

ESSA LEA Plan Report

Wisconsin Rapids School District

2023-24

Wisconsin Department of Public
Instruction Carolyn Stanford Taylor, State
Superintendent Madison, Wisconsin

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

Developing and implementing a well-rounded program of instruction to meet the academic needs of all students is of paramount importance in Wisconsin Rapids Public Schools (WRPS). The Council for Instructional Improvement (CII) is made up of teachers, administrators, and community members who oversee curriculum development. Curriculum development begins in small sub- committees for each discipline. These sub-committees study state standards, current research, and best practice in the content area. They engage in on-going communication with teachers of the content area. After research and study, they use curriculum mapping to unpack the standards, and identify content, skills, essential questions, activities, resources, and common assessments. They seek on-going approval of the CII and the Board of Education as they implement curriculum via an established cycle. In addition, sub- committees and teachers participate in ongoing professional development to ensure well-rounded curriculum and instructional practices. The curriculum process led by the Council for Instructional Improvement engages in ongoing inquiry into the instructional approaches being used to deliver the content and ensure student mastery of the standards. The council monitors curriculum sub-committee progress, ensuring that each sub-committee is utilizing state standards in their mapping process, implementing best instructional practices, purchasing materials that support curriculum implementation, involving parents in the review process, and reviewing local and state test results to monitor student success.

Monitoring student progress in meeting the state academic standards is essential to ensuring student success and achievement. WRPS uses a variety of methods to monitor student progress on an ongoing basis. Annually, students participate in all required state tests. In addition, each curricular area identifies essential learning standards that fall within the state standards and are assessed at a minimum annually using common District and/or building assessments. For example, elementary students are assessed three times per year via a standards based report card which represents the essential learning standards. Those standards are measured with a variety of assessments, including benchmark book levels, grade level math assessments, writing rubrics, and performance assessments in content areas. All students are also screened three times per year in math, reading, and behavior and mental wellness. Finally, individual teachers consistently utilize formative and summative assessments in their classrooms to determine student achievement.

All assessment data, including teacher observation, is utilized to identify students who may be at risk for academic failure. Specific attention is paid to screener results and other data sources when considering students in need of academic interventions. Universal screeners used in 2023-24 include for reading: STAR

Early Literacy (grades K-2), STAR Reading (grades 3-5), SRI (grades 6-12); for math: District math performance assessment screeners (grades K-1); STAR Math (grades 2-10); EMPT (grades 11-12); for behavior and mental health: SAEBRS (grades K-8), Youth Risky Behaviors Survey and Study on Suicide (grades 6-12). Building teams including parents, teachers, interventionists, and counselors review screener and other data to determine if an intervention is needed, and the type and level of intervention necessary. Once in a TIER III intervention, students are progress monitored weekly to determine student growth and effectiveness of the intervention. Sometimes it is determined that the most effective means to help students achieve grade level expectations is to provide interventions in the regular classroom from the teacher or a push-in model from the interventionist. Other times, the best course of action for the student is a small group or one-on-one pull out intervention. Student Engagement Facilitators oftentimes work collaboratively with the classroom teacher to provide TIER II instruction in the classroom.

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.

Wisconsin Rapids Public Schools works hard to avoid hiring inexperienced or out-of-field teachers. In addition, the District provides extensive professional development, mentoring and a quality “New Colleague Program” to support teachers in developing content and pedagogical expertise. Working closely with the University of Stevens-Point, the District supports teachers that attend licensure programs to expedite certifications when necessary. The District utilizes the Educator Effectiveness process to ensure teacher growth and improvement. If a teacher is not meeting goals set through the process, they will be put on a plan of improvement, intensive supervision, and ultimately non-renewed if necessary. WRPS works to address ineffective teachers in a timely manner. The District has also developed a transfer process for teachers which is outlined in the Staff Handbook. Once per year the Human Resources Department allows teachers to submit a letter requesting to transfer out of their current position and be considered for other positions in the District. Before transfers are granted, the Human Resource Department considers the number of ineffective, inexperienced, or out-of-field teachers to ensure that the number of such teachers working with low-income and minority students does not exceed federal guidelines. If we have a situation where marginalized students are being taught by ineffective teachers, who may be working through a targeted improvement plan, we work to adjust teacher placement to eradicate the issue. Finally, we have a Student Engagement Facilitator (SEF) at each building who works with teachers around a Student Centered Coaching model. The SEFs are in classrooms daily, working both with teachers and students and supplying real time coaching for teachers that may be struggling.

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

Wisconsin Rapids 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.

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

The nature of the programs to be conducted by Title I Schoolwide programs is to help all children meet grade level benchmarks in reading and math. The District has adopted the Reading and Writing Units of Study and implemented a workshop model at grades K-5. Title I funds continue to support this transition, focusing specifically on professional development for classroom teachers. In math, the District is supporting a goal setting and collaborative process using the newly adopted Bridges Math Curriculum. Helping teachers implement math routines and math talk in their classroom is the focus. Title funds help WRPS ensure that all students receive equitable access to the resources they need to be successful in the classroom. Title funds support the hiring of reading and math interventionists to help our students and Student Engagement Facilitators (SEFs) who provide classroom coaching for teachers and also pull struggling students to help close the gap in their learning. These roles are important as we all try to meet students where they are at in their learning and provide the support needed to move them forward.

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

The LEA does not have any Title I targeted assistance programs. Private/parochial are targeted assistance, and reading teachers support students performing below grade level benchmarks.

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

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

The LEA does not have children living in local institutions for neglected and delinquent children, or for neglected and delinquent children in community day school programs.

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:

Each WRPS building will have a school based homeless coordinator who will annually be trained by the designated District's homeless liaison. The District's homeless liaison will also ensure that all school registrars and secretaries are trained on the McKinney-Vento law and the WRPS Homeless Education Program & Procedures. At the beginning of the year the District's homeless liaison sends out at least one form of communication (such as an email) to all WRPS staff to inform them of the McKinney-Vento law and the WRPS Homeless Education Program and Procedures. Information regarding Education of the Homeless and Youth is included in the WRPS Annual Notice provided to all parents. The McKinney-Vento Homeless Program brochure is also located on the WRPS District website, along with additional information under the Homeless Information link.

5.2. Community Coordination & Collaboration:

The District's homeless liaison collaborates with a variety of community agencies and stakeholders that provide support to homeless children and families. Some of these agencies include: The Family Center, Wood County Human Services, In courage Community Foundation, North Central Community Action Program and Helping Hands. Additionally the District's homeless liaison attends the Homelessness Coalition Meetings through The United Way to collaborate and partner with community agencies on the issues of homelessness in our community. Part of this collaboration is to encourage and inform agencies to reach out to the WRPS District's homeless liaison to collaborate together on families and resources. An example of how these agencies come together is the community "Stuff the Bus" event in which students are able to access free school supplies in August for the upcoming school year. Additionally, WRPS supports its own "Caring Closet" which provides clothing, personal hygiene items and school supplies to students in need throughout the school year.

5.3. Identification & Referral:

The WRPS Homeless Liaison tracks and identifies students using a variety of methods, including, but not limited to, self-identification, questions on Skyward registration forms, data queries, and in-take questionnaires. Since identification of homeless students can also come about through student and family relationships with school staff, the Homeless Liaison and school-based EHCY contacts ensure that all school staff are trained on proper identification and reporting procedures.

Once a student has been identified as potentially qualifying for the Homeless program, the school-based Education of Homeless Children and Youth (EHCY) contact follows up with the family and utilizes the qualification charts as provided by DPI and NCHE to determine if the student is homeless or unaccompanied and qualifies under the McKinney-Vento Homeless Assistance Act. If a student is homeless or an unaccompanied youth, the school-based-EHCY contact completes a WRPS Homeless Student Identification Form and forwards to the Homeless Liaison for program qualification. The school-based EHCY contact also further assesses the students needs and on the WRPS Homeless Student Identification form identifies what additional educational services are needed for the student such as free lunch, snack milk program, book and material fee waivers, clothing, school supplies, food assistance program, and referral to the laundry program. The Homeless Liaison ensures that if needed these programs are made available to and utilized by the student. The school-based EHCY contact also provides the student/family with the McKinney-Vento Homeless Program brochure that provides the student/family with their rights, services available and community resources.

5.4. Policy & Procedure Review/Revision:

WRPS district policies are reviewed on a regular basis, as well as when new statutory or administrative guidelines are implemented.

The WRPS Director of Pupil Services makes recommendations to the Board of Education when changes to the Homeless Education Program or the Homeless Education Program Procedures are necessary. The Homeless Education Program and the Homeless Education Program Procedures were last updated and approved by the Board of Education on May 8, 2017. Additionally, the Homeless Liaison is working on revising the Standard Operating Procedure manual.

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

The WRPS district shall provide transportation for homeless students to their school of origin at the parent's request. The right of transportation is outlined in the McKinney-Vento Homeless Program Brochure that is provided to all students and families that have been qualified as homeless. WRPS provides transportation for all identified homeless students to their school of origin at their or their parent/guardian's request. Transportation is provided for the entire time the child or youth are homeless and until the end of any academic year in which they become permanently housed. In the case where the school of origin and current

residence are in two different school districts, the two school districts agree on a method of transportation and share the cost of transportation. Communication between the two school districts is completed through a variety of methods (phone call, email, Google Docs) depending on any established agreements between the districts.

5.6. Immediate Enrollment:

Homeless children and youth must be immediately enrolled and permitted to attend classes and school activities with their non-homeless peers. Enrollment may not be denied due to the lack of any document typically required for enrollment such as: proof of residency, transcripts/school records, immunization or other health records, proof of guardianship, birth certificate, unpaid school fees, any other required document. Unaccompanied Youth must also be immediately enrolled, they may either enroll themselves or be enrolled by the Homeless Liaison. Once a child or youth is enrolled in and attending school at WRPS, the school-based homeless coordinator will work with the family to obtain all required documentation as needed and possible. Additionally, any records will be transferred in accordance to WRPS district policy.

5.7. Dispute Resolution:

The current dispute resolution process involves key steps aimed at ensuring that disputes are resolved promptly while safeguarding the rights of all parties. Every homeless student, including unaccompanied youth (UY), must be immediately enrolled regardless of any dispute that arises. As stated in the WRPS Dispute Process of the Homeless Education Program Procedures: if school enrollment is contrary to the wishes of the child or youth's parent/guardian, the building principal will provide the parent with a written explanation of the decision, a statement of the right to appeal, and the procedure for appealing the placement decision. The child or youth shall be immediately admitted to the school in which enrollment is sought by the parent/guardian or UY, pending the resolution of the dispute. The Homeless Liaison shall carry out the dispute process as expeditiously as possible after receiving notice of the dispute. Any appeals will go to the Superintendent or his/her designee. If the parent/guardian or UY is not satisfied with the decision, he or she may file a timely appeal of the decision to the Wisconsin Department of Public Instruction (DPI) Office of Coordinator for Education of Homeless Children and Youth.

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

Building School-Wide Title I teams partner with Parent/Teacher organizations and seek input and feedback through building meetings and annual surveys. This feedback is reviewed annually and considered when writing the building School-Wide Title I annual plan. Each Title I school has a family engagement policy that is communicated to all families and reviewed on an annual basis. Family engagement at each building includes Open Houses, School-Wide compacts, family activity nights with academic focus, parent/teacher conferences, and regular communication regarding student progress. We will also introduce the FAST (Families and Schools Together) program to two of our elementary level Title schools in 2023-2024.

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):

All students in **early childhood** education programs have a transition IEP meeting that includes early childhood teachers (and often paraprofessionals) and elementary school staff such as the school psychologist, teachers, paraprofessionals and administrators. Student data will be reviewed and District screeners will be administered to determine if early childhood students require Title I services (reading, math or behavior interventions.)

7.2. Middle grades to high school:

Students who are transitioning from **elementary to middle school** will be going through the research based program called WEB, which stands for "Where Everybody Belongs." WEB is a middle school orientation and transition program that welcomes 6th/7th graders and makes them feel comfortable throughout the first year of their middle school experience. Built on the belief that students can help students succeed, the program trains mentors from the 8th grade class to be WEB Leaders. As positive role models, WEB Leaders are mentors and student leaders who guide the 6th/7th graders to discover what it takes to be successful during the transition to middle school and help facilitate 6th/7th grade success.

The **middle school to high school** program centers around a similar mentoring opportunity called LINK CREW. Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Link Crew's proven high school transition program trains mentors from junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success.

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

Student Engagement Facilitators (SEFs) have been hired for each building in the district. One role of this position is to connect with students who are typically not engaged in the school day and therefore become an advocate for that student during their school career. The goal is to build a relationship with those students and work together to hopefully avoid the instances of removal due to behavior reasons.

System wide behavior and mental wellness screeners are being implemented. Parents, teachers, principals, and psychologists are meeting together to discuss appropriate prevention and intervention strategies to use in the classroom so that students do not need to be removed from the classroom. Similar meetings take place on students that are not flagged on the screener, but are exhibiting disruptive behaviors.

In addition, teachers and principals are being provided professional development in trauma, ACEs, poverty and equity, so that they are better able to understand student needs, provide a rigorous, stress free, and engaging learning environment, as well as utilize preventative strategies to use with students. SEFs are encouraged to "push in" to classrooms with high behavior issues to model effective teaching strategies.

In several schools we are employing behavior interventionists who work through problems with students that are struggling with behaviors in the classroom, with the goal of getting them back to class as quickly as possible.

Our elementary schools have adopted the Social and Emotional Learning Program, "Move This World" in order to give students the tools necessary to regulate their own behaviors as well as understand their emotions. Our Middle School and High School are implementing the 7 Mindsets program this coming school year as well.

Title II-A LEA Plan Narrative Questions

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

Wisconsin Rapids Public School has a long tradition of providing a rigorous and thorough New Colleagues Induction program. Our new colleague group meets monthly to study Best Practice and to understand the complexities of our challenging academic curriculum. In addition, each new colleague is teamed up with a qualified teacher mentor who works collaboratively with the new hire to promote continued learning and to support the new colleague through the first years of their career in our district. This year we will be supporting over 35 new colleagues through this program.

Title II funds are used to provide monetary support for our teacher teams who work collaboratively throughout the year with our new colleagues to provide planning and peer coaching. This program allows WRPS to retain the most effective teachers that we can while expecting our newest hires to implement the challenging academic standards we uphold in our district.

Title II funds are being used to pay a portion of the salary for one of our Achievement Gap Reduction teachers and one of our Student Engagement Facilitators. The SEFs are critical levers for improving student achievement. The role of the SEF is to build teacher capacity and their understanding of instructional practices as well as empower students to be advocates for their learning.

WRPS has developed a rigorous professional development program that successfully uses the expertise of our staff to develop capacity in our teachers as well as develop a strong understanding of Best Practice and how to meet the rigor of our academic standards. Title II funds are used to provide instructor stipends to staff who use their expertise to lead professional development classes throughout the district and to support conference attendance for our Title teachers.

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.

The District Quality Educator Committee, the District Equity Committee and the District Council for Instructional Improvement are three district committees made up of representatives from each discipline and grade level. When these groups gather, they study best practice, as well as look at ways to use data to plan how to differentiate our overall instruction to meet the variety of needs of our students. These groups as well as the curriculum sub committee groups, develop our district professional development goals each spring. These goals, in turn, drive our professional learning for the upcoming school year. Programming is developed around these goals to support a continuous improvement process. In addition to the work of these committees, the Educator Effectiveness process, our Student Engagement Facilitators and the New Colleague program work in conjunction with these goals to ensure we are building the capacity of teachers to understand and implement our chosen curriculum and meet our educational standards. Teacher leaders provide high-quality, personalized professional learning opportunities for their peers. Teachers are able to choose learning opportunities that are designed to help them grow the most as professional individuals.

Continuous Improvement Process Reporting (CIPR)

11. Wisconsin Rapids School District does not have any schools identified for comprehensive or targeted supports.

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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.

We have recently purchased the eduClimber data program to help with immediate tracking of student data. Frequency, duration, and reasons that students are removed from the regular education classroom are documented in Skyward's electronic student data system for grades 6-12. Multiple elementary schools utilize School-wide Information Systems (SWIS) to collect, summarize and use behavior data regarding the reasons, frequency and duration of why students are removed from class. Our Middle School is pursuing PBIS as a means to make a difference in immediate intervention to behavioral issues.

Students with disabilities have documentation located in the Behavioral Intervention Center (BIC) regarding their removal from classroom instruction. BIC data is analyzed at School Intervention Team (SIT) meetings. Emphasis on the least restrictive environment is made.

All special education teachers and para-professionals are expected to attend Crisis Prevention and Intervention (CPI) training which is a 12 hour, evidenced based training to minimize removal from the regular education classroom and de-escalate students who are demonstrating inappropriate behavior.

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.

Every student creates an Academic and Career Plan including their interests, skills, co-curriculars, employment, awards, and future career opportunities. Students meet with a faculty advisor throughout their middle school and high school years to develop their plan. They also engage in activities integrated into the regular curriculum and during advisory periods to complete their plan. Included in the planning process is information about career clusters, career opportunities, post secondary opportunities for school, work and the military, as well as goal setting. In addition, all students visit the University of Wisconsin-Stevens Point, and Mid-State

Technical College, during their sophomore year of high school. Students are also encouraged to visit other colleges and technical schools during their junior year. During the senior year, several employers and college advisors are brought to the high school to meet with students, and are available during a one day program called "The Reality Check," where students have the opportunity to meet and talk with these individuals. Annual meetings are held with students, their counselor, and parents to discuss the progress of their planning. Students are also made aware of several opportunities for AP classes, concurrent enrollment classes, post-secondary options, transcribed credit opportunities, Project Lead the Way classes, as well as co-op and apprenticeship opportunities. In addition, our high school uses the RaiderAid program which communicates important activities and deadlines via text message for those students seeking a postsecondary education.

Continuous Improvement Process Reporting (CIPR)

15.1. Wisconsin Rapids School District does not have any schools identified for comprehensive or targeted supports.

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Title I-A LEA Plan Narrative 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.

In the private/parochial schools, teachers, administrators, parents and intervention staff from the LEA have established benchmark scores for a screening process that is implemented three times per year. Results from the process are reviewed, along with other data to determine student need. This is re-evaluated annually.

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.

Certified EL teachers provide services at all buildings across the District to identified EL students. Programs at each school are based on the level of needs of the students. WRPS has experienced fewer "newcomers" than in the past. Consequently there are fewer "pull-out" classes for EL students. Primarily students are supported in their core academic environments with support from bi-lingual aides and consultation with EL teachers. EL teachers receive professional development in strategies to increase academic skills for second language students. In addition to traditional curricular materials, appropriate on-line instructional materials are provided EL students to increase their success such as "Brain Pop for EL students." The district also uses the resource "Reach Higher" to help aid with ELL Reading.

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.

Student language proficiency progress is monitored via the ACCESS test once a year. In addition, EL teachers collect reading and math data for each EL student in their school and document on their WRPS EL Student Recording document.

Elementary students are assessed three times per year via a standards based report card which represents the essential learning standards. Those standards are measured using a variety of assessments, including benchmark book levels, grade level math assessments, writing rubrics, and performance assessments in content areas. All students are also screened three times per year in math, reading, and behavior and mental wellness. Finally, individual teachers consistently utilize formative and summative assessments in their classrooms to determine student achievement.

All assessment data, including teacher observation is utilized to identify students who may be at risk for academic failure. Specific attention is paid to screener results and other data sources when considering students in need of academic interventions. Universal screeners used include for reading: STAR Early Literacy (grades K-2), STAR Reading (grades 3-5), SRI (grades 6-12); for math: District math performance assessment screeners (grades K-1); STAR Math (grades 2-10); EMPT (grades 11-12); for behavior and mental health: SAEBRS (grades K-12).

Finally, Central Office Administration and EL teachers analyze the data for each student's improvement to determine if there are trends that need to be addressed to change instructional practices.

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.

Data is analyzed by EL teachers to determine academic progress of the district's English learners. Universal screeners used include for reading: STAR Early Literacy (grades K-2), STAR Reading (grades 3-5), SRI (grades 6-12); for math: District math performance assessment screeners (grades K-1); STAR Math (grades 2-10); EMPT (grades 11-12); Professional development activities directed towards EL teachers occurs at all schools regarding assessment of English proficiency throughout the year.

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

Parent meetings and parent attendance at academic centered events such as portfolio nights are documented by EL teachers. Parents are communicated with on a regular basis by EL staff in their native language with either a teacher or bilingual paraprofessional. Important written correspondence is often translated for parents into their native language. ELL Professionals are available at Parent/Teacher conferences to help with translation as needed.

Title IV-A LEA Plan Narrative 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.

Wisconsin Rapids Public Schools is partnering with several agencies to achieve goals under the heading of "improving school conditions for learning to ensure safe and healthy students." The District is partnering with Care Solace to employ a "Mental Health Navigator." This individual will work with the District to help parents and families navigate mental health resources when a student is displaying a need for services. The District also partners with the Wisconsin Rapids Police Department to employ school liaison officers, as well as provide ALICE training, and other emergency preparedness programming and resources. Finally, key district personnel have been trained by St. A's to provide Trauma Sensitive School training to all District employees.

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.

During the 2017-18 school year, a comprehensive Academic and Career Planning process was initiated in WRPS. The process includes every student creating an Academic and Career Plan including their interests, skills, co-curriculars, employment, awards, and future career opportunities. Students meet with a faculty advisor throughout their middle school and high school years to develop their plan. They also engage in activities integrated into the regular curriculum and during advisory periods to complete their plan. Included in the planning process is information about career clusters, career opportunities, post secondary opportunities for school, work and the military, as well as goal setting. Annual meetings are held with students, their counselor, and parents to discuss the progress of their planning. As early as elementary school, students are introduced to the career clusters, and explore and investigate careers in each cluster. At the high school level, students are made aware of several opportunities for AP classes, concurrent enrollment classes, post-secondary options, transcribed credit opportunities, as well as co-op and apprenticeship opportunities. Students utilize "Career Cruising" to record their reflections, take interest and skill inventories, and research potential careers. The district Academic and Career Planning Committee is currently working on an evaluation system to determine the success of the Academic and Career Planning process

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.

WRPS works with several industries to provide youth apprenticeship opportunities. Last year, over seventy high school students participated in a apprenticeship or co-op opportunity in several fields including manufacturing (Ocean Spray, Pointe Precision), communication (Solarus), finance (Woodtrust Bank), childcare (Building Blocks Daycare), and that is only a sample of what we offer. In addition, we are a Project Lead the Way District, offering the complete course progression in Engineering, and beginning the biomedical progression. We offer several transcribed credits with Mid-State Technical College. We are constantly seeking to expand and improve these opportunities for our students.

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.

Programming is provided for gifted and talented (GATES) students in WRPS. Through the work of our GATES coordinator, students are screened, identified, and then provided a differentiated educational plan to meet their educational needs. Examples of GATES activities include subject acceleration, differentiated projects, compacted curriculum, and mentorship opportunities in the community. In addition, activities like Chess Club, Math 24 competitions, the District Spelling Bee and others are supported through our GATES coordinator and GATES funding. We are also introducing Bots into classrooms to let students experience coding in the classroom. This is all organized through our GATES coordinator.

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 Technology Coordinator, Library Media Specialists, and Instructional Technology Committee work with curriculum coordinators and committees to integrate the Instructional Technology Literacy Standards into District curriculum and instruction. In this way, all students are receiving instruction in digital literacy skills. In addition, teachers receive extensive professional development in integrating technology into instruction to improve learning. This includes Library Media Specialists and Student Engagement Facilitators "pushing in" to classrooms to support teachers and model effective strategies. The District has moved into a 1:1 technology environment at our Middle and High Schools and has a Chromebook available for every 2nd, 3rd, 4th and 5th grade student at each of our Elementary Schools. Our Keyboarding class that begins in grade 2 offers a unit on Digital Citizenship to our students as young as second grade and continues throughout 8th grade.