



UNITY SCHOOL DISTRICT
BALSAM LAKE, WI

Every Student Succeeds Act (ESSA) Local Educational Agency (LEA) Plan Narrative

Unity School District’s ESSA LEA Plan will support Wisconsin’s ESSA goal and objectives listed below.

Wisconsin’s Goal: Reduce the achievement gap by half for each subgroup within six years.

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

Objective 2: LEAs will provide professional growth and improvement opportunities for all teachers, principals, and other school leaders to further a high quality education for all students.

Objective 3: LEAs will utilize evidence-based interventions and support services to ensure every student graduates from high school prepared for their college or career plans.

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

PLAN NARRATIVE INDEX

Part I. Monitoring Student Progress.....	Page 1
Part II. Identifying Disparities.....	Page 1
Part III. Services for Homeless Youth.....	Page 2
Part IV. Parent and Family Engagement.....	Page 3
Part V. Effective Transitions (Early Childhood to PreK and Middle to High School).....	Page 4
Part VI. Discipline Practices.....	Page 4
Part VII. Updating and Improving Activities.....	Page 4
Part VIII. Effective Transitions (High School to Postsecondary).....	Page 5
Part IX. Ensuring Schools Assist English Learners.....	Page 5
Part X. Supporting And Assisting Schools With Career And Technical Ed Programs.....	Page 7

Cross Reference:

- ES Title I Schoolwide Plan
- MS Title I Schoolwide Plan
- Title III Student Selection
- Title I District Plan
- Title I & Title III Family Engagement Policy
- PBIS Plan
- RTI Plan
- Homeless Students Policy and Documents
- Academic Career Plan

UNITY SCHOOL DISTRICT

Every Student Succeeds Act (ESSA) Local Educational Agency (LEA) Plan

Part I. Monitoring Student Progress

1. **Describe how you will monitor student progress in meeting the state academic standards.**
 - a. As required by ESSA, Unity School District has taken measures to ensure that the results from the academic assessments required will be provided to teachers, principals, other professional staff members, paraprofessionals, researchers, representatives of community groups and non-profit organizations, and parents as soon as possible after the test is taken in an understandable format and, to the extent practical, provided in a language that the parents can understand.
 - *Annual District Report Card
 - *Title I & Title III Annual Meeting (fall) and Annual Review Meeting (spring).
 - *Annual Parent-Teacher Conferences
 - *Regular School Board Meetings
 - *Annual ESSA Program Plan Review
 - *Annual Data Analysis
 - *Mailing of individual student test results
 - *District-wide Newsletter
 - *District Website

In the elementary and middle school, the **Title I School-Wide program** conducts a comprehensive needs assessment to monitor student progress 3 times a year (Fall, Winter, Spring) using universal assessments. Parents, teachers, and administration use this information to identify areas of greatest need by grade level in reading and math. This review is done by collecting and comparing results from universal assessment tools: MAP Assessment, Benchmark Assessment with students in K-4, PALS (Phonological Awareness Literacy Students) with students in pre-kindergarten through second grade, and data from the ACCESS for ELLs 2.0 with students identified as second language learners.

Progress monitoring meetings, which include staff and administrators, is done every ten weeks to monitor and assess student progress within intervention programs throughout the school year. All stakeholders (staff, support staff, administration) are provided time to work collaboratively when designing intervention groups for students who need additional literacy and math support. Students will be placed in one of the following research based programs: Direct Instruction, Comprehension Toolkit, Leveled Literacy Intervention, and READ 180. IXL will be used as an intervention program for math. Grade level teams, along with the Title I Resource and special education staff will meet every 8-10 weeks to review student progress. Weekly assessment is delivered by the classroom teacher using a universal, progress monitoring tool. A universal screening tool will be have a data management system that supports Response to Intervention (RTI) and tiered instruction. The system uses brief and valid measures of reading and math performance for grades K-12. If progress is noted, the student may remain in the intervention program until he/she reaches a desired goal. If no progress is seen and the student was given the time needed to meet with fidelity the intervention program, then an alternative program could be suggested that may have a higher, more positive, rate of success for the student.

Unity School District has received additional funding for an after school program through the 21st Century grant. The UCLC program (**Unity Community Learning Center**) supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours with children, particularly students who attend high-poverty and low-performing schools.

Unity's Community Volunteer Program offers opportunities for adults to read with students at all grade levels.

Part II. Identifying Disparities

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?

- a. **Highly Qualified Teachers:** All staff members must meet the licensing and support requirements set forth by the Wisconsin Department of Public Instruction in the Licensure Requirements for Providing Students with Interventions and Additional Challenges document published and released on March 10, 2015. As such, all staff members at Unity School District are highly qualified educators and adhere to the established requirements.

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

- a. Unity School District will use the **District Poverty Average** that is calculated from free and reduced eligibility.

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

- a. Schoolwide programs have latitude to determine how to organize their operations and allocate the multiple funding sources available to them. They do not have to identify particular children as eligible for services or separately track federal dollars. Instead, schoolwide programs can use all allocated funds to increase the amount and quality of learning time. In this way, they can embrace a high-quality curriculum, according to a comprehensive plan that ensures all children meet the state's challenging academic standards.

Schoolwide programs serve all children in a school. All staff, resources, and classes are part of the overall schoolwide program. The purpose is to generate high levels of academic achievement in core subject areas for all students, especially those students most in need.

Core Elements of Unity's Elementary and Middle Schoolwide Programs:

- conduct a comprehensive needs assessment that identifies the school's strengths and challenges in key areas that affect student achievement.
- develop a comprehensive schoolwide program plan that describes how it will achieve the goals it has identified as a result of its needs assessment.
- regularly evaluate the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written. The school must update the plan as necessary.

Part III. Services for Homeless Youth

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 educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.). The McKinney Vento Requirements include:

5.1 Public and Staff Awareness

- a. Unity's Elementary Principal is designated as the liaison for children and youth experiencing homelessness, including unaccompanied homeless youth. Information regarding this program is communicated and disseminated to both community and staff in the following ways: Public: information on educating homeless youth is available on a dedicated page of the District website: <http://www.unity.k12.wi.us/district/homeless-youth.cfm> and is printed in the annual newsletter. Staff are trained on the identification and rights of homeless youth during the annual beginning of the year inservice. Staff have access to reporting procedures.

5.2 Community Coordination and Collaboration

- a. Unity sends out the Unity Letter to Service Providers as well as the Staff Homeless Flyer annually to the following agencies: Family Preservation, Polk Co. Housing Authority, Family Pathways, St. Croix Regional Medical Center, Polk Co. Human Services, the Polk Co. Job Center, and the Polk Co. Sheriff's Department. Administration reviews the agencies and adds/removes agencies according to need and availability.

5.3 Identification and Referral

- a. Unity School District is committed to ensuring that all staff members are aware of current homeless youth policies and procedures. In order to keep staff members apprised of the necessary information, everyone is provided with the eligibility flowchart, an email narrative describing how to refer kids and families, the DPI video is reviewed at the beginning-of-year in-service where staff members sign the sign-in sheet, and the Homeless Liaison answers any questions staff members may have regarding the rights of homeless youth and their families.

The Elementary Principal serves as the Homeless Liaison in the Unity School District. Unity School District ensures children and youth experiencing homelessness, including unaccompanied homeless youth, have access to and receive educational services for which such families, children, and youth are eligible including: free school supplies, course fee waivers, free participation in school nutrition programs, Head Start, early intervention services under Part C of the Individuals with Disabilities Education Act (IDEA), and other preschool programs administered by the district. Posters (written in both English and Spanish) for youth experiencing homelessness are distributed to youth and hung in pertinent areas of the school. These posters explain the student rights and lists the District and State

level contacts for further information. Posters (written in both English and Spanish) for parents with students experiencing homelessness are distributed to families and hung in pertinent areas of the school. These posters explain their students educational rights and lists the District and State level contacts for further information. Unity School District provides referrals to families and youth experiencing homelessness, including unaccompanied homeless youth, for local service providers.

5.4 Policy and Procedure Review/Revision

- a. Unity's Board of Education regularly reviews the homeless policies. The Unity Board of Education will ensure that homeless children and youth are provided with equal access to its educational programs, have an opportunity to meet the same challenging academic standards, are not segregated on the basis of their status as homeless, are protected from discrimination on the basis of their homelessness, and are not stigmatized by school personnel. Each homeless child shall be provided services comparable to services offered to other students in the school elected. These comparable services include public preschool programs and educational programs or services for which a homeless student meets the eligibility criteria.

5.5 Transportation to and from School of Origin (including preschool)

- a. The District will provide transportation for homeless children, at the request of the parent/guardian to the school of origin. In the case of different school districts, the two districts will agree on a method for transportation and share costs. If a family chooses to stay in the school of origin after permanent housing has been found, transportation (when possible) will be provided for the duration of that school year.

5.6 Immediate Enrollment

- a. Homeless children shall be enrolled in District schools in accordance with established procedures and legal requirements. The school shall immediately enroll the child, even if the child lacks records normally required for enrollment. Records will immediately be requested from the previous school. If the child needs to obtain immunizations, or immunization or medical records, the enrolling school shall immediately refer the parent/guardian or unaccompanied homeless children to the District Homeless Coordinator, who is expected to assist in obtaining the necessary immunization or medical records.

5.7 Dispute Resolution

- a. If a dispute arises over school selection or enrollment in a school, the child shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. The District Homeless liaison shall carry out the dispute resolution process as expeditiously as possible after receiving the notice of the dispute. The parent or guardian of the homeless child shall be provided with a written explanation of the appealed decision regarding school selection or enrollment, including the rights of the parent, guardian, or child to appeal the decision to the office of Coordinator for Education of Homeless Children in the Wisconsin Department of Public Instruction.

Part IV. Parent and Family Engagement

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

- a. Unity School District understands that involving families and gaining their support as full partners in the education of their children, make those children more successful in school. School success helps children become successful adults.

The **Title I and Title III Family Engagement Policy** is written to ensure that parents of the children served in the School Wide Title I program and the Title III program have had and will continue to have adequate opportunity to participate in the design and implementation of the Unity's School District Title I and Title III projects in the elementary and middle school.

In conjunction with this policy, Unity School District will:

*consult with parents/families in the development of the district Title I and Title III plans. These plans will be kept in the yearly Title I and Title III binder with the Title I Coordinator.

*consult with parents/families in reviewing student progress toward meeting the State's high performance standards. The district holds a minimum of two parent conferences each year. The school district annually publishes and distributes the School District Report Card.

*consult with parents/families in the development of a school improvement plan if adequate yearly progress is not met.

*coordinate with the parent/family involvement efforts of other programs.

*conduct a review of the effectiveness of the parent/family involvement policy in increasing the participation of parent/families and identifying any barriers to their participation.

*use the results of the Annual Review to revise and improve parent/family involvement policies.

*notify parents of each child annually that they have the right to request information about the qualifications of their children's teachers and of any paraprofessionals who instruct them. Parents must be notified if a child is assigned to or taught at least four consecutive weeks, by a teacher who

is not "highly qualified" as defined by law.

Grade teams also identify **family engagement activities** held through the school year. These activities are listed on the Title I Schoolwide Plan for the elementary and middle school and can be edited as needed.

The "**Partners in Learning**" **Agreements** have been created to outline a list of expectations for each member (teacher, parent, student) to work together in the best interest of the student. This form is shared at the beginning of the school year and discussed with students as needed throughout the school year.

Part V. Effective Transitions

7.1 Describe how you will implement strategies to facilitate effective transitions for students from early childhood education programs to elementary school programs.

- a. Early Learning Days - In the spring prior to admittance to the Unity's "Busy Bugs" (Unity's Birth to Age 4 program), families attend a scheduled two day mini conference with teachers, local agencies, and available resources.

7.2 Describe how you will implement strategies to facilitate effective transitions for students from middle grades to high school.

- a. At the end of the school year, eighth graders meet with the high school counselor to hear information about courses and scheduling. In August, new ninth graders meet for an afternoon to learn how to be a successful freshman. This information assists students as they transition from the middle school into the high school.

Part VI. Discipline Practices

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

- a. Unity School District uses **Positive Behavioral Intervention and Supports (PBIS)** system for all students Pre K through Grade 12. PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

PBIS is a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students.

PBIS supports the success of all students. **Tier 1** support, through positive behavior support, works for over 80% of all students in a given school (based on a criterion of the number of students who have one or fewer office discipline referrals per month). But obviously, no intervention works across the board for all students. For a variety of reasons, some students do not respond to the kinds of efforts that make up Tier 1 support, just as some children do not respond to initial teaching of academic subjects. Some children need booster shots and some children need intensive interventions. **Tier 2** support is designed to provide intensive or targeted interventions to support students who are not responding to Tier 1 Support efforts. Interventions within Tier 2 are more intensive since a smaller number of students requiring services from within the yellow part of the triangle are at risk for engaging in more serious problem behavior and need a little more support. **Tier 3** aims at reducing the intensity, frequency, and/or complexity of existing problem behaviors that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely.

Part VII. Updating and Improving Activities

12. Describe how you will use data and ongoing consultation to continually update and improve activities supported under this part.

- a. All Unity students receive high-quality instruction in core academic and behavioral areas. Students are screened three times a year for academic or behavioral risks. Students are identified who are at-risk for future academic or behavioral problems. Students who exceed benchmarks are also identified. Identified students are provided with evidence-based interventions and their progress is monitored frequently. Further instructional decisions are made based on the progress monitoring data.

Building Consultation/Intervention Teams are formed (members include building principals, highly

qualified teachers, special education teachers, school counselors, and Title I resource) with the purpose of: (1) defining the problem, (2) formulating a plan, (3) implementing a plan, and (4) evaluating the results. To accomplish these tasks, the team utilizes screening data to identify potential concerns. The team then meets and uses data to define the problem. The team then selects appropriate intervention(s) that match the problem. The intervention is then implemented with fidelity. Throughout the intervention, the team collects progress monitoring data to monitor the progress of the intervention. The progress is reviewed and the success of the intervention is evaluated. Changes to the intervention are made as necessary. Communication with the student's parents throughout the problem solving process is key.

Screening tools will be administered in reading, writing, and math to all students in fall, winter, and spring. Universal behavior benchmark assessments will follow the same timeline. Academic Screening tools may include assessments such as Measures of Academic Progress (MAP) testing, fluency timings, and Explore and Plan testing.

Academic at-risk students will be those who score below the 20th percentile on national norms.

Behavior at-risk students will be those who are nominated by teachers and score within the "at-risk" range on a behavioral screening assessment, such as AIMSweb, in the areas of externalizing or internalizing behaviors.

Other students who do not meet the above criteria could be entered into at-risk population through teacher recommendation provided that the student scores below the 30th percentile on national norms and is in the bottom 10 percent in the class. The intent is not to limit the amount of children receiving intervention and monitoring, but to ensure adequate resources to provide such services for those most in need.

Students who exceed benchmarks will also be identified. Students exceeding the 95th percentile on national norms will be identified.

Part VIII. Effective Transitions (High School to Postsecondary)

13. Describe how you will implement strategies to facilitate effective transitions for students from high school to postsecondary education.

- a. Unity School District begins to implement effective transition from high school to postsecondary programs in middle school. The programs include: 1) Implementation of Career Cruising for grades 6-12. Career Cruising is an internet-based career exploration and planning tool used by students to explore career and college options and to develop a career plan. Features of the program include assessments, career profiles, multimedia interviews, college and financial aid information, employment guide, my plan, resume builder, and a parent portal. 2) Implementation of Grade Level ACP Activities for all 5th -12th graders. Middle school students focus on awareness and exploration.

Part IX. Ensuring Schools Assist English Learners

17. Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under Title III that will help English learners increase their English language proficiency and meet the challenging State academic standards.

- a. The Unity School District shall provide an **English Language Proficiency (ELP)** program for identified **English Learners (ELs)**. The District shall annually conduct a count of the limited English proficient students, assess the language proficiency of such students and classify the students by language group, grade level, age and English language proficiency.

The District shall provide for an annual assessment of English proficiency of all students with limited English proficiency in the schools served by the district. Student's English language strengths and weaknesses will be assessed by trained examiners using the **ACCESS 2.0** assessment in all content areas.

Unity School District provides instruction in the core content of reading/language arts, math, science, and social studies for all students, including students identified as English learners. Our district has identified benchmarks for students to achieve at each grade level and all classroom teachers design instruction for students using the benchmarks. Title III efforts for English learners is supplemental when provided outside the core content instruction.

Students become part of the English learner program when their English proficiency level is between

1 and level 5 as determined by the annual ACCESS 2.0 exam, and will continue until they reach a full English proficiency level of 5. Students who reach a level 5 will continue to be monitored for two more years based on their academic grades. ELs will be expected to increase their ELP by the target percentages set for AMAO 1 as determined by the state of Wisconsin and the United States Department of Education.

Unity School District certifies that all teachers in any language instruction educational program for limited English proficient children are fluent in English and any other language used for instruction, including having written and oral communication skills.

The following process is observed in identifying students for the ELP program:

*the Home Language Survey is completed,

*the W-APT screener is administered,

*a letter of notification is sent to parents,

*an **Individual Student Plan (ISP)** is developed to identify student goals (academic language and social language) for the school year with input from classroom teachers, parents and other support personnel as applicable. Student plans can be revised as needed as long as parents and teachers are informed of those revisions.

Parents have the right to refuse program services and a signed refusal is kept on file in the child's cumulative folder.

Unity School District will use an English as a Second Language Approach for supporting ELs. As its name implies, the ESL approach focuses on instruction in English as the primary means to help ELs acquire the language and ultimately meet high academic standards. Students learn and are taught in English exclusively or primarily—certain instructional materials or instructional techniques may make use of basic L1 vocabulary, but only as a means to support the students' use of English. Models that follow the ESL approach may include both language instruction, wherein English language is the instructional content itself, or content-based instruction, in which academic content is the object of instruction, but it is delivered in such a way as to support ELs' acquisition of English as well.

The Title III Coordinator will meet with individual or grade level teams to share ACCESS 2.0 results, past results, and past individual goals. Through this meeting, new goals will be developed based on academic and social language skills. The Title III Coordinator will meet with teachers as needed to assist with instruction and planning goals. These goals are added to the students' Individual Student Plan. From there, the Title III Coordinator will meet with teachers and parents to share the ISP for the present school year and make any additions or revisions to the plan based on their input. Teachers may contact the Title III Coordinator with any concerns regarding academic and/or language skills with the ELs they work with in the classroom. Parents may also contact the classroom teacher(s) or the Title III Coordinator to discuss important information regarding their child. If a family needs an interpreter, the Title III Coordinator or classroom teacher may contact the District's contracted interpreters to schedule a meeting.

Title III Coordinator will provide professional development for all staff within the district. This could be done at staff meetings or scheduled during inservice time throughout the school year. The Coordinator will work with ES, MS, HS principals to determine availability and topics for discussion.

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.

- a. Unity School District surrenders all Title III funds to CESA 11.

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.

- a. Because of the limited funding received for Title III, Unity School District surrenders all Title III funds to CESA 11. The district will receive support from CESA for meeting state and federal requirements each year. Any cost incurred through the year, specifically ACCESS 2.0 materials, can be paid through other district funds.

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

- a. The Title III Coordinator will meet with parents and teachers to assist with instruction and planning goals. Revision of goals or new goals must be added to the students' **Individual Student Plan (ISP)**. Teachers may contact the Title III Coordinator with any immediate concerns regarding academic and/or language skills. Parents may also contact the classroom teacher or the Title III Coordinator to discuss important information regarding their child. If a family needs an interpreter, the Title III

Coordinator or classroom teacher may contact the District's contracted interpreters to schedule a meeting.

Part X. Supporting And Assisting Schools With Career And Technical Education Programs

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.

- a. Unity School District partners with many multiple community organizations to successfully provide programs and activities for students which fall under Title IV, Part A. These partnerships and programs include:
- WITC (Wisconsin Indianhead Technical College)
 - o CNA certifications
 - o Dual credit courses in technical and business education
 - o Construction Academy (WITC & Polk County Workforce Resource)
 - CVTC (Chippewa Valley Technical College)
 - o Dual credit courses in agriculture education
 - National Guard
 - o Student leadership/career activities

21. If determined appropriate by the LEA, describe how you will support programs that coordinate and integrate academic, 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.

- a. **Implementation of Career Cruising at Grades 6-12** - Internet-based career exploration and planning tool used by students to explore career and college options and to develop a career plan. Features of the program include assessments, career profiles, multimedia interviews, college and financial aid information, employment guide, my plan, resume builder, and a parent portal.

Grade Level ACP Activities

Includes all 5th -12th graders

Middle School - Awareness and Exploration activities

High School - Planning and Preparation

Theme - Climbing the Mountain to Success

All ACP information and activities will be available on the district's website