



ESSA LEA Plan Report

Chetek-Weyerhaeuser Area School District

2023-2024

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

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

Grade level and content learning targets are defined for each grade and content area. These learning targets are posted to our website and communicated with parents. Classroom assessments report progress on these learning targets and are communicated to parents by learning target. Additionally, the district has switched to a different universal screening instrument; this has allowed us to communicate student progress in comparison with learning expectations in a more consistent manner than our prior assessments have allowed us to do.

Students who do not make sufficient progress in learning target as measure by classroom assessments are given additional instruction on those learning targets at a different time when no new instruction is occurring. This allows students to gain additional support from teachers without missing new instruction that the other students would benefit from.

Students who continue to not master learning targets are provided increased intensity, time and focus in the form of a targeted intervention in the area of weakness. Students receive additional instruction in core content for 60 minutes 5 days a week (kindergarten interventions are 45 minutes 5 times a week). A team reviews intervention materials in the form of a program evaluation annually to insure the intervention tools are adequate to address our students needs.

Results of in-district Assessments were reviewed in detail by grade and by subgroup. Because the district has very limited diversity, examination of race has limited benefit. Comparison of students with disabilities and students qualifying for free and reduced lunch are consistently helpful. The below results suggest the grades with the highest level of need include grades 3 through 7 but all grade levels have students with additional instructional needs. Our goal is to increase the number of students that are not in need of an intervention in all grade levels with the use of targeted, intensive instruction. The uses of the multi-tiered interventions have proven helpful in this process.

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.

In Chetek Weyerhaeuser's professional learning community model through the use of collaborative practices, reflection upon instructional practices and student learning along with close monitoring of student learning we have created systems that ensure that the system responds when students fail to learn. In our model, it is critical that all students succeed at high levels. Students with disabilities, minority students and students with income limitations are all considered part of the same model for increases student learning. It should be noted that careful attention is played to these population to ensure that no population is over represented in targeted instruction or other such programs. CWASD although it has very little racial diversity and a low prevalence rate of students with disabilities is a high poverty district with a high percentage of our students eligible for free and reduced lunch. On an ongoing

basis data is reviewed and analyzed to observe if any population is over represented in targeted intervention programs. This will allow the district to have a timely response for correction if necessary.

Part of our hiring practices includes only hire highly qualified staff. All teachers work in the same systems. We have a district focus on instruction and student learning that is monitored at the district and building level. We do disaggregate our data. Our data sets include the reality that our student with low income grow at a faster rate than the other students in our district. Based on that, it is our believe that systems established in our district work for them. Our minority student population is so low, that looking at disaggregated data has limited value.

Title I-A Application

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

Chetek-Weyerhaeuser 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.

Most Students can attain the fundamental curriculum with exceptional guidance. However, roughly 20% of our students encounter challenges comprehending basic curriculum material and require supplementary assistance to achieve reasonable advancement. Nevertheless, a few students struggle to comprehend the material despite the added support. Thus, we must constantly enhance the intensity of the instructional intervention and the frequency of progress monitoring to attain optimal outcomes for these students.

The Response to Intervention (RtI) model in our district aims to improve the quality of education. The model is structured hierarchically, where the foundation must be met before the elements at the top can be provided. If the core curriculum in any subject area is subpar, targeted instruction alone will not be worth it. Therefore, we prioritize improving the core curriculum and instruction before offering intensive targeted instruction in any subject area. Our strategy for strengthening a weak area involves increasing the time, intensity, and focus on that particular area. While we acknowledge the importance of targeted instruction, we firmly believe that the core curriculum is imperative for all students. Thus, we schedule time for targeted instruction separately from core instruction.

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

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:

The district liaison disseminates public notice of the educational rights of children and youth experiencing homelessness in a number of ways including the district newsletter (The Focus) mailed to all families annually each fall, on our district website and posters displayed in various areas throughout the district. The school liaison's share information on a more personalized system including conversations with families during the registration process, phone calls and conferences with families based on need. This information is also disseminated at the building level annually in our school handbooks. All district staff are required to complete training and pass an assessment annually on the material covered in McKinney-Vento Homeless Assistance Act to ensure everyone responds as directed.

5.2. Community Coordination & Collaboration:

The district has assigned a district liaison that coordinates and collaborates with state, county and community resources along with school personnel responsible for the provision of education and basic needs services to children and youth who are homeless.

School liaison officers communicate with appropriate and needed agency resources based on family need. Most common agencies include Health and Human Services, food shelf, Goodwill for vouchers. These communications take the form of phone calls and emails. Additionally, businesses in the school district receive a copy of the district newsletter that includes public notice of rights of youth and children experiencing homelessness.

5.3. Identification & Referral:

As defined by our policy, children and youth, including unaccompanied youth who meet the federal definition of "homeless" will be provided a free appropriate public education in the same manner as all other students of the district. To that end, students who are homeless will not be stigmatized or segregated on the basis of their status as homeless and will be assigned to the school serving those non-homeless students residing in the area in which the homeless child is actually living. The district has established safeguards that protect homeless students from discrimination on the basis of their homelessness. Homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence, and include those who meet any of the following criteria:

- share the housing of other persons due to loss of housing, economic
- hardship, or similar reason (referred to as "doubled-up")
- live in motels, hotels, trailer parks, or camping grounds due to a lack of alternative adequate accommodations
- live in emergency or transitional shelters
- are abandoned in hospitals
- have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, or
- live in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting

Additionally, pursuant to federal law, migratory children who are living in circumstances described above are also considered homeless.

We do not have a formal written checklist however, districtwide we hold a training annually that require staff to pass an assessment on various information regarding homelessness. This is a requirement of all district employee's. This insures that all staff are aware of indicators and understand what steps they need to take to protect the rights of all youth experiencing homelessness. As school counselors complete enrollment process with new families and ask living arrangements this information is gathered. This is done both at first entrance to the school and annually after that

School liaisons fills out a form with/for family and gives it to district liaison to allow the student to get free lunch. With this documentation, there is contact is on the phone and/or in person depending on the situation.

To make sure families and youth experiencing homelessness are given their McKinney-Vento educational rights in an understandable manner, school liaisons verbally talk to families. Additionally, information is shared with parents annually in public notice sent out each fall, the district web page and in the student and staff handbooks.

5.4. Policy & Procedure Review/Revision:

The district policies and procedures are reviewed and updated as necessary. The current policy was approved by the board in March of 2017 and procedures were developed after that in order to implement the new policy. The procedures and policy is reviewed at least annually.

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

Transportation services are developed on an individual student basis. As defined by our policy, those transportation services are comparable to transportation services provided to other students. For children experiencing homelessness who are transported across district boundaries, the district administrators between our district and the other district communicate by phone and or email to determine how to share the cost of the transportation. Parents are made aware of their rights annually with our annual notice sent to all families via our school newsletter and our local paper. This information is also published on our district website and sent out to families at the start of each school year. The most impacting thing that we do is the personal contact that happens with the family and the school counselor and our district homeless liaison. Both of these contacts occur the same day we find out of a families homelessness and is typically a face to face meeting or a phone contact.

5.6. Immediate Enrollment:

Children, youth and their families who are homeless are provided equal access to the educational services for which they are eligible. The district shall remove barriers to the enrollment and retention of students who are homeless in schools in the district. Students who are homeless are enrolled immediately, even if they do not have the necessary enrollment documentation such as immunization and health records, proof of residency or guardianship, birth certificate, school records, and other documentation.

As soon as Chetek Weyerhaeuser staff receive a request for records, material is sent out. That typically occurs the same day. There is a limited staff available in the summer to receive requests to insure that records are sent out in a timely manner.

5.7. Dispute Resolution:

Students who are homeless have the right to dispute their school assignment, if their assignment is other than their school of origin. In determining the best interest of the student, the district will, to the extent feasible, keep the student in the school of origin, except when doing so is contrary to the wishes of the homeless student's parent or guardian or the unaccompanied youth. If the student is sent to a school other than the school of origin or a school requested by the parent or guardian, a written explanation, including a statement regarding the right to appeal, will be provided to the homeless student's parent or guardian or the unaccompanied youth. The appeal process is the same as the dispute process for other disputes in the district (policy 9130).

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

The district offers a variety of parent and family engagement opportunities. If parents are to be successful partners with us in their child's education, this element is critical. Essential components in our model included a multitude of parent involvement opportunities as well as strong communication systems with parents and community. These include things such as First Day Celebration, Parent/Teacher Conferences, Music Concerts, Variety Show, Student Success Day (elementary only), Family Nights, 4K Parent Outreach Activities, Family Support Nights, Parent Liaisons, Orientation Nights, Opening Ceremonies, etc

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):

Students entering into the 4 year old kindergarten are invited in to register, complete a child find activity and meet in small groups with the building principal and guidance counselor to learn about the school and talk about transition into school. Students and parents are able to meet their teacher and visit their classroom. Students also go into a school bus and talk about what to expect when riding a bus. As an easy transition into the school setting, students attend in smaller groups their first week of school to allow for more individual attention. Parents are encouraged to participate in activities with their child a few times a month. Parents are also invited in to the classroom at various times during the school year.

7.2. Middle grades to high school:

Fifth grade students entering into middle school participate in a number of transition activities in the spring of their 5th grade year. They also attend an orientation night with their parents prior to the start of the school year. Our parent liaisons host an open house prior to

the orientation to allow parents to get support from other parents during the transition time.

Students moving from 8th grade to 9th grade also have an orientation night. Because they do not transition to another building this transition seems to be easier but there continue to be transition needs at this level. We have found the use of student mentors very helpful with this group but also with the incoming 6th graders.

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

The district uses PBIS to help students learn behavior expectations in various situations. The expectations have been clearly defined and communicated. Students engaging in a behavior that does not meet the expectation is re-taught the expectation prior to any disciplinary consideration. The use of student and staff mentors has also proven impacting in this area as well as have the lower level interventions such as check-in and check-out.

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.

Title II funds will be allocated to partially support a teacher position in the context of Title Teacher will offer math and reading interventions to elementary school students from kindergarten to fifth grade. The interventions have been designed to tackle specific skill gaps of students who demonstrate insufficient foundational skills, which impede their advancement in mastering content pertinent to their grade level. All instruction is delivered through 45-minute sessions and encompasses programs based on research and evidence to address and enhance deficient skills.

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.

Staff members are paramount in constructing managerial leadership and school development groups, where they participate in data assessment, professional education, and proactive research. As they broaden their knowledge and abilities, they attain leadership roles in their respective departments and grade levels, thus contributing to the advancement of the entire school community.

Teachers are dedicated to enhancing their abilities in formulating and assessing pertinent educational objectives. They emphasize building internal mechanisms and competencies that enable them to effectively address students' learning difficulties. Moreover, the district offers training programs on trauma-informed teaching and how to provide mental health assistance to students in the classroom.

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.

Chetek-Weyerhaeuser 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.

The Chetek-Weyerhaeuser Area School District acts as a Professional Learning Community. This has developed systems and protocols that are easily transferred to all areas even areas outside of academic areas. For example, the district has just completed a complete revamp of our crisis plan. This plan involved a variety of staff across all levels and positions within the district. It also included community agencies, parents, board members, county agencies. Because of our collaborative systems, this system of involving all parties and considering all angles was very easily instituted.

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.**

The district uses career assessments to help provide instruction and support to students who will transition into the work force. We also offer a number of youth apprentice options and have 4 different tracts that will allow student to leave the high school with a certification for the career option they have selected. The school hosts numerous career fairs, vocational and college visits and covers career assessment information in courses. Additionally the guidance counselor assists students in coordination with post-secondary options in formal career planning meetings (one of which includes the family) and informally. Students are also encouraged to apply for "Start College Now" classes. Many students are able to take classes at are high school that are accredited through vocational schools (i.e. welding and CVTC).

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.**

Chetek-Weyerhaeuser 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.**

Chetek-Weyerhaeuser 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) .

Chetek-Weyerhaeuser 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.

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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.

Currently the district is not allocated or using any Title III dollars.

As part of our registration process for all new students we ask families to complete a home language survey. Anyone who fills out the survey that indicates a need will complete an language screener to gather information and provide direction on student needs. When a family indicates that English is not their first r primary language we make a phone or face to face contact with them with someone who can speak in their native language. We have been successful at finding individuals that are willing to serve as translators for families. This has allowed us to share information regarding what services are available and to find out what other needs the family has. Additionally we have individuals who translate home communications for the teachers and other school staff to allow easier communication between home and school.

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.

Currently the district is not allocated or using any Title III dollars.

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.

Currently the district is not allocated or using any Title III dollars.

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

In addition to the family engagement activities provided by the district and outlined earlier in this document, letters, notes and teacher/district communications are translated for any parent who is not fluent in English. Additionally, a translator is available for all parent meetings and activities.

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.

Chetek-Weyerhaeuser High School has partnered with the local WITC campus, enabling its students to enroll in credit courses that fall under the start college now guidelines. Moreover, the high school has collaborated with CollegeBoard to provide AP exams, which can help students attain college credit for their courses if they pass these exams. During the 2021-2022 school year, 69 AP exams were taken across various subjects. Nonetheless, 39 exams were successfully passed, worth college credit for the students.

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.

We will not use ESSA funds to assist students with career and technical education.

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.

We will not use ESSA funds to assist students with work-based learning opportunities.

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.

We will not use ESSA funds to assist schools in identifying and serving gifted and talented students.

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.

We will not use ESSA funds to assist schools in developing effective school library programs.