



# **ESSA LEA Plan Report**

Winneconne Community School District

2022-2023

Wisconsin Department of Public Instruction

Jill K. Underly, PhD, State Superintendent  
Madison, Wisconsin

- **Winneconne Community School District is not required to submit documentation demonstrating consultation with American Indian Nations.**
- **Winneconne Community School District does not currently receive funding for Title I-D.**
- **Winneconne Community 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.**

We utilize the Wisconsin Academic Standards to guide our curriculum in nearly every area (<https://dpi.wi.gov/standards>). Beyond the Wisconsin Standards, our teachers have very clear learning targets for each course in the district. Those learning targets (derived by the Wisconsin Academic Standards) can be found on our district website. [Winneconne Community School District Learning Targets for Each Course](#)

Curriculum materials and resources are carefully selected based on a regular and rigorous review of student needs and alignment to CCSS and WI Academic Standards in all subject areas.

Within our district, all students are assessed with a universal screener to identify students who may be in need of additional intervention or enrichment. Next, other data sources are reviewed to triangulate the data to further develop student needs. Details are this process are outlined in the Winneconne Community School District RTI Manual for each building.

Identified students are provided additional support either in the classroom environment or through a process of being scheduled into a targeted intervention. These processes are also identified in the Winneconne Community School District RTI Manual for each building.

On an annual basis, schools review their academic and behavioral data to develop school improvement plans that will focus on closing identified gaps within the school. Action plans are developed which may include: identification of resources that are needed for universal curriculum, regular reviews for implementation fidelity, job-embedded professional development, etc.

The school day is structured to provide an identified time to provide students with intervention. The district continuously reviews instructional practices to ensure that research based, instructional strategies are being consistently used.

**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.**

All efforts are made to hire highly qualified, experienced teachers for all positions. All new teachers are assigned a mentor and participate in a rigorous new teacher program which takes place during the summer and throughout the school year. In addition, teachers who are working under an emergency permit are provided with additional mentoring and coaching to ensure that they have the support they need to be an effective teacher.

## Title I-A Application

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

Winneconne Community 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.

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

We are going to use our targeted assistance programs to close the ELA and Math achievement gap for our Economically Disadvantaged students. We will use our funding to support part of the cost of an interventionist. We as a district, will fund the remaining cost of our interventionist.

### 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:

Students who are homeless are immediately enrolled as per the law. When requested, students are enrolled in their school origin. If the family does not wish to remain in the school of origin, the child is enrolled in the appropriate school based on where they are currently staying. School personnel meet with the student and family to determine what needs exist and how to meet those needs (transportation, resources, academic needs, fee waivers, etc). As soon as students are enrolled, we identify ways to ensure we meet that student's needs immediately academically and socially.

Per Winneconne Community School District Policy 5111.01 (Homeless Students), all McKinney Vento Requirements are included.

Children who are identified as meeting the Federal definition of "homeless" will be provided a free appropriate public education (FAPE) in the same manner as all other students of the District. To that end, homeless students will not be stigmatized or segregated on the basis of their status as homeless. The District shall establish safeguards that protect homeless students from discrimination on the basis of their homelessness. The District shall regularly review and revise its policies, including school discipline policies that impact homeless students, including those who may be a member of any of the Protected Classes (Policy 2260).

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

- A. share the housing of other persons due to loss of housing, economic hardship, or similar reason
- 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. have a primary night time residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, or

F. live in a car, park, public space, abandoned building, substandard housing<sup>1</sup>, bus or train station, or similar setting

Pursuant to the McKinney-Vento Act, an unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian.

---

## 5.2. Community Coordination & Collaboration:

The District will provide services to homeless students that are comparable to other students in the District, including:

- A. transportation services;
- B. public preschool programs and other educational programs and services for which the homeless student meets eligibility criteria including:
  - 1. programs for children with disabilities;
  - 2. programs for English learners (ELs) (i.e. students with limited English proficiency (LEP));
  - 3. programs in career and technical education;
  - 4. programs for gifted and talented students;
  - 5. school nutrition programs; and
  - 6. before- and after-school programs.

The District Administrator will appoint a Liaison for Homeless Children 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 homeless children and youths. For more information on the role of the Liaison, refer to AG 5111.01.

### Public Notice

In addition to notifying the parent or guardian of the homeless student or the unaccompanied youth of the applicable rights described above, the District shall post public notice of educational rights of children and youth experiencing homelessness in each school. In addition, the District shall post public notice of the McKinney-Vento rights in places that homeless populations frequent, such as shelters, soup kitchens, and libraries in a manner and form understandable to the parents and guardians and unaccompanied youths.

---

## 5.3. Identification & Referral:

The District has an obligation to remove barriers to the enrollment and retention of homeless students. A school chosen on the basis of a best interest determination must immediately enroll the homeless student, even if the student does not have the documentation typically necessary for enrollment, such as immunization and other required health records, proof of residency, proof of guardianship, birth certificate or previous academic records. The homeless student must also be enrolled immediately regardless of whether the student missed application or enrollment deadlines during the period of homelessness or has outstanding fines or fees.

The enrolling school must immediately contact the school last attended by the homeless student to obtain relevant academic or other records. If the student needs immunization or other health records, the enrolling school must immediately refer the parent, guardian or unaccompanied youth to the local liaison, who will help obtain the immunizations, screenings or other required health records. Records usually maintained by the school must be kept so that they are available in a timely fashion if the child enters a new school or district. These records include immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs. Procedures for inter-State records transfer between schools should be taken into account in order to facilitate immediate enrollment.

In addition, the District will also make sure that, once identified for services, the homeless student is attending classes and not facing barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs (if available).

Maintaining a stable school environment is crucial to a homeless student's success in school. To ensure stability, the District must make school placement determinations based on the "best interest" of the homeless child or youth based on student-centered factors. The District must:

- A. continue the student's education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; and for the remainder of the academic year even if the child or youth becomes permanently housed during an academic year; or
- B. enroll the student in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

The school of origin is the school the student attended or enrolled in when permanently housed, including a public preschool. The school of origin also includes the designated receiving school at the next level for feeder school patterns, when the student completes the final grade level at the school of origin.

When determining the student's best interest, the District must also consider student-centered factors, including the impact of mobility on achievement, education, health, and safety of homeless students and give priority to the request of the student's parent or guardian, or youth (if an unaccompanied youth). The District also considers the school placement of siblings when making this determination.

If the District finds that it is not in the student's best interest to attend the school of origin or the school requested by the parent or guardian, or unaccompanied youth, the District must provide the individual with a written explanation and reason for the determination in a manner and form understandable to the parent, guardian or unaccompanied youth. This written explanation will include appeal rights and be provided in a timely manner.

Our established protocol is as follows: if a staff member or parent believe a student is homeless, then they make an immediate referral to our Homeless Coordinator. All families are annually provided with their rights both in written (mailed home to all families) and verbal format when they register. The mailer covers their rights in an understandable, written format.

After our ESEA review, we created a document to share with families that lists out local resources that are available to them. This document includes local shelters, food banks, emergency contacts, as well as mental health providers. We will also include the document on our website.

---

#### **5.4. Policy & Procedure Review/Revision:**

The District shall regularly review and revise its policies, including school discipline policies that impact homeless students, including those who may be a member of any of the Protected Classes (Policy 2260).

##### Records

The local liaison will assist the homeless students and their parent(s) or guardian(s) or unaccompanied homeless students in their efforts to provide documentation to meet State and local requirements for entry into school.

All records for homeless students shall be maintained, subject to the protections of the Family Educational Rights and Privacy Act (FERPA) and Policy 8330, and in such a manner so that they are available in a timely fashion and can be transferred promptly to the appropriate parties, as required. Pursuant to the McKinney-Vento Act, information regarding a homeless student's living situation is not considered directory information and must be provided the same protections as other non-directory personally identifiable information (PII) contained in student education records under FERPA. The District shall incorporate practices to protect student privacy as described in AG 5111.01, AG 8330, and in accordance with the provisions of the Violence Against Women Act (VAWA) and the Family Violence Prevention and Services Act (FVPSA).

No Board policy, administrative procedure, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children.

---

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

The District provides homeless students with transportation services that are comparable to those available to non-homeless students. The District also provides or arranges for transportation to and from the school of origin at the parent or guardian's request, or the liaison's request in the case of an unaccompanied youth. Transportation is arranged promptly to allow for immediate enrollment and will not create barriers to a homeless student's attendance, retention, and success.

- A. If the homeless student continues to live in the District, where the school of origin is located, transportation will be provided or arranged for the student's transportation to or from the school of origin.
- B. If the homeless student moves to an area served by another district, though continuing his/her education at the school of origin (which is in the District), the District 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 will be shared equally.
- C. When the student obtains permanent housing, transportation shall be provided to and from the school of origin until the end of the school year.

The District determines the mode of transportation in consultation with the parent or guardian and based on the best interest of the student.

In accordance with Federal law, the above transportation requirements still apply during the resolution of any dispute. The District will work with the State to resolve transportation disputes with other districts. If the disputing district is in another State, the District will turn to the State for assistance as Federal guidance says that both States should try to arrange an agreement for the districts.

The district mails home the rights to families at the beginning of the year. The mailer describes all of their rights, including transportation. All families who register are given the mailer, and verbally talked through their rights when they register.

---

#### **5.6. Immediate Enrollment:**

## Immediate Enrollment

The District has an obligation to remove barriers to the enrollment and retention of homeless students. A school chosen on the basis of a best interest determination must immediately enroll the homeless student, even if the student does not have the documentation typically necessary for enrollment, such as immunization and other required health records, proof of residency, proof of guardianship, birth certificate or previous academic records. The homeless student must also be enrolled immediately regardless of whether the student missed application or enrollment deadlines during the period of homelessness or has outstanding fines or fees.

The enrolling school must immediately contact the school last attended by the homeless student to obtain relevant academic or other records. If the student needs immunization or other health records, the enrolling school must immediately refer the parent, guardian or unaccompanied youth to the local liaison, who will help obtain the immunizations, screenings or other required health records. Records usually maintained by the school must be kept so that they are available in a timely fashion if the child enters a new school or district. These records include immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs. Procedures for inter-State records transfer between schools should be taken into account in order to facilitate immediate enrollment.

In addition, the District will also make sure that, once identified for services, the homeless student is attending classes and not facing barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs (if available).

## **5.7. Dispute Resolution:**

### Dispute Resolution

Homeless families and youths have the right to challenge placement and enrollment decisions. If a dispute arises between a school and a parent, guardian or unaccompanied youth regarding eligibility, school selection, or enrollment of a homeless student, the District must follow its dispute resolution procedures, consistent with the State established procedures. If such a dispute occurs, the District will immediately enroll the homeless student in the school in which enrollment is sought pending final resolution of the dispute, including all appeals. The student will receive all services for which they are eligible until all disputes and appeals are resolved.

Pursuant to State, District and Board of Education policies, the District will provide the parent, guardian or unaccompanied youth with a written explanation of all decisions regarding school selection and enrollment made by the school, District, or State, along with a written explanation of appeal rights.

The District's notice and written explanation about the reason for its decision will include, at a minimum, an explanation of how the school reached its decision regarding eligibility, school selection, or enrollment, including 1) a description of the proposed or refused action by the school, 2) an explanation of why the action is proposed or refused, 3) a description of other options the school considered and why those options were rejected, 4) a description of any other relevant factors to the school's decision and information related to the eligibility or best interest determination such as the facts, witnesses, and evidence relied upon and their sources, and 5) an appropriate timeline to ensure deadlines are not missed. The District must also include contact information for the Liaison and the State Coordinator, and a brief description of their roles. The District will also refer the parent, guardian or unaccompanied youth to the Liaison, who will carry out the dispute resolution process.

The District ensures that all decisions and notices are drafted in a language and format appropriate for low-literacy, limited vision readers, and individuals with disabilities. For children and youth and/or parents or guardians who are English learners or whose dominant language is not English, the District will provide translation and interpretation services in connection with all phases of the dispute resolution process pursuant to Federal laws. The District will also provide electronic notices via email if the parent, guardian or unaccompanied youth has access to email followed by a written notice provided in person or sent by mail.

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

Each year parents of participating Title I schools are informed of and welcomed to a Title I meeting. At this meeting, Title services are explained and parents have a chance to give input and suggestions. We also host a District Literacy Night to engage our families in building a connection with the elementary school. This is coordinated through our Title I teacher as a part of her role.

Winneconne Community School District Policy 2261.01 (Parent Participation in Title I Programs) outlines the practices to engage families in Title I programming. This policy is written below.

In accordance with the requirements of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents and families of the students being served.

### **Development of Administrative Guidelines for Parent and Family Engagement**

The District Administrator shall ensure that the Title I plan under Section 6312 contains administrative guidelines which have been developed and approved by the District and parents of participating students and distributed to parents. The guidelines shall describe

how:

- A. the District expects and encourages parents and families to be engaged in the planning, review, and improvement of Title I programs, including their participation in the development of the plan under Section 1112 and the process for school review and improvement under Section 1116;
- B. meetings will be conducted with parents and families including provision for flexible scheduling and whatever assistance the District may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. opportunities will be provided for parents and families to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. information concerning school performance profiles and their child's individual performance will be communicated to parents;
- F. parents will be provided with assistance (e.g., literacy training and technology) in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework; guiding nutritional and health practices, and the like;
- G. timely responses will be given to parental or family questions, concerns, and recommendations;
- H. the District will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement and school performance;
- I. an annual evaluation of the parental and family engagement plan will be conducted with parents and families, identifying any barriers to greater parental and family engagement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and how strategies will be devised to improve parental and family engagement and to revise, if necessary, this policy;
- J. the parental and family engagement plan will be coordinated with other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;
- K. other activities will be conducted as appropriate to the plan and State and Federal requirements.

The District Administrator shall also ensure that the guidelines include a school-parent compact developed jointly by the District and parents, which outlines the responsibilities of the school staff, the parents and the student for academic improvement. The school-parent compact shall include provisions addressing:

- A. the school's responsibility to provide high quality curriculum and instruction in a supportive, effective learning environment;
- B. parent's responsibility for such things as monitoring attendance, homework, extra-curricular activities, and excessive television watching; volunteering in the classroom; and positive use of extra-curricular time; and
- C. the importance of parent-teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to parents; reasonable access to staff; and to opportunities to observe and participate in classroom activities.

#### **Informing Parents and Families of Their Right to be Engaged in Development and Administration of this Policy**

The District Administrator shall also assure that each Title I participating school develops a specific plan, with parental and family engagement, which:

- A. convenes an annual meeting, at a convenient time, to which parents and families of participating children are invited and encouraged to attend, to explain the school's involvement under Title I, the requirements to develop this policy, and the parents' right to be involved;
- B. engages parents and families in an organized, on-going and timely way in the development, review, and improvement of parent involvement activities;

C. provides participating students' parents with:

1. timely information about the Title I programs;
2. an explanation of the curriculum, the forms of academic assessment, and the proficiency levels expected;
3. regular meetings, upon request by a parent, to make suggestions and receive response regarding their student's education.

## **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):**

Transition between levels is a comprehensive process. Teachers and administrators determine the most relevant and necessary data needed to best prepare to meet the needs of the students for the upcoming year. Data is housed in a data warehouse and access is given to the receiving school so that the teachers and administrators can effectively plan for the upcoming students. In addition, meetings are held to discuss students who have specific academic and/or behavioral plans in place.

#### **Early Childhood to Elementary School Programs Transition Plan**

The Winneconne Community School District uses a variety of strategies to transition students from early childhood education programs to elementary school programs. The district provides transitional days for kindergarten students to better understand how our elementary school operates and supports learning. We are fortunate that our 4K classrooms are located in the same hallway as our 5K classrooms, so transitions happen pretty naturally. Teachers use home visits to all families with children involved in the 4K program to provide support for parents as they transition to the elementary program. The district provides continuous public awareness activities, screening, and evaluation to locate, identify, and refer as early as possible all young children with disabilities using the Child Find program.

The district provides 4K screening for all students entering kindergarten and providing information to parents about the kindergarten program. There are also back-to-school nights for all students entering kindergarten to give students and parents a chance to meet their teachers before the school year starts.

### **7.2. Middle grades to high school:**

Transition between levels is a comprehensive process. Teachers and administrators determine the most relevant and necessary data needed to best prepare to meet the needs of the students for the upcoming year. Data is housed in a data warehouse and access is given to the receiving school so that the teachers and administrators can effectively plan for the upcoming students. In addition, meetings are held to discuss students who have specific academic and/or behavioral plans in place.

#### **Transition from 8th Grade to 9th Grade**

The Winneconne School District is committed to providing a smooth transition for students coming from the middle school into the high school. Listed below are a number of the different things in place to help ensure a seamless transition so that all students are successful.

- Freshmen Transitional Conferences: Winneconne High School counselors will meet with 8<sup>th</sup> grade students in small groups spring to talk about their upcoming high school experience. The high school counselor will review school wide expectations, incentive program, daily schedule, typical day of a 9th grader, and answer student questions.
- IEP Review/Revise Meetings: Students who have an Individual Education Plan (IEP) will have a review/revise meeting with their IEP team including middle school special education teacher as well as middle school special education teacher.



- Parent and Student Orientation night: Prior to the start of the school year, the 9th grade parents will be invited to WHS to learn how to stay involved with their child's middle school experience (Skyward Family Access Gradebook, school expectations and discipline, available opportunities).
- Course Handbook: The course handbook is given to all 8th grade students as a resource for students and parents to receive information on academic planning and graduation.
- Career Center: Students have access to the WHS Career Center, a resource center for students to engage in college and career exploration.

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

Teachers and principals regularly review behavioral data so that early interventions and supports can be planned before removals begin to occur. PBIS is implemented throughout the district in all schools.

The Winneconne Community School District uses a multilevel system of support (MLSS) to support our students both academically and behaviorally. This includes using a positive behavior intervention and supports (PBIS) across the district to teach students proactive strategies for self-regulation, create a positive learning environment for all students, and provide a continuum of supports for students within the school.

We have created structures for collaboration and problem-solving groups (we call them Opportunity Team Meetings) that bring in students, parents, teachers, administration, and other school and community members to brainstorm interventions for students who need more support. We strategically use data to help determine the effectiveness of both our interventions as well as the overall success of our universal classroom management systems. We also realize that behavior and academics are connected, and we have systematically us data and collaboration structures to analyze academic data to provide academic supports.

## **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 be providing teachers new to the profession needed mentor support as well as support for teachers in Math, ELA, Science and Social Studies curricular support by department chairs in order to increase staff retention and provide all students with great teachers whose curriculum aligns with each subject areas challenging academic standards. We will be supporting staff with requested materials based on content development and professional growth plan goals in order to promote 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.**

We have Department Chair positions and this was designed to give the teachers in this position a leadership role where they take the lead on curriculum development and professional development within the building and then collaborate with all schools to ensure that all students have what they need in order to be successful. We also have a District Leadership Team and each building has a Building Leadership Team.

## **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.**

Winneconne Community 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.**

The Winneconne Community School District created a District Leadership Team two years ago to get more input from teachers, principals and other school leaders on how to better serve our students in a variety of ways. This team is the liaison between teachers and admin and consistently provides updates and consultation on improvement as a district. Our District Administrator also holds bi-annual listening sessions with other members of the organization to help improve our policies and practices, and give more stakeholders a voice. Through our District Administrators updates to parents and community, she is able to effectively gather input on how we support our students in a variety of ways and constantly ask for input for improvement.

Teachers and principals regularly review academic and behavioral data so that early interventions and supports can be planned before removals begin to occur. PBIS is implemented throughout the district in all schools. The Winneconne Community School District uses a multilevel system of support (MLSS) to support our students both academically and behaviorally. This includes using a positive behavior intervention and supports (PBIS) across the district to teach students proactive strategies for self-regulation, create a positive learning environment for all students, and provide a continuum of supports for students within the school.

**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.**

Through the Academic and Career Planning (ACP) initiative, systems have been implemented (and are in a constant state of improvement) to assist students in aligning their skills, interests, abilities, and experiences to make sound post-secondary choices. Within this ACP process there are supports to ensure students have opportunities to job shadow in their chosen cluster, complete relevant applications related to their post-secondary choice, and select appropriate classes and experiences within high school to best prepare them for their post-secondary life. The "Redefining Ready!" framework is in integral part of the self-assessment process for students as they measure their current experiences against their future desired experiences. One of the critical components to ensure post-secondary readiness is participation in dual credit/CAPP/AP/articulated coursework.

Winneconne High School has a very active role in helping students transition to post-secondary education and/or whatever their ACP helps guide them on. Meetings are held every year between WHS counselors and WHS students to ensure the pathways being utilized are best supporting the needs of each individual student. Universities are invited to come and talk with our students and students are able to ask questions. Winneconne also works with UW Oshkosh and Silver Lake College to provide several CAPP courses in which our students can receive university credit for taking these courses taught by high qualified Winneconne staff members. We also offer AP Courses in which students are able to earn credit for classes based on how they perform on the AP exam. Over the past several years, Winneconne High School students have graduated from our high school with more than an year worth of college credits to help in the transition to their post-secondary phase of life.

**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.**

Winneconne Community 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.**

Winneconne Community 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) .**

Winneconne Community 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.**

We have a data team that meets every month to identify who are students are who need support. Our data team consists of the following: Principal, Director of Teaching and Learning, Director of Pupil Services, Literacy Coach, Math Coach, three interventionists, two counselors, and grade level teachers where pertinent. The data team uses our iReady universal screener as the first round. We then use secondary assessments (Aims2.0) to further examine the needs of the students. Students who receive the Targeted Support are done so through a team decision. Parents are immediately contacted by interventionists when they are determined to need support, or no longer need support. A parent can also recommend a student be reviewed.

#### **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.**

A district LIEP plan is in place which details the services provided to students who are English Learners. This plan describes the information requested in this section and can be provided upon request.

The mission of the Winneconne Community School District is to enable students of limited English proficiency to develop the linguistic, cognitive, academic development and self-concept skills necessary for success. It is our responsibility to involve all educators, family members, and our community in the education of ELs on their journey to success. The goals of the program are to

provide EL high-quality instruction that leads to proficiency in reading, writing, speaking and understanding English in order to achieve independent academic success, to provide parents / guardians of ELs the opportunity to participate and support their child's educational experience and the opportunity to shape the district's EL program, and to analyze students' achievements and determine necessary resources to propel the students' progress.

We work directly with the Title III Consortium through CESA 6 to best support and enhance the English Language proficiency levels for every English Language learner in our district. We currently have 4 students in our district who are considered English Language Learners. All 4 students are provided with scaffolded support through our relationship with the CESA 6 consultant to ensure that all WI academic standards are fully supported for each learner.

Due to our low number of students, we surrender our Title III funds to CESA 6, so we do not receive Title III funding.

The Winneconne Community School District surrenders all Title III funds to CESA 6 for support. There are currently two students identified as ELLs within our district and we provide ongoing support via CESA 6 to these students.

When an English Language Learner moves in to our district, an Opportunity Team Meeting (OTM) is immediately called. This is Winneconne's version of a Problem Solving Team. The family is involved along with our CESA 6 rep, as the ELL rep, to help us best support the student and their long term growth. We assess the students using the WIDA Screener, then a plan is created and shared with all staff involved to support the student.

### **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.**

All new ELL students are screened using the WIDA Screener. All ELL students are assessed using the ACCESS Assessment. Based on the assessment, goals are created by student as needed.

For example, we know we have an incoming Kindergarten student who will need services. We are coordinating with CESA 6 to assess and determine a plan for the student. The ACCESS data, along with the recommendations from CESA 6 will be vital to helping us meet the needs of our student. Staff who work with ELL students are trained using consultants from CESA 6.

### **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.**

The Winneconne Community School District surrenders all Title III funds to CESA 6 for support. There are currently four students identified as ELLs within our district and we provide ongoing support via CESA 6 to these students.

Through our collaborative relationship with CESA 6, a plan is developed for each student to ensure they are meeting the academic standards. If a student is not meeting the standards, an OTM meeting is immediately called and the team works on the plan to make changes to ensure the student's needs are being met.

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

CESA 6 staff communicate to the teaching staff what accommodations are needed by completing the student's Individual Learning Plan (ILP). This information is then shared with the parents/guardians. Counselors will schedule times with EL parents at the fall conferences, to review the results and discuss future individual classroom accommodations, if needed. Forms available in preferred language for parents to become active volunteers in the classroom or chaperones for class field trips. If requested, reports cards and other parental materials can be made available in preferred language.

## **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.**

**not applicable**

## **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.**

The Winneconne Community School District recently passed a referendum to support a five million dollar updates to our STEAM wing of Winneconne High School. This addition and renovation allowed for more opportunities for students to practice necessary skills within in-demand occupations across the state of Wisconsin. This includes more construction opportunities, welding, painting, Fab-Lab design and many other occupations that are facing a shortage in the state. This support from the community via the referendum has allowed our students to thrive within STEAM occupations and has allowed our high school to place students in high-demand occupations immediately out of high school.

**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.**

Winneconne High School has partnered with several companies in the community to provide work-based learning opportunities. In these scenarios, students are able to earn credits for the work-based opportunity and learn the skills necessary to be successful within that particular trade. This opportunities are brought forth through continued collaboration with business in our community and surrounding communities and we anticipate more opportunities in the skills trades moving forward.

**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.**

The Winneconne Community School District does not have a specific program for gifted and talented students. All students are served and supported through our Multi-Level System of Support. No ESSA funds are used to support gifted and talented programs.

**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.**

The Winneconne Community School District recently hired a Library Media Specialist to assist with providing more opportunities to develop digital literacy skills and improve academic achievement. The Library Media Specialist works with teachers to help improve digital literacy and serves as a support role to ensure our students become digitally literate citizens.