



ESSA LEA Plan Report

Little Chute Area School District

2023-2024

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

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

supports.

ESSA LEA Plan Narrative

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

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

Development and implementation of a well-rounded program of instruction to meet the academic needs of all students	We utilize the Wisconsin Academic Standards to guide our curriculum in nearly every area (https://dpi.wi.gov/standards). Curriculum materials and resources are carefully selected based on a regular and rigorous review of student needs and alignment to CCSS and WI Model Academic Standards. A curriculum adoption process as well as curriculum monitoring are followed.
Identification of students who may be at risk for academic failure.	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. Grade level teams and PLCs regularly review the data to identify student needs.
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 are provided with additional support either in the classroom environment or through a process of being scheduled into a targeted intervention. Intervention and Enrichment time has been included in the elementary, intermediate, middle and high school schedule in order to support students who are at risk of failure. Last year the district reviewed its process for multilevel systems of support and clarified how we support students in math and reading. The district continues to review this process and evaluate interventions supports that still may be needed while also provided training for teachers when needed.
Identification and implementation of instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.	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. The PLC process helps teachers continual reflect on the effectiveness of their practices on student learning.

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.

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

Title I-A LEA Plan Title I-A Questions

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

The Title I school-wide program will provide reading and math support to students identified as needing additional academic support based on universal screeners like i-Ready and F&P, secondary screeners like AVMR, and on teacher feedback. This support will be provided through in class supports and one-on-one and small group pullout supports from licensed reading and math teachers. Ongoing professional development will be provided to all teachers to support readers below grade-level expectations. We are also improving our family engagement efforts with a family night both semesters.

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

We have a multi-level systems of support plan that includes reading and math interventionists to provide reading or math support to students identified as needing additional support based on universal screeners like i-Ready and F&P and on teacher feedback. This support will be provided through in class supports and one-on-one and small group pullout supports from licensed reading and math teachers. The school is also improving how they identify and group students based on needs during their designated time for interventions.

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:

Homeless liaison: Heidi Schmidt, Director of Pupil Services

Information is shared with all individuals involved in the registration of new students.

Information is shared at staff meetings, including definitions and rights. Link to Policy 420

- Rule 2 Procedures for Enrollment and Placement of Homeless Children and Youth is

on the District Pupil Services webpage. Posters in English and Spanish are posted in school offices for parents and students.

5.2. Community Coordination & Collaboration:

We will provide local organizations with fliers and direct emails information to community agencies identifying the homeless liaison and the services that are provided through the Little Chute Area School District.

5.3. Identification & Referral:

Staff contacts the homeless liaison if there is any indication that a child is homeless.

Homeless liaison contacts parents to discuss the living situation to determine if their children

qualify for homeless educational services and to determine needs. If the child is an

unaccompanied youth, the liaison will meet with the student and counselor to determine needs. If eligible, liaison notifies Title I

teacher, counselor, and building principal to ensure that instructional and non-instructional needs are met. The student automatically qualifies for Free and Reduced Lunch. If necessary, liaison works collaboratively with resident or non-resident district to ensure the student has access (transportation) to a school of choice. Counselors contact the family to determine needs and provide the family with resources to school Community Closet, local food pantries or food programs and shelters.

5.4. Policy & Procedure Review/Revision:

Policy 420 - Rule 2 states that "The homeless child/youth shall be immediately enrolled in the assigned school. This must be done even if the child/youth is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation. The enrolling school shall immediately contact the school last attended by the child/youth to obtain relevant academic and other records. If the child/youth needs to obtain immunizations, or immunization or medical records, the enrolling school shall immediately refer the parent or guardian or the unaccompanied homeless youth to the District's liaison for homeless children and youths, who is expected to assist in obtaining the necessary immunization or medical records.

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.

5.6. 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:

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. District policy 342.5 (Parent Participation in Title I Programs) outlines the practices to engage families in Title I programming including parent nights and providing resources to support struggling students at home and throughout the community. A school-wide compact is given to each parent during registration or open house.

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):

The 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.

To aide the transition to 4K, the 4K teachers and principal host multiple 4K open houses to allow parents and students the opportunity to become familiar with the school and teachers. Additionally, the district runs two sections of getting ready for 4K during our summer school offerings. We [provide 4K screening for all students entering kindergarten and provide information to parents.

7.2. Middle grades to high school:

The Little Chute Area School District has several transition plans in place to ensure that students make a smooth transition to their new school. Fourth-grade students spend a day at Little Chute Intermediate School in May to get a feel for the building, the classes offered, and to meet the teachers and staff. Eighth-grade students spend a day in January learning about the courses offered and extracurricular activities at Little Chute High School and the Little Chute Career Pathways Academy. We also start each school year with Freshman only attending the first half of the first day of school to provide them with time to get acquainted with the school and to complete some team building activities. Counselors visit to the grade levels are also part of this process.

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. RtI B is implemented throughout the district in all schools. Teachers are provided training in a variety of classroom management strategies and students are taught classroom and school behavior expectations. These expectations are regularly revisited throughout the year. This year the elementary school is reviewing and revising the behavior plan due to increase behavior referrals. Referrals are better documented in order to identify patterns and trends. The dean role has been changed to a behavior support specialist in order to support these changes.

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.

Representatives from K-3 as well as the principal and director of curriculum will attend the Early Literacy Academy with CESA 6 to increase our understanding of structure literacy, evaluate and modify our literacy teaching and learning practices based on best-practice, and prepare our staff for changes occurring in the next two years based on the Act 20 reading bill.

We will also develop the knowledge of our instructional coaches and interventionists by having them attend training through CESA, state reading conference, and a CPM math conference so they can develop their expertise.

Finally, we have used some of the funds to purchase professional learning materials on how to support small group reading and to allow CTE teachers to attend the Wisconsin Technology in Education conference.

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.

Besides continued professional development related to professional learning communities, teachers and principals participate in 8 hours of personalized professional learning opportunities. Many of these opportunities are lead by our teachers in areas relating to teaching and learning, especially technology integration. For instance, we have a book study session on Shifting the Balance and another one lead on AI and its use in the classroom. Teachers can also request to attend content or age-specific professional learning to grow their own capacity.

We invest in our instructional coaches to continue building their capacity through CESA 6 coaching.

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.

Little Chute Area 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.

Our district uses both internal and external data to support the continuous improvement process. This data includes reviewing state and local assessments as well as surveying teacher needs and completing yearly PLC self-reflections. Data is reviewed to determine areas of need for professional development (academic, behavior, social and emotional). Team (teachers) meetings are frequently held in consultation with building level administrators and sometimes external consultants/supports to learn and grow from each other. Teachers meet weekly to engage in the PLC process. We have implemented a personalized professional learning process and platform.

Additionally, data is shared and reviewed with the Board of Education, the Governance Board, Parent Teacher Organization, and Community Partnership groups.

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 Portfolio 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 postsecondary readiness is participation in dual credit/CAPP/AP/articulated coursework.

Advanced Placement (AP) courses:

- Literature & Composition
- Calculus
- Chemistry
- Biology

Cooperative Academic Partnership Program (CAPP) Conducted in conjunction with UW-Oshkosh:

- *Spanish VI - conducted in conjunction with UW-Green Bay*
- *College English 1 - conducted in conjunction with UW-Oshkosh*
- *College Speech - conducted in conjunction with UW-Fox Valley*

Articulated Courses offered in conjunction with Fox Valley Technical College:

- Metals II
- Metals III
- Mechanical Drawing
- Mechanical Drawing II
- Accounting I
- Accounting II
- Fashion & Design
- Food Service
- Culinary Arts
- Health-Related Careers
- Web Page Design
- Nutrition

Students in grades 5-6 begin to explore the 16 career clusters in a more personalized way through the use of Xello. Students in grades 7-8 experience a variety of hands-on opportunities and attend encore classes to begin help narrowing the focus of possible career options. As students move through high school they start with a 4-year plan that align courses to their interests and career goals and continue to study and refine this plan.

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.**

Little Chute Area 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.

Little Chute Area 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) .

Little Chute Area 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 follow our multi-level systems of support plan that includes the following:

- Recommendations from prior school are shared with principals and teachers
- Universal screeners in math, reading, and SEL are given to all students. Teachers and principals triangulate data that includes the screeners, state assessments, academic grades to identify students in need of tier 2 support.
- Teachers, school counselor, school psychologist, interventionist, and school leader team meet with parents to discuss the supports and plan for intervention.
- Students receiving supports are continually monitored the effectiveness on the research-based intervention.
- The intervention takes place during designated intervention and enrichment time built into the school schedule or during a class time if needed.
- After 6-8 weeks, it is determined whether a student needs continued tier 2 support with the same intervention or a new intervention, or if the student needs tier 3 support.
- Throughout the interventions, the team keeps in touch and meets to discuss student growth.

We also provide ongoing training of principals and teachers in using data to determine needs. Our PLCs support this as well

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.

The district utilizes an Integrated Mainstream/Co-Teaching model with ELL students. The ELL Teacher and Paraprofessionals provide content area support to identified ELL Students. Coteachers are provided continual training and collaboration. EL aides attend a workshop. EL teacher receives continue professional development and is part of any curriculum adoption process and training.

Services are also outlined in Policy 342.7 - Services for English Language Learners.

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.

Access data is reviewed throughout the school year to determine program involvement and placement of ELL Students. Data is reviewed to ensure that students are receiving the support they need to be successful. The Little Chute Area School District belongs to the CESA 6 Title III Consortium for professional development. The primary focus of the CESA 6 Title III Consortium and Network is to provide high quality and relevant professional development, needs assessment, and program support to school districts and teachers with culturally and linguistically diverse students. CESA 6 receives Title III funding through the No Child Left Behind Act (NCLB) to assist member districts with not only meeting legal mandates, but also to facilitate the sharing of ideas, resources, and expertise within our member districts.

Services are also outlined in Policy 342.7 - Services for English Language Learners.

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.

New students are provided with the ACCESS for ELL Screener upon enrolling. All students, including ELL students, are assessed three times per year with a diagnostic assessment in Reading and Mathematics. They are also assessed with running records. All of this data is reviewed to ensure that ELL students are receiving the appropriate support to meet their academic and language needs. Individual Education Plans are created for each EL student, which is used to guide instruction.

Services are also outlined in Policy 342.7 - Services for English Language Learners.

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

The district ensure that all information on school activities (open house, parent-teacher conferences, literacy nights) are translated so all parents are provided with the appropriate information. Additionally, the district has partnered with the public library to host ELL parent nights which outline the resources available through the school and community.

Services are also outlined in Policy 342.7 - Services for English Language Learners.

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.

The Little Chute Area School District partners with several agencies including local business and institutions of higher education as well as CESA 6. We also use the Future Ready Framework to implement a sustainable digital integration plan to meet ISTE standards. We continue to do the following:

- Determine gaps in the current curriculum and Revise curriculum
- Increase student participation in CS classes & co-curricular
- Attend conferences that support technology integration and have attendees train staff.

In addition, we continue partnerships with organizations like Thedacare to provide curricular support for our medical pathway. Our next goal is to build these connections to include business and family and consumer education classes as well.

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 LEA does not use Title Funds to support these programs.

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.

The LEA does not use Title Funds to support these programs.

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 LEA does not use Title Funds to support these 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 LEA does not use Title Funds to support these programs.