

Reedsville School District

ESSA LEA PLAN 2018-2019

State of Wisconsin Objectives

1. LEAs will provide every student access to a well-rounded education that meets their learning needs in an appropriate, healthy and safe environment.

a. Title I, Part A - Improving Basic Programs

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.
 - Math and ELA curriculum team meetings are held monthly.
 - Data retreat in-service at the beginning of each school year.
- Identification of students who may be at risk for academic failure.
 - Teachers review score reports from STAR (3x/year), PALS (2x/year) and Forward Exam (1x/year) to identify and track progress of at risk students.
 - Additional monitoring through Title Programming (as described below)
 - Teachers meet to go over each file and discuss needs.
 - Reedsville School District conducted a Comprehensive Needs Assessment using the following tools: Wisedata, STAR Test Results, PALS Early Literacy Screener, and the Wisconsin State Assessment Data. The school improvement teams met in summer for a data retreat. Teams analyzed data and reviewed data trends. Reading and Math were identified to be an area of weakness for subgroup populations.
 - Beginning of 2019-2020 school year, Reedsville will have a Middle School RTI Data team who will look at the data of students who are at risk or struggling and will further screen and progress monitor these students. Selected struggling students will receive Tier II interventions from their expert

teacher and Tier III interventions from our Reading Specialist.

- Provision of additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards.
 - Identified students will receive RTI interventions and Title I assistance.
- Identification and implementation of instructional and other strategies intended to strengthen academic programs and improve school conditions for student Learning.
 - Reedsville Elementary School has implemented the Houghton-Mifflin Journeys series, which aligns with the Core ELA standards. Reedsville Elementary School is in its sixth year with this curriculum and has continued to expand the incorporation of the at-risk and EL components of the Journeys curriculum. It has an effect size of ($d=.15$ to $.39$), which, per PRES associates, an independent evaluation company, “translate to Journeys students performing six percentile points higher on norm-referenced assessments than control students” The components of the literacy program are:
 - Reading
 - Read Aloud
 - Shared Reading
 - Sight Word Recognition
 - Phonetic Awareness
 - Guided Reading and follow-up discussion
 - Independent Reading
 - Partner Reading
 - Writing
 - Modeled Writing
 - Writing Aloud
 - Shared Writing
 - Peer Editing
 - Independent Writing
 - Implementation is monitored via fidelity checks by the principal and/or grade-level partners.
 - The Reedsville Elementary School also uses Renaissance Learning and the AR reading program to promote reading and comprehension growth. Dedicated time is set aside for reading, and each student is given (or self-creates) a quarterly reading goal. Progress toward that goal is measured 3x/quarter.

- Reedsville Elementary School implemented Math Expressions, which aligns with the Common Core Math Standards. This is our third year of implementing this curriculum. Math Expressions is a nationally recognized K-4 elementary math curriculum that combines aspects of traditional pedagogical approaches with the most powerful elements of standards-based instruction. The program emphasizes deeper understanding through real-world problems, modeling, and exploration in order to build ideas that make sense to students. Per the National Center for Education Evaluation, use of Math Expressions curriculum outperformed other curriculum such as Investigations and Scott Foresman-Addison Wesley.
- Math
 - Whole Group Instruction
 - Center-Approached Teaching
 - Partnerships
 - Small Groups
 - Exploration
 - Independent Practice
- Grade Bands (K-2 and 3-5) have time set aside to meet collaboratively to articulate and improve grade level math literacy practices. Teachers also attend K-12 math curriculum meetings to plan instruction and develop clear learning targets. Teachers receive professional development and coaching from our math leadership team and through various professional development opportunities. The middle school is reconfigured into houses (5-6 and 7-8) and students have the same math teacher for two years. This improves student learning as teachers know the functional levels of their students as well as instructional strategies that work with individual students.
- The Reedsville Elementary School developed a master schedule that encompasses the following features:
 - Common Planning time for grade level teachers
 - 120 minute literacy block (reading, language, and writing)
 - 90 minute math block
 - Within the blocks 30 minutes of math/reading intervention

i. 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?

- Staff data retreat will provide information to teachers on subgroups and how to address the needs of low-income students.

- The Reedsville School District has a board of education policies in place to hire only “highly qualified teachers”. The Title I staff have met or exceeded the state requirement for being “highly qualified.” Teaching assistants also meet the state requirements. Before teaching assistants begin working with students they must complete professional development in the areas of math and reading instructional support and pass the Master Teacher Assessment through CESA 7.
- All staff are certified in the areas they teach. We departmentalize K-8, and there is only one teacher per subject per grade, so all students in a grade level are instructed by the same high-quality teacher.

ii. 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.).

- The district has one elementary school, one middle school, and one high school. Therefore, selecting school wide attendance areas is not applicable. (The elementary school and middle school run schoolwide Title programming.)

iii. 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 for neglected and delinquent children in community day school programs.

- The Title I Team coordinates the program to meet the needs of individual students. The team consists of: Title 1 Coordinator, School Social Worker, Administrators, Director of Pupil Services, Classroom Teachers, Parent Advocate, and School Counselor.
- The Schoolwide Title program provides math and reading intervention to help ensure that all students receive a quality education and meet challenging academic standards. The interventions consist of direct instruction from Title teacher and supportive services within the classroom by Title paraprofessionals.

iv. 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.). The McKinney Vento Requirements include:

- ☐ Public and Staff Awareness

- Parent information is sent home
- Beginning of the year staff in-service presentation
- ☐ Community Coordination and Collaboration
 - Coordination of services with community agencies
 - Lutheran Social Services
- ☐ Identification and Referral
 - School Social Worker coordinates referrals
- ☐ Policy and Procedure Review/Revision
 - Title I Team reviews policies and procedures
- ☐ Transportation to and from School of Origin (including preschool)
 - Transportation services are provided for homeless students as needed.
- ☐ Immediate Enrollment
 - Administration helps to enroll students who are in need of immediate enrollment who qualify under the McKinney-Vento act.
- ☐ Dispute Resolution
 - Support services are available to students and families in need.

i. Describe the strategy you will use to implement effective parent and family engagement under section 1116 of ESSA. This includes the following elements:

- ☐ Consultation with parents and family members around Title I programs, activities, and procedures.
 - Parent information meeting informing about our Title program.
 - Parent information and forms are sent home annually.
 - Quarterly progress reports sent with report cards to the parents of Title students.
 - Biannual conferences with parents on the progress of their child.
 - Annual survey of parents of Title students.
- ☐ A written parent and family engagement policy, developed with parents and family members, to establish expectations and objectives for meaningful parent and family involvement.
 - A Parent-Teacher-Student compact sets the tone as to our belief of the importance of cooperation and collaboration between school and families. We have many opportunities to engage and celebrate students' diverse talents and abilities.
 - **Current Parent Engagement Opportunities include:**
 - Open House, 4K Scavenger Hunt, Nightly Reading Logs, Summer Read at Home Program, Parent Classroom Volunteers, Parent Teacher Conferences, Monthly "Take Home" Bags, Book Fair, Fall Fun Fest, Christmas or Spring Music Program, Child Development

Days, 100 Day Family Project, Holiday Cookie Party, Math Night, Winter Game Day, Dr. Seuss Week, EC/4K Family Picnic, Science Fair, Friday Folders, Mugs and Muffins, Fundraisers, Author's Party, Painting Fire Hydrants, Awards Program, Principal's Newsletter, Classroom Newsletters and Websites, Student Agendas for communication, Emails to Parents, Classroom Field Trips, Post Cards to Parents, Amazing Race, Math Parent Letter, Literacy Night, and Grandparents' Day.

ii. 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.
 - Our school recognizes that transitions are often difficult for young children and their families. New students are given tours of our building and have meetings with the administrative staff to answer questions and to help the overall transition. We hold a general "Open House" for all students grades 4K-8. Students are able to meet with their teachers, visit the classroom, and ask questions about the upcoming year. Our staff also works within individual data folders that are updated and passed from grade level to grade level. Teachers are given time throughout the school year to update and discuss specific needs/strengths of each student. The teachers know the students before they even enter the classroom.

General Transitions

- Open House
- Data Folders and Discussions

Pre-Kindergarten to Kindergarten

- Born-to-Read program
- Child Find/Child Development Days - Fall and Spring
- Parent Enrichment activities
- August Parent Meetings
- Students are exposed to Kindergarten throughout the entire school year through reading activities.
- Open House

- Scheduled meetings between 4K and 5K teachers each August.
- Student data folders, which include a 4k end-of-year assessment, shared with 5k staff.

Grade 4 to Grade 5

This is our transition from Elementary School to Middle School. There are only a few activities due to the nature of our school building. Our building is a 4K-8 building and therefore our students are acclimated with the physical building.

- Open House
- Data Folders and Discussions
- New School Year Orientation with all Middle School Students
- Guidance lessons to prepare students for middle school
- Teachers have a general discussion about the schedule, opening lockers, AR expectations, and other class specific issues
- There is also a technology integration meeting due to 5th grade students receiving school-owned Chromebooks

Grade 8 to Grade 9

This is our transition from Middle School to High School. The students spend time at our high school on multiple occasions to prepare for a new building, new expectations, and a new schedule. Anxiety is eased in an intentionally slow process.

- Panther for a Day
- Link Crew
- Summer School - Freshman Bootcamp
- Freshman Orientation Meeting - August
- Student/Parent Scheduling Meeting
- College and Career Readiness Skills
- Open House
- Individual Learning Plans are shared with HS Advisor
- Data Folders and Discussions with HS teachers

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.

a. *Title I, Part A - Improving Basic Programs*

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

- Teachers use Positive Behavioral Supports in the classroom to prevent student removal.
- Referrals for additional services to help meet the students needs.
- SST (Student Support Team) meetings with teachers, parents, administrators, and support staff to help create a behavior intervention plan.
- Training in Zones of Regulation to general education teachers so that it can be implemented across classrooms and grade levels, not just for individuals students by special education teachers or pupil services staff.
- Monthly contract with CESA 7 Autism and Behavioral Consultant, who provides opportunities for teachers to learn positive, proactive strategies for students with disabilities that they can generalize to other students or their entire classroom.

B. Title II - Preparing Training, and recruiting High-Quality Teachers, Principals, or Other School Leaders

I. Describe the activities to be carried out under this section and how these activities will be aligned with challenging State academic standards.

- The Reedsville School District has policies in place from the board of education to hire only “highly qualified teachers”. The Title I staff have met or exceeded the state requirement for being “highly qualified.” Teaching assistants also meet the state requirements. Before teaching assistants begin working with students they must complete professional development in the areas of math and reading instructional support and pass the Master Teacher Assessment through CESA 7.
- The Reedsville School District is committed to hiring teachers who demonstrate excellence in their teaching pedagogy and who are committed to helping students reach their personal goals. Reedsville attracts educators because of its strong district vision of “Helping every individual learn”. We have a very low turnover in staff from year to year. The Reedsville School District is committed to creating partnerships with our community, and to provide a rigorous and relevant curriculum through best instructional practices that emphasize student achievement and accountability, delivered in a safe and caring environment.
- We have monthly PLC’s that are often teacher-led which provide opportunities for staff to learn from each other’s best practices.

- Title II also allows us to keep smaller class sizes, especially in our fourth-grade classroom.

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

- Members of the Reedsville School District attend a variety of conferences and meetings throughout the year. During the 2015-16 school year, we completed a book study on *Learning in the Fast Lane* by Suzy Pepper Rollins. The book study provided meaningful classroom activities. During the 2016-17 school year, the teaching staff continued to meet to talk on topics such as technology integration, special education referrals and the process, and other educational topics. This year we had Joe Sanfelippo, an author and speaker, come to our school for a day to provide professional development to our teachers on learning ideas. In addition to the PLC model, the school district promotes professional development on an individual, school, and district basis. All teachers complete a Personal Professional Goal which they review throughout the year. Administrators provide feedback on the PPGs to help staff reach their respective goals.

Entire District

- Math, ELA, Special Education, and the Music Department have monthly professional development and collaboration days.
- Special education staff consults with the CESA 7 autism and behavioral specialist on specific students, strategic approaches for the entire caseload, and the effective utilization of paraprofessionals.
- Each grade level has common prep time to collaborate during the week.
- The entire staff will attend monthly PLC meetings and inservices throughout the year. At the beginning of the year, staff will use WiseDash for data analysis to help in determining what areas of concern there are for their grade level.
- Support Staff will have training throughout the year. For example, special education paraprofessionals were included on training by the CESA 7 autism specialist and were given the opportunity to attend the paraprofessional academy offered by Manitowoc Public Schools.

Grade Level or Content Area Conferences

- Math Expressions User Group
- WSMI
- Wisconsin Mathematics Conference
- SLATE Conference
- CESA 7 Regional Networking meetings
- Manitowoc County Birth to 3 networking meetings
- CESA 5 SLP Conference
- WSRA Conference
- DIY Literacy Conference
- WI School Music Association
- National Association for Music Education Conference
- WI Youth Band Directors Association
- WEMTA
- State Title 1 Conference
- Federal Funding Conference
- MERC Reading Council Presentations
- PD at CESA - Title and Gifted
- AWSA -Principal conference/Leadership Conferences
- Youth Mental Health Training
- SBIRT

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.

- Funding is always a challenge for school districts. However, we combine funding sources to make the best use of available funds. Title I funds pay for two paraprofessionals. They work with students both within the classroom and in pull out groups. These funds also pay for a Title I teacher who provides Tier II and Tier III interventions within our RTI framework. Title I reservations are made to assist our homeless population. Community businesses also aid our homeless and economically disadvantaged students through the donation of school supplies to our district. Title II funds are used to support professional development activities for our staff. These activities allow our teachers to gain educational insights which will help all students reach proficient and advanced levels of achievement. Title II funds are also used to reduce class

size in our elementary school to ensure that students are taught by highly qualified teachers.

- Violence prevention programs can be seen throughout our district. These programs are provided through state and local services. On the state level our kindergarten through fourth grade students use the Second Step Bullying Prevention Program. In grade five the DARE program is taught to our students by a local police officers. State funding is used in grades five to eight to incorporate the Expect Respect Bullying Prevention Program.
- Family literacy is provided through local services. Donations from local businesses and retired educators enabled our district to develop the Born to Read program. When a baby is born in our district the family receives a mailing from the school containing a book, a CD about the importance of reading to your child produced by WSRA, and a family guide to reading. Then each year through age four, the child receives a book from the district on his or her birthday. With the initial mailing to the family a survey is also included so that we can continually evaluate the effectiveness of the program.

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.

a. *Title I, Part A - Improving Basic Programs*

ii. 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.

School Counselor will:

- Discuss individually with students their connection to school, peer connections, and extracurricular or co-curricular opportunities
- Review and discuss academic progress and post high school plans

- Provide academic planning resources at Registration Meeting
- Provide informational meetings on Youth Apprenticeship opportunities
- Provide information on job shadowing and career experience seminars for healthcare students
- Provide information on financial aid for college
- Provide information on post high school paths
- Coordinate college and military recruiters to meet with students
- Hold senior meeting inviting students and parents
- Connect students with college representatives/military recruiters
- Assist with job application material development
- Conduct and/or arrange mock job interview experiences
- Encourage students to complete financial aid and scholarship applications
- Assist with submitting transcripts and letters of recommendation as needed for college/scholarship applications
- Provide information on job shadowing and career experience seminars for healthcare students
- Students will complete the Career Cruising Curriculum that helps students prepare for college and beyond.

B. Title I, Part D - Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or 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.

I. Describe the program to be assisted under this title.

- Coordinated services with the school social worker, school counselor, administrators, and community agencies to help assist in meeting the needs of students.
- School Counselor provides prevention activities through classroom guidance instruction, individual counseling services, and group counseling services.

li. Describe formal agreements related to the program to be assisted between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including, where applicable, such facilities operated by the Secretary of the Interior and Indian tribes.

- Given the size and location of the district as well as the low incidence of occurrences, the district coordinates with correctional facilities and alternative schools on a case-by-case basis.

iii. Describe how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

- Given the low incidence level of students at these facilities, the Title I team, general education teacher(s), and pupil services staff collaborates with the facilities on a case-by-case basis to ensure education is provided to the student.

iv. Describe the program operated by participating schools in your LEA to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

- The student services team (School Counselor, School Social Worker, Administration, Pupil Services Director) team coordinates services to help transitioning students on a case-by-case basis.

v. Describe the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

- Not applicable at this time

vi. Describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or health of the parent and the child or youth, parenting and child youth, including prenatal health care and nutrition services related to the development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

- Also not applicable. If coordination was needed, referrals are made to the school social worker who coordinates with students, families, community agencies, administrators, and staff to ensure students' needs are met.

vii. Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

- Since the incidence level is so low, the student services team will coordinate services and programs such as Title programming at the K-8 level and programs such as Youth Apprenticeship, WIOA, and credit recovery at the high school level on a case-by-case basis. Each occurrence will result in a customized plan for the student that maximizes his or her chance for success.

Vii. Describe the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

- School Social Worker, Director of Pupil Services, School Counselor, and Administrators will coordinate with the IEP team and facilities to ensure all components of the IEP are met.
- The director and case manager will coordinate with the correctional facility and the LEA in which that facility is located, per federal regulations and state rules.

ix. If applicable, describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs.

- Not applicable.

x. If applicable, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

- Not applicable.

xi. If applicable, a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

- Not applicable.

xii. If applicable, describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

- The efforts made in academic and career planning throughout K-12, at freshman orientation, in the scheduling of students into appropriate required classes, electives of interest, and opportunities in the areas of Youth Apprenticeship and work release all contribute to our ability to prevent dropouts.

xiii. If applicable, describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

- Consultation with other districts, technical colleges, and exploring the use of online schooling are the primary steps in creating nontraditional programming options. The school was also contact prior districts (if any), utilize its own assessments, gather

information from the student and parents as well as information from outside evaluations (including obtaining one if needed) in order to develop alternative programming that has the highest chance of success.

4. LEAs will make progress on closing the achievement gap for all subgroups in English language arts, and math so all students meet challenging academic standards.

a. *Title I, Part A - Improving Basic Programs*

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:

- Partner with stakeholders to develop and implement a support and improvement plan to improve student outcomes.
 - A school improvement team, which will seek to include at least one parent and community member, will be developed to ensure our responsibilities required by law will be carried out.
 - The team will review state report card subgroup data to develop an intervention plan to help close achievement gaps.
- The plan must -
- Be informed by student performance indicators, including performance when measured against state long-term goals;
 - STAR Test data, PALS, Forward Exam Results, ASPIRE results, State Report Card Profile.
 - Wisedash Secure Data
- Include evidence-based interventions;
 - RTI (Response to Intervention) block utilizing curriculum that has strong effect sizes.
 - Title I services in ELA and Math using research-based instructional strategies.
 - Evidence-based instructional practices and curriculum, such as: scaffolded practice, learning targets, formative assessment with instructional feedback and programs such

as Read Theory, SRA Corrective Reading, TenMarks, Accelerated Reader, Journeys, and Math Expressions,.

- ❑ Be based on a school-level needs assessment; and
 - District wide needs assessment survey
 - Summer data retreat
 - District in-service to address areas of concern and plan of action.
 - Title I team will coordinate with DPI
 - Progress monitoring and data collection.
- ❑ 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)
 - Not applicable.
- ❑ For targeted support schools, the plan must be approved and monitored by the LEA.

ii. *For targeted assistance schools only*, 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.

- Not applicable.

b. *Title III - Language Instruction for English Learners and Immigrant Students*

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 language proficiency and meet the challenging State academic standards.

- Language Instruction for English Learners and Immigrant Students is provided to students who qualify.
- Services include individual and group interventions from an EL aide and Title teacher, collaboration with teachers, parents, and administrators to ensure the students needs are met.

ii. Describe how you will ensure that elementary schools and secondary schools receiving funds under this subpart 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.

- Professional Development Opportunities
- ACCESS 2.0 data will be utilized to determine interventions.

meeting the challenging State academic standards.

- Comparisons between ACCESS, STAR, and State Exam data in English Language Arts and Math.

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

- Parent night, advocacy group, coordinated services with the EL Coordinator, School Social Worker, School Counselor, and Administration.
- Translated Parent letters and documents will be provided.

c. *Title IV, Part A, Subpart 1 - Student Support and Academic Enrichment Grants*

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:

Any partnership with an institution of higher education, business, nonprofit organizations, community-based organizations, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

- Manitowoc County Youth Apprenticeship Program
- Lorrigan Construction
- Health Care Job Shadowing
- Youth Options Program
- College and Military Recruitment Conferences
- Student and parent conferences
- Senior Seminar
- Academic Advising Block
- Career Cruising Program

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.

- A needs assessment survey will be conducted annually to help determine the programs needs and effectiveness.

- Comparison of GPA and credit attainment of students before, during, and after participation in aforementioned partnerships and activities.
- Parent and Staff surveys
- STAR testing quarterly
- Title I Team meetings