



ESSA LEA Plan Report

Glenwood City School District

2023-2024

Wisconsin Department of Public Instruction

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Madison, Wisconsin

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

Student progress is monitored through consistent analysis of student performance. GCSD assesses student learning through curriculum based assessments, district level screeners, and Wisconsin Forward Assessment.

Standardized tests are administered at every grade level in Wisconsin. These assessments are used to inform instructional efforts at GCE.

The following assessments are administered each year:

4K -	PALS (Phonological Awareness Literacy Screening)
1st – 5th	Fountas & Pinnell Benchmark Assessment at end of each school year
5K - 1	STAR Early Literacy Fall and Spring
1st – 8th	STAR Reading, and Math Assessments Third - WI Forward Exam (Reading and Math)
Fourth -	WI Forward Exam (Reading, Language Arts, Math, Social Studies, Science)
Fifth -	WI Forward Exam (Reading and Math)
9 & 10	ACT ASPIRE
11 -	ACT plus Writing & ACT WorkKeys
12	Civics Graduation Exam

Students performance results from these assessments are use to inform curriculum, instruction, and assessment. Data is discussed and analyzed through weekly District Teaching and Learning team meetings.

Student performance information is used to provide a multi-level system of support for all learners. Curriculum identifies learning standards, enduring understandings, skills and knowledge and performance indicators. Educators use formative assessment results to advise curriculum, instruction and assessment processes. Units of instruction culminate in a summative assessment or performance task informing educators on mastery of learning outcomes.

Students that are not currently meeting performance indicators are provided with interventions and supports during TopperHour in the elementary, READ 180 in the middle school, and Compass in the middle/high school.

EduClimber is utilized to collect and organize assessment data in an effort to assist teachers with analysis of student learning. Through GCSD Teaching and Learning teams, building, department, and grade level teams Curriculum, Instruction, and Assessment is analyzed and evaluated to adjust for gaps and needs. Teachers regularly examine instruction through a Plan Teach Reflect cycle. Curriculum, Instruction, and Assessments are monitored, updated and improved consistently through 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.

All staff meet highly qualified criteria and are teaching within area of licensure. All paraprofessionals are also highly qualified or in the process of becoming highly qualified.

Professional Development is guided by student learning. Workshops and in house PD are provided based on needs identified through informal and formal assessment opportunities including informal classroom, district level screening, and state assessments.

Additionally, GCSD has identified 5 Focus Areas that guide PD including; Specific Learning Outcomes, Instructional Strategies, Student Engagement, Assessment Mechanisms, and Embedded Literacy. Teachers use these focus areas as they reflect on their practice evidenced in Plan Teach Reflect forms.

Title I-A Application

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

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

Title I-A LEA Plan Title I-A Questions

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

The GCSD Title I Schoolwide program is designed to generate high levels of academic achievement for all students, ensuring that they receive a fair, equal education and learn at high levels. Educators and families work collaboratively to establish and assess goals focused on advancing student learning. Title I provides services for students that may need extra support to meet these goals.

The GCE Schoolwide Title I Leadership Team meets throughout the school year to establish goals, develop instructional plans to achieve goals and plan family engagement activities. The goals established for the year are shared with teachers to ensure we are working collaboratively to best serve our students. These goals are informed by student performance on our universal screener given three times each year and curriculum based measures.

Family Engagement

- We will provide 2 family activities during the school year. At each activity a survey will be provided to gain family feedback to improve activities going forward. Additionally, a resource for families has been created on our website to communicate weekly literacy and math skills being taught in each grade.

Phonics and Fluency

- Using the Screen to Information Report in Fastbridge we will watch and track the data from Fall 2023 to Spring 2024 and have growth in the Phonics and Fluency area of at least .5.

Professional Development

- Based on our Fastbridge data from the past few years we have identified that phonics, phonemic awareness, and fluency are areas of need. As a result, our teachers will be trained on the Top 10 Tools during the 2023/24 school year. We expect that student proficiency will increase in each grade.

Our Title I staff assist teachers in ensuring that we are able to meet the academic needs of our students through high quality Tier I instruction and intervention and support for students in Tier II and III. Our Equitable Multi-Level Systems of Support include meetings every 6 to 8 weeks to discuss student performance and progress, interventions and supports, as well as instructional strategies to support learning in the classroom.

Family Engagement is important to our programs. Each year we facilitate events and activities allowing families to join our school community. Communication is critical to family engagement. In an effort to ensure communication between all stakeholders we utilize our website, School Messenger system, classroom newsletters, and sharing of student screening performance by sending out a student achievement report from our universal screener three times per year. School events are also held each year including orientation open house, parent-teacher conferences (2 times per year) and other special events.

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 School District of Glenwood City identified Nicole Brite as the liaison for homeless children and youth. All staff are made aware of who is identified as the liaison at the annual fall inservice training.

Each year the liaison shares information to all staff members on identifying homeless students at the fall inservice training. This communication includes the rights and definition of homeless students. Specific training is held with secretaries and counselors.

An annual notice is included in the district newsletter. The district website includes the required annual notice. Resources are available and shared with all families in the district. Public notice of the educational rights of homeless youth is disseminated in such public places as schools, meal sites, shelters, and other locations frequented by low-income families.

5.2. Community Coordination & Collaboration:

We maintain communication with food pantry staff to be aware of new/existing homeless families through face to face communication weekly when they drop off groceries or food that are a part of the Glenwood City School Backpack Program. Posters of the educational rights of children and youth experiencing homelessness are provided to each community organization to post in a predominant location for staff awareness and to communicate with families and youth that may be accessing services and support. Communication with local agencies and providers is mainly via email but also via phone for more immediate needs. We coordinate to provide services such as weekly food which are donated to school and clothes when needed.

In an effort to build positive relationships with local agencies and to support the many different needs of homeless youth, we collaborate with and provide information to families and unaccompanied youth about the following agencies: The Salvation Army, Family Preservation, Family Therapy Associates, County Human Services, and the local medical agencies.

5.3. Identification & Referral:

The district protocol for referral is as follows:

Procedures for Staff, Counselors and the District Liaison

1. Once you become aware a student might be in a homeless situation, meet with the youth or contact the parent /guardian to gain additional information. At this point, contact the district homeless liaison or your building principal by phone or email.
2. Parents / students should be informed of their right to fully participate in school and have been invited to participate in extracurricular activities or after school programs/ mentoring programs if available.
3. The District Homeless Liaison will ensure free lunch is provided and transportation issue are worked out.
4. The District Homeless Liaison will contact the district business office to waive all school fees.
5. The District Homeless Liaison will approve or deny requests for assistance.
6. If a student needs bussing, the district Homeless Liaison will work with the bus company to set up the child's bussing. The Liaison will communicate with the parents/guardians the specific bussing information.
7. There is also a McKinney-Vento checklist available for use when staff meet with the parents/ student.
8. The central office will enter homeless information into the district SIS.

All staff are trained yearly and provided the Homeless Facts Sheet. A flowchart is utilized to help make decisions. The Homeless identification forms include checklists to assure all services are provided.

Secretaries and counselors during registration ask questions about residence and pass on any information to the liaison which might suggest homelessness. Students are immediately allowed free participation in school nutrition programs as indicated on the checklist and provided free school supplies if needed. The homeless fact sheet is distributed to families in an understandable written format, and includes a list of local service providers and areas to get assistance.

5.4. Policy & Procedure Review/Revision:

Procedures are reviewed annually (or when a change in practice is needed). This review takes place each fall, prior to the fall inservice training provided to staff. Our procedures are written to remove any barriers that may occur for families, children and youth who are experiencing homelessness.

Our policies and procedures are written with a lens of equity for every family and student and do not stigmatize or segregate children and youth based upon their economic and housing status.

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

The School District of Glenwood City will provide transportation for homeless students at the request of the parent, unaccompanied youth, or the local Homeless liaison or designee to the school of origin. The district has the right to determine the mode of transportation to the school of origin (bussing, gas cards, parental transportation, or a private driver).

In the case where the school of origin and current residence are in different school districts, the local district homeless liaisons of the two districts will agree on the method of transportation and share the cost.

**** If a family chooses to stay in the school of origin after permanent housing has been found, transportation will be provided until the end of the school year, if the family requests it.**

If the student receives gas cards, parental transportation, or a private driver, the parent and student must sign the School District of Glenwood City Transportation Agreement. The school designee must record the transportation information each time a gas card is given out. The form will be kept at the school for the school year and then sent to the District Homeless Liaison at the end of the school year.

5.6. Immediate Enrollment:

The Terms “enroll” or “Enrollment” is defined to mean attending school and participating fully in school activities.

1. The district shall immediately enroll the child/youth, even if they lack records normally required for enrollment. Records will be requested immediately from the previous school.
2. For the purposes of school placement, any parent/guardian or person who has legal physical custody of the homeless youth shall enroll the child directly in the School District of Glenwood City.
3. Homeless youth, who do not live with their parents, may enroll themselves in school.
4. The address listed on the enrollment form becomes the proof of residency.

We are required by the State of Wisconsin to send any records for students experiencing homelessness that have transferred out of district, within 24 hours of a records request being received.

5.7. Dispute Resolution:

A written dispute procedures document is on file in the office of the Homeless Liaison and in the administration office. It is shared annually with building-level administrators. If a dispute arises over school selection or enrollment, the youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. The local Homeless Liaison shall carry out the dispute process after receiving the notice of the dispute.

The parent/guardian of the youth, or unaccompanied youth shall be provided with a written explanation of the appealed decision regarding school selection, enrollment, including the rights of the parent, guardian or youth to appeal the decision to the office of coordination for Education of Homeless Children and Youth in the Wisconsin Department of Public Instruction.

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

As a school wide Title I program we invite all families of students within our school to family engagement activities. Parent compacts, defining roles and responsibilities of teachers, parents/guardians/families and students, are distributed and collected at the start of each school year. Annual notices regarding Title I services are shared in our Hilltopper Highlights September issue which is mailed to every household in the district. Surveys are distributed and collected at all family engagement activities. Parent input is collected periodically on school events such as our annual open house and parent teacher conferences. Data is used to ensure that we are best meeting the needs of our families in scheduling events, developing communication venues, and making services more accessible. As a result of this information we provide at least three evening activities throughout the school year to reinforce learning between school and home.

The GCSD Family Engagement Policy updated and reviewed April 2018. Glenwood City School District Board of Education holds a committee meetings twice a month. One of these committees is Board Policy where policies are reviewed and updated as needed.

Communications and school documents are offered in the language of the home when requested and interpreters are arranged for meetings. Our ELL Coordinator also serves to assist with communication with our non -english speaking families. This coordinator ensures that communication with families occurs in sharing the learning plans, ACCESS for ELLs assessment, and parent teacher conferences. Families are included and invited to all family engagement activities.

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):

Title I -

Each year the Title I Leadership Team meets to identify and plan transition activities for the school year. These activities and processes are documented in the School Wide Title I Plan. Transition activities may include;
Communication/Activities that reflect attention to transitions to next levels.

- Hilltopper Highlights district newsletter - Issues April/May, June/July, August/September
- Spring report card mailing includes next year classroom information
- School messenger used to send out informational announcements regarding Open House Information
- Teacher newsletters and introductory letters
- Parent Notes/Title I Informational letters
- Website

Between Grades:

- Next year teachers visit classrooms in spring of year
- Each class has a Book Buddy Classroom (Older grade pairs with younger grade) in which transition activities happen throughout the school year
- REACH program rewards and celebrations
- Award ceremony in June
- 4K Nursery program
- 5K Kindergarten graduation
- Middle School Counselor, 6th grade teachers and students meet with 5th grade, at the end of the school year, to prepare them for the middle school transition.

7.2. Middle grades to high school:

Grades Leaving the Building:

- 6th Grade Ambassadors, May -
5th grade students meet with a select group of 6th graders, the MS, counselor, and principal. The discussion provides 5th grade students with information specific to being a middle school student.
- Open House, August - The district hosts a district wide open house the day prior to the first day of school
- Award ceremony in June
- Transition Planning, for students with IEPs, beginning at the age of 14.
- Graduation
- Senior Awards Banquet

Students that have been identified as having a parent or guardian that is an active duty member of the military, will be provided services as needed. The district will monitor their academic, behavioral and social emotional well being. Services provided will include, but are not limited to: School Counseling, Title I Services, Progress Reporting, Progress Monitoring, etc.

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

Behavior and resulting actions are recorded in our student information system, Skyward.

Glenwood City Elementary School uses a PBIS format to ensure students are meeting behavior expectations. The goal being to keep students in class. The PBIS committee meets every 6 weeks to develop and evaluate behavior interventions. Behavior interventions are documented within our EduClimber database. Teachers receive professional development to be able to enter, monitor, and analyze behavior data. This data is used to develop interventions to remediate behavior through intervention plans.

We use EduClimber and Skyward to collect discipline practices information. Reports generated from these systems provide valuable information about time students are removed from the classroom.

Data is collected through Skyward (SIS) and is used to determine policies and practices that guide student behavior and expectations. The middle school has engaged in PBIS-like systems that acknowledge students for the demonstration of key traits (respect, responsibility, compassion, etc.). Middle school staff meet on a monthly basis, or as needed, to address any recurring or persistent behavioral concerns.

The high and middle school engage in a Student of the Month program in which information is solicited regarding student behavior and the positive displays from students. This program has been instrumental in creating a strong school culture and minimizing the occurrences of inappropriate behaviors.

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.

Glenwood City school district uses Title II funds to provide for class size reduction. This activity aligns with the efforts of the AGR state grant to provide for reduced class sizes. Smaller class sizes allow for differentiated instruction for students to best meet grade level expectations and state level standards at the elementary grades.

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.

Glenwood City doesn't use Title II funds for professional development

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.

Glenwood City 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 District and School Leadership Team meets at least three times during the school year. At these meetings the plan and its contents are discussed in detail. Improvements are made to the ESSA LEA plan throughout the school year as needed or requested. Monitoring of the plan and consultation occurs with input from teachers, principals, specialists, school counselors, paraprofessionals, parents, and others are involved in the development of the plan by invitation, through communication found in monthly newsletters, weekly bulletins, various committee meetings, the Spring Title I Annual Review, and at the fall and spring school board meetings. Feedback is offered and we seek suggestions for improvement to the LEA Plan.

Standardized tests are administered at every grade level in our district. The following assessments are administered each year:

4K -	PALS (Phonological Awareness Literacy Screening)
1st – 5th	Fountas & Pinnell Benchmark Assessment at end of each school year
5K - 1	STAR Early Literacy Fall and Spring
1st – 8th	STAR Reading, and Math Assessments Third - WI Forward Exam (Reading and Math)
Fourth -	WI Forward Exam (Reading, Language Arts, Math, Social Studies, Science)
Fifth -	WI Forward Exam (Reading and Math)
9 & 10	ACT ASPIRE
11 -	ACT plus Writing & ACT WorkKeys
12	Civics Graduation Exam

Data is discussed and analyzed through weekly District Teaching and Learning team meetings and are analyzed to determine educational gaps. Students performance results from these assessments are use to inform curriculum, instruction, and assessment.

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.**

School counseling services are in contact with institutions of higher learner in order to provide our students access to college and universities. These contacts are highlighted by visits from campus recruiters. Similar activities occur with various branches of the military and industries found in our vicinity. High and Middle School students have been provided field trips to Career Ventures (career fair) as well as campus visits to area post-secondary institutions.

Students with Individual Education Plans begin transition planning once they turn 14 years old. These plans include what students hope to pursue following high school. These plans are used to schedule and select appropriate courses during high school. We use DVR and Project Search to assist our highest need students with their post high school needs.

Students are provided the opportunity to begin certifications in any of the various CTE Pathways through our Youth Apprenticeship programming. We document certifications earned based on the mandated requirements of YA and continue to look for ways to grow this program. We also provide students who do not meet the parameters of YA to enroll in a Work Study program, providing them an opportunity to engage in activities that serve to enhance vocational training.

Our district participates in the Indicator 14, post secondary survey, every 5 years. Through this survey we are able to track and follow where are students, with IEPs, are finding success post high school. █

Student data is collected in regard to CTE programming - this information is used to track our students through their post-secondary engagements (pursuing degrees in CTE, engage in CTE-related fields). This information is used to secure funds as well as to drive our programming.

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.**

Glenwood City 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.**

Glenwood City 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) .

Glenwood City 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.

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.

ELL students are assessed for English language proficiency using the Wisconsin Access for ELLs assessment. These scores along with the Wisconsin Forward, PALS, district level screeners and student performance in coursework is used to develop learning plans for ELL students. These learning plans are developed by the ELL Coordinator, teachers and families. Plans include; general information, evaluation/assessment data, background and teacher feedback, language acquisition goals, academic goals, suggested grading procedures, Title III/ELL support services, and Instructional and assessment modifications/accommodations. Learning plans are regularly reviewed and used by teachers during instructional planning. ELL students are included in school wide RtI processes and receive additional support through regular interventions as needed.

Each EL has an individual student plan that provides the necessary information to all instructional staff, about the student's English language and academic needs, instruction and curriculum needs, student language and academic goals, and recommended instructional strategies, modifications and accommodations.

All teachers providing supports to ELs are engaged in ongoing professional development at both the district and regional level through the opportunities that the CESA 11 consortium offers. Our district EL Coordinator attends the quarterly networking meetings to stay current of Federal, State and local updates, share information about effective resources, and engage in ongoing professional

learning about proven practices. Teachers participate in opportunities that provide training in proven effective instructional practices and strategies, effective assessment measures that will inform instructional decisions and measure language acquisition growth, engage in learning about supporting language development through content instruction, and are trained in sheltered instruction protocols. Participating in these opportunities gives teachers the information needed to address student needs at each level of their language development.

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.

English proficiency is taught within content areas. GCSD has an ELL Coordinator that works with all teachers in supporting ELL students. Resources and professional development on effective instructional strategies are provided to teachers. Students are also served through our Schoolwide Title I programming. We incorporate pre-teaching strategies such as introducing vocab and new topics in an effort to help students build background knowledge prior to learning.

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.

ELs are given the supports necessary to enable them to fully participate in academic content and assessments. Assignments are modified and assessment accommodations are provided as described in the individual student plan written for each student. Specific supports are shared with teachers, parents and students so that all learning partners are informed.

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

When possible all documentation is provided in home language. Interpreters are used for conferences and meetings. Parent Teacher conferences are scheduled for all elementary families that want one.

Parents are invited to a Spring Program Review Meeting each year. At this meeting all results are shared. Access test reports are also sent to all families of students that were evaluated.

Parents of ELs are invited to participate in school activities such as volunteering in school-based activities. Families are encouraged to help children integrate their cultural and linguistic traditions into school assignments and activities. Outreach is offered with parent input about the content of regular meetings and family-based 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.

NA

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.

The high school continues to grow relationships with local/area businesses in an effort to provide apprenticeships and/or work study opportunities that serve to develop skills necessary to be a successful employee.

Programs are supported through funds secured through the Youth Apprenticeship Program, Carl Perkins Grants and ACT 59 funds. These funds provide our students opportunities to be reimbursed for uniforms, equipment, etc. purchased to ensure workplace success. Funds are also secured by the district that help to offset curricular offerings and provide students with experiences that otherwise may remain out of reach.

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.

Students are provided the opportunity to engage in apprenticeships and, with successful completion of course requirements, may obtain academic credits for their efforts. Students obtain a job that is associated with one of the career pathways and a mentorship is provided by the employer in conjunction with the school. CTE staff members are also linked to students, based on the pathway, and are responsible for ensuring workplace success.

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.

Not Applicable

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.

Not Applicable