p><i>student access to early college high school or dual or concurrent enrollment opportunities?</i></p>		<p>exit survey would ask seniors questions about how well they feel prepared to move on to college or a career. We also offer the Career and Technical Education Enrollment Reporting System (CTEERS) surveys that go out to all 11th, 12th, and one-year post graduate students.</p> <p>3. Representatives from colleges and the military come into the school and meet with interested students. We have established open communication and collaboration with several area and regional businesses. Many of these businesses send representatives into our classes as featured speakers. In addition, we annually hold “Reality Day” for all seniors. During this day seniors experience a real world simulation encompassing budgets, paying bills, making decisions about major purchases such as buying a house, car, and child care. Community partners are vital part of providing this experience to the seniors.</p> <p>4. Students can take early college credit and the start now college program as a means of transitioning from high school to college or career. Students are offered Advanced Placement classes and the exams. We offer 5 transcribed credit classes in partnership with Madison College.</p>
<p><i>B. Title I, Part D - Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or</i></p>			

<p>At-Risk (If eligible to apply for funds under this Title) Please note the requirements below in questions i- xiii are a part of the Title I, Part D application in WISEgrants.</p>			
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REQUIREMENT	GUIDED INQUIRY	We've got this! Preliminary evidence we might include in our answer. <i>(district level materials we already have, data sources, point person, etc.)</i>	Hold on a minute! Say what? Questions/concerns or evidence that need to be collected before we can answer this question.
4. LEAs will make progress on closing the achievement gap for all subgroups in English language arts, and mathematics so all students meet challenging academic standards.			
<p><i>A. Title I, Part A - Improving Basic Programs</i></p> <p>i.If you have a school identified as a comprehensive or targeted support school under paragraphs (1) and (2) of section 1111 (d) you will be asked to detail in your annual application for funds how you intend to address your responsibilities. As no schools are currently identified, for the purpose of this LEA Plan, please indicate that you will carry out your responsibilities required under the law. Please note these responsibilities include:</p> <ul style="list-style-type: none"> ● Partner with stakeholders to develop and implement a 			

<p>support and improvement plan to improve student outcomes.</p> <ul style="list-style-type: none"> The plan must - <ul style="list-style-type: none"> *Be informed by student performance indicators, including performance when measured against state long-term goals; Include evidence-based interventions; *Be based on a school-level needs assessment; and *Identify resource inequities (for comprehensive support schools and those targeted support schools with a subgroup that on its own would place the school in the bottom 5 percent of Title I schools) For targeted support schools, the plan must be approved and monitored by the LEA. 			
<p><i>ii. For targeted assistance schools only, describe how teachers and school leaders, in</i></p>	<p><u><i>For your Targeted Assistance schools only:</i></u></p>	<p>1. The only Targeted Assistance school is the Reedsburg Area High School. Student data from the universal screening in the spring of</p>	

<p>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.</p>	<p><i>1. How students are identified for service?</i></p> <p><i>2. How do you engage stakeholders in determining the process for identifying students eligible for Title I services?</i></p>	<p>grade 8 as well as teacher referral are used to identify incoming freshman academic needs. Those identified as needing further academic support are scheduled into the resource room at the high school for additional academic support.</p> <p>2. All eighth grade teachers, the middle school interventionist, the special education teacher, the school psychologist that serves both the middle and high school, the high school resource teacher, and instructional coach are part of the discussion as to which students will need ongoing support at the high school. In addition, the high school administrators track D/F grades data and those students who are currently receiving D or F grades are identified for specific academic support in those classes during Rtl time.</p>
<p><i>B. Title III - Language Instruction for English Learners and Immigrant Students</i></p> <p>i. Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English</p>	<p><i>District Level:</i></p> <ol style="list-style-type: none"> 1. What is your district's language instruction educational program? This program should describe how you will: 2. • Identify and assess all potential EL students in a timely, valid, and reliable manner; 3. • Provide EL students with a language assistance program 	<p>District Level: ESL/BILINGUAL TEACHERS WORK ON THIS SECTION</p> <ol style="list-style-type: none"> 1. Type of Program: Based on the needs of the current EL population in the District, it has been determined that the primary program type is Transitional Bilingual for students whose native language is Spanish and who are language level 1-3 in grades K-5. For students in grades 6-12, and those whose native language is other than Spanish, ESL services are provided through a Sheltered English Program with ESL certified teachers. 2. In addition to the ACCESS 2.0 Screener, a certified ESL/Bilingual staff member reviews all newly

language proficiency and meet the challenging State academic standards.

- that is educationally sound and proven successful;
4. • Provide sufficiently well prepared and trained staff and support the language assistance programs for EL students;
 5. • Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities;
 6. • Avoid unnecessary segregation of EL students;
 7. • Ensure that EL students who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability related services because of their disability are considered in evaluations and delivery of services;
 8. • Meet the needs of ELL students who opt out of

- registered ELL students' files. All 5K ELL and Bilingual students are given the W-Apt Screener to make placement and instructional decisions. The District currently assesses all students in grades 2-8 in reading and mathematics using the STAR Reading and Math assessment in the fall and the spring. In addition, winter STAR testing occurs for students in grades 2-8 with special needs, Tier 3 intervention in reading or math, and new students in those grades. Students in 4K are assessed using PALS during those same test windows. Students in 5K are assessed using ESGI locally designed assessments in reading and math. Students in grade 1 are assessed in reading using the Benchmark Assessment System and a locally designed math assessment to monitor progress in math.
3. Placement into the appropriate learning experiences is based on the identification of proficiency level provided through previous ACCESS or ACCESS Screener scores. Together the classroom teacher and bilingual-bicultural program and ESL teachers create an Individualized Language Plan (ILP) for each EL student.
The Transitional Bilingual program students will spend a portion of the day in a self-contained classroom under the direction of a certified bilingual teacher. The remainder of the day, students are scheduled into classrooms with teachers who have demonstrated proficiency with EL techniques and/or speak Spanish. All other second language students will be scheduled into classes and receive Sheltered English support through a certified ESL teacher

language assistance programs;

9. • Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level content knowledge, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied;
10. • Evaluate the effectiveness of your school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program is reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time; and

during either a push-in or pull-out resource instructional time.

4. The District abides by the guidelines provided in the Every Student Succeeds Act (ESSA) Title Ia, IIa, and IIIa for assuring all staff are appropriately certified. Ongoing, systematic staff development using a variety of methods including the following: General information is shared with all professional staff at all levels. Training sessions for teachers of ELs across the District are provided as needed. All staff is offered the opportunity to attend training, workshops and classes designed to increase awareness of and improvement in skill levels for instructing/communicating with EL students. Annually, the bilingual-bicultural and ESL program teachers are encouraged to attend the WIDA conference, the State Bilingual Conference, and the training to administer the ACCESS test. Our bilingual and ESL staff have inserviced our classroom teachers 4K-12 on ways and means of effective instructional strategies for differentiating instruction for our EL students. We utilize the assistance of CESA 5 to provide staff development in a variety of areas, such as training for administering ACCESS 2.0 and classroom modifications. We have also purchased and distributed the CESA 5 Teacher's Survival Guide to all teachers K-12 as a reference and resource.
5. In each school building, we continue to create bilingual Spanish-English signage. The District has purchased a variety of ESL resources in consultation with WIDA, DPI, the ESL teachers, and the Director

11. • Ensure meaningful communication with limited English proficient (LEP) parents.

12. (In your narrative above related to the LIEP, be sure to address the following:

13. How does your district Language Instruction Educational Program (LIEP), along with other programs and activities, help English Learners increase English language proficiency and meet state academic standards?

14. What evidence do you collect and analyze related to the LIEP and other programs and activities to determine their impact on EL English and academic proficiency? How does this evidence inform continuous improvement planning specific to ELs?)

of ESL services. Materials to improve reading skills (bilingual and Spanish reading materials) are used by teachers of bilingual Spanish-English students and their families. Our bilingual-bicultural program teacher, bilingual program aide, and our district receptionist (also fluent in Spanish) assist our teachers, students, and families with translation and interpretation needs. Our school social worker assists with counseling/social needs of our EL students and their families.

6. Bilingual and ESL support services are scheduled in such a way as to avoid pulling EL students out of the regular classroom during core instruction time, specials times, and/or lunch, recess, and special school events. This ensures the EL students have equal opportunity to meaningfully participate in all curricular and extra curricular activities. This also guarantees unnecessary segregation of our EL students.

7. Some of our EL students are served through Title I and/or special education programs, along with Title III. Some students also are served through speech and language programs. A Building Assessment Team (BAT) meeting is held involving the building principal, classroom teacher, bilingual-bicultural program teacher, ESL Coordinator, & other pertinent staff (Reading Specialist, Speech & Language Consultant, Title I Teacher, Gifted and Talented Coordinator) to discuss pupil progress for any bilingual students who are functioning below grade level in their native language to determine if the

current program plan is appropriate or needs modification. Progress is based on formative classroom and ESL assessment, trimester STAR Reading Assessment, PALS, and other assessments as determined by specific program services (i.e. Title I assessments, Speech and Language Assessments, etc). Student progress will be monitored by the members from the original BAT meeting that have ongoing direct responsibilities for meeting the student's needs. Progress and/or program modification is shared with parents as part of the regular report card process. If a special education referral is made and testing is done, all necessary language accommodations are made to ensure the assessment is valid and reliable.

8. All students who are opted out of the ESL/Bilingual program are monitored twice a year. If progress is not at grade level, a BAT meeting is scheduled with the parents involved in order to share student academic progress (or lack thereof) with the parents, seek possible solutions to assist the student in getting on track to complete grade level outcomes, and engage the parents in academic decisions that would benefit their child's academic progress.
9. EL progress is monitored using formative classroom and ESL assessment, quarterly STAR Reading Assessment, PALS, and other assessments as determined by specific program services (i.e. Title I assessments, Speech and Language Assessments, etc). Progress and/or program modification is shared with parents as part of the regular report card

process. The District's procedure for reclassification as fully English proficient (“program exit”) is determined by the score on the ACCESS 2.0 annual assessment (5.0 or above on the Composite Score) in conjunction with teacher input as to the student’s strengths as demonstrated in the academic core areas. A certified ESL/bilingual teacher continues to monitor the student's progress for two consecutive years after exiting. This monitoring includes checking grades, graduation status, attendance, and consulting with classroom teachers.

10. We measure our program effectiveness through analysis of the data from ACCESS 2.0, our universal assessment data (STAR), course grades, teacher and parent feedback. Currently, those students who are Spanish/English speakers at LEP 1, 2, & early 3, are programmed for half a day in the bilingual program and half a day in the regular classroom. Other second language learners receive a minimum of 30 minutes of ESL support daily and additional support as needed to ensure that they gain English language proficiency within a reasonable period of time.

11. For LEP Spanish-speaking parents, our bilingual-bicultural program teacher, bilingual program aide, and our district receptionist (also fluent in Spanish) assist our teachers, students, and families with translation and interpretation needs. As needed, LEP parents whose native language is other than Spanish, all efforts are made to locate translators to ensure meaningful communication.

(12/13/14 answered in above statements)

<p>ii. Describe how you will ensure that elementary schools and secondary schools receiving funds under this subpart assist English learners in:</p> <ul style="list-style-type: none"> • Achieving English proficiency based on the State’s English language proficiency assessment and consistent with the State’s long-term goals; and • Meeting the challenging State academic standards. 	<p><u>Schools Level:</u></p> <ol style="list-style-type: none"> 1. <i>What data do you collect and analyze in each school to determine the progress of ELs English proficiency?</i> 2. <i>What data do you collect and analyze in each school to determine the progress of ELs academic proficiency?</i> 3. <i>How do you ensure that the data collected above is used to inform continuous improvement processes for ELs at the school level?</i> 	<p>Questions 1, 2, & 3 = At the K-8 school level, we use universal screening tools to determine every students’ academic abilities and areas in need of improvement. This data, along with ongoing formative and summative assessment data, and the state testing data are all used to inform continuous improvement processes for ELs at each building. At the high school level, Aspire 9/10, ACT, and Career Cruising data serves these same purposes. To determine ELs English proficiency at all school levels, we use the ACCESS 2.0 and WIDA Screener. This data, along with ongoing formative and summative assessment data, and the state testing data are all used to inform continuous improvement processes for ELs at each building.</p>
<p>iii. Describe how you will promote parent, family, and community engagement in the education of English learners.</p>	<ol style="list-style-type: none"> 1. <i>How do you meaningfully engage parents, families, and the community in the education of ELs?</i> 2. <i>What process do you use to regularly collect feedback from parents, families, and</i> 	<ol style="list-style-type: none"> 1. We provide all parents, including the parents of English language learners, important information using a variety of modalities: Skylert messages, Facebook, texts, phone calls, email, newsletters, and in person communications. Whenever possible, this communication occurs using the home language. Annually, parents are allowed the opportunity for program input

	<p><i>the community in order to inform and revise engagement strategies for these stakeholders?</i></p>	<p>via surveys offered in English and Spanish. We use a Parent and Student Interview form prior to the child beginning school in our district. As soon as the ESL/Bilingual teacher is aware a new EI student has registered, the ESL/Bilingual teacher contacts the parents to complete the interview with them in person or via phone or email. We have implemented an annual Culture Fest in our district as a means of breaking down barriers and thus allowing families from our diverse population to interact in an engaged and meaningful way.</p>
<p>C. Title IV, Part A, Subpart 1 - Student Support and Academic Enrichment Grants</p> <p>i. Describe the activities and programming that the local educational agency, or consortium of such agencies, will carry out under this subpart, including a description of:</p> <ul style="list-style-type: none"> 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 	<p><i>How are the activities and programming under this subpart integrated into your LEA improvement plan? That is, how do you plan to utilize these funds so they align to and support the activities/innovations/strategies identified in Objective 1? (Title IV priority areas include access to a well-rounded education, improving school conditions for learning to ensure safe and healthy students, and improving the use of technology to improve academic achievement and digital literacy.)</i></p> <p>1. <i>How do you measure the impact of the Title IV activities and programming on student learning as they</i></p>	<p>1. Title IV funds have been utilized in our district for professional development in best instructional practices, differentiation of instruction, meeting the needs of ELL students and students with disabilities. As Title IV is a new program, we have yet to implement any specific evaluation processes. In the future, we will be looking at student achievement data as a primary indicator of the effectiveness for these funds.</p>

<p>success in implementing activities under this subpart;</p> <ul style="list-style-type: none"> • The program objectives and intended outcomes for activities under this subpart, and how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes. 	<p><i>relate to the activities/innovations/strategies identified in Objective 1?</i></p>	
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