

REQUIREMENT	GUIDED INQUIRY	PLAN NARRATIVE
<p>1. LEAs will provide every student access to a well-rounded education that meets their learning needs in an appropriate, healthy and safe environment.</p>		
<p><i>Title I, Part A - Improving Basic Programs</i> i. 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:</p> <ul style="list-style-type: none"> • 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 programs and improve school conditions for student learning. 	<p><i>How will you monitor student progress on an annual, interim and ongoing basis?</i></p> <p><i>How will your progress assessments be aligned with state standards?</i></p> <p><i>How does the universal curriculum meet the needs of all students? What evidence can you provide about the relevance and rigor of your standards-based curriculum?</i></p> <p><i>How are students identified as at risk for failure? What are the demographic characteristics of these students? What evidence can you provide that no subgroup has been marginalized?</i></p> <p><i>What additional assistance and supports are provided to students at risk to guarantee their academic success?</i></p> <p><i>What evidence do you have about the effectiveness of your current instructional programs and strategies? How do you conduct ongoing inquiry into your instructional approaches?</i></p>	<p>In Prescott, we provide universal screening for all students, Kindergarten through grade 8, three times per year with FastBridge Learning. We use this screening data, along with other forms of classroom assessment, to determine students who are below benchmark and may be in need of additional intervention opportunities. There are a variety of different intervention options depending on the needs of the student.</p> <p>Those who are below benchmark and receive intervention are progress monitored more frequently to make sure they are responding to instruction. If they are not responding in the manner we expect, we adjust our approach (method, frequency, and/or intensity) to find something that works for the individual student.</p> <p>Our grade level PLCs work closely with our interventionist, Title I teacher, and School Psychologist to consistently review data to discover learning trends and instructional needs.</p> <p>These meetings occur regularly (<i>at least 2x</i></p>

		<p><i>per month</i>) as well as more extensively during our annual Data Retreat held during the summer. During this meeting, we review student performance and any differences between subgroups (SWD, low SES etc).</p> <p>Our reading specialist will be coaching teachers to ensure fidelity of implementation of state academic standards, which will have a direct impact on student learning.</p> <p>The Title I Spring Needs Assessment identifies areas of student needs and priorities that Title I funded teachers and paraprofessionals will focus on for instruction and supports.</p> <p>Lastly, at the conclusion of each school year we meet to evaluate the effectiveness of our programming and interventions as a whole using academic data. These meetings involve the Title I teacher, interventionists, school psychologist, reading specialists and the director of student services.</p> <p>Our Evidence Folder Will Include:</p> <ul style="list-style-type: none"> ● Needs Assessment Ranking ● Day 6 PLC agendas ● FastBridge Assessment Calendar (screening/progressmonitor sheet) ● Data Retreat info.
<p>ii.How will you identify and address any disparities that result in low-income and minority students</p>	<p><i>What evidence do you have about the experience and credentials of teachers who are teaching students who are at risk for failure and in need of</i></p>	<p>All students regardless of their socioeconomic background have access to</p>

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<p>being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers as defined in the state educator equity plan?</p>	<p><i>interventions?</i></p>	<p>the same highly-qualified teachers who are licensed in the appropriate field. Our current Title I teacher and interventionist are both licensed in their appropriate areas and have at least 10+ years of experience.</p> <p>Our Evidence Folder Will Include:</p> <ul style="list-style-type: none"> • Teacher assignment & license documents for Meghan Smith and Yvonne Zarnstorff . • DPI Disproportionality of Staff Letter
<p>iii. Describe the poverty criteria that will be used to select school attendance areas for Title I schools. (Please note this information will be submitted as part of the Title I, Part A application in WISEgrants, not as a separate narrative.).</p>	<p><i>Do you have policies in your district that restrict the number of students who can transfer across buildings?</i></p>	<p>Not Applicable</p>
<p>iv. Describe the nature of the programs to be conducted by Title I schoolwide and targeted assistance programs schools and, where applicable, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.</p>	<p><i>Does your district receive funds under Title I, Part D for Neglected and Delinquent Children?</i></p> <p><i>If so, how does your district identify neglected and delinquent children and youth? What programs are in place to support their learning? What partnerships have been made to provide additional services to neglected and delinquent children and youth</i></p>	<p>Current Title I Schoolwide Program: Each fall, winter and spring we gather data to determine which students have the highest academic need. There are multiple data points that support our decision making regarding who we will serve.</p> <p>After collecting this information, we program for and schedule students using several different strategies, including pull out services as well as 'push in' services where we co-teach and support within the regular education classroom.</p> <p>Within our Title I schoolwide program, we have two highly qualified teachers as well as highly qualified teaching assistants. Our focus for instruction is math and reading.</p>

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<p>v. 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</p>	<p><i>Who is identified in your district as the Homeless Liaison? How are homeless students identified? What services are provided to these students under McKinney-Vento?</i></p>	<p>Our Director of Student Services, Sandy Strand is the homeless liaison for the district.</p> <p>Homeless students are identified by student services staff, teachers, and/or other educational staff in the district. Training on identification and process occurs annually at the back to school inservice.</p> <p>Homeless students and their families are provided various resources to allow access to educational services. These resources include school supplies and food (via the backpack program) as well as community resources around basic needs. If transportation to/from their location is necessary, the district will provide that transportation or reimburse parents for the cost of mileage to/from school.</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● Agenda on annual training ● Google document on students identified as homeless
<p>Homeless: Public and Staff Awareness</p>		<p>Sandy Strand, Director of Student Services is 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.</p> <p>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. Additional</p>

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		<p>training on process/paperwork is held with school counselors.</p> <p>An annual notice is included in the district newsletter and the district website includes the required annual notice.</p> <p>An informal list of local resources has been created and is updated regularly. School counselors are aware of this information, and communicate it regularly to families in need.</p>
Homeless: Community Coordination and Collaboration		<p>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.</p> <p>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: Food Pantry, County Human Services, Local medical agencies, and other local resources for basic needs.</p>
Homeless: Identification and Referral		<p>The district protocol for referral is as follows: Procedures for Staff, Counselors and the District Liaison Once you become aware a student might be in a homeless situation, share that information with your building school counselor. They will connect with the youth or</p>

		<p>contact the parent /guardian to gain additional information and then share information with the liaison who will assist in coordinating to meet family needs. 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.</p> <p>The District Homeless Liaison will:</p> <ul style="list-style-type: none"> ● Ensure free lunch is provided and transportation issues are worked out. ● Contact the district business office to waive all school fees. ● The District Homeless Liaison will approve or deny requests for assistance. <p>If 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.</p> <p>There is also a McKinney-Vento checklist available for use when staff meet with the parents/ student.</p> <p>Student Services administrative assistants will enter homeless information into the district SIS.</p>
Homeless: Policy and Procedure Review/Revision		

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		<p>We update our policies regularly via Neola. Neola typically provides the cross-referencing necessary to ensure policies are in coordination with one another.</p> <p>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.</p>
<p>Homeless: Transportation to and from School of Origin (including preschool)</p>		<p>The School District of Prescott 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).</p> <p>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.</p> <p>** 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.</p> <p>If the student receives gas cards, parental</p>

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		<p>transportation, or a private driver, the parent and student will sign a School District 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.</p>
Homeless: Immediate Enrollment		<p>The Terms “enroll” or “Enrollment” is defined to mean attending school and participating fully in school activities.</p> <p>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.</p> <p>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 Prescott.</p> <p>Homeless youth, who do not live with their parents, may enroll themselves in school. The address listed on the enrollment form becomes the proof of residency.</p>
Homeless: Dispute Resolution		<p>A written dispute procedures document will be on file in the office of the Homeless Liaison and in the administration office. It is</p>

		<p>shared annually with building-level administrators.</p> <p>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.</p> <p>The local Homeless Liaison shall carry out the dispute process after receiving the notice of the dispute.</p> <p>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</p>
<p>vi. Describe the strategy you will use to implement effective parent and family engagement under section 1116 of ESSA. This includes the following elements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consultation with parents and family members around Title I programs, activities, and procedures. <input type="checkbox"/> A written parent and family engagement policy, developed with parents and family members, to establish expectations and objectives for meaningful parent and family involvement. 	<p><i>How do you identify/invite/include parents and family members in Title I programs and activities?</i></p> <p><i>What data do you collect that informs your parent and family engagement practices and plans? Does this data reveal any barriers that need to be addressed, such as barriers to attendance, participation, including language, transportation, relationships, work schedules, etc.</i></p> <p><i>What evidence do you have that you are regularly reviewing your district's parent/family engagement policy and making revisions based on parental input? Do you include parent and family input in the school calendar? Is it representative of the</i></p>	<p>We hold an annual Title I Family meeting to inform them about our programming. In past years, we have done an evening event and provided dinner and childcare. This year we experimented with a 'breakfast' at which families came in, ate donuts, and received information about our programming. This event was attended by just over 50% of parents with students served in Title I.</p> <p>Given we changed over to a 'school wide' Title I program last year, we will also be offering a parent survey online that would be</p>

	<p><i>cultural needs of your district population?</i></p>	<p>available for all parents to complete.</p> <p>We seek parent feedback on how often they participate in school functions. We also have a presence at other building level activities such as parent nights and conferences.</p> <p>We offer bi-annual conferences held at their convenience, inviting parents to come in and talk about their child’s progress and goals.</p> <p>We meet annually with our school wide team to review the Family Involvement Policy.</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● Title I parent involvement policy was updated 6/17/2020. ● List of parent activities from last year.
<p>vii. Describe how you will implement strategies to facilitate effective transitions for students from 1) early childhood education programs to elementary school programs, and 2) middle grades to high school. Please note that this includes: For elementary schools - Support, coordination, and integration of services provided under Title I, Part A with early childhood education programs at the LEA or individual school level.</p>	<p><i>What data do you have that demonstrates that students are successfully transitioning at critical junctures of their school career? (i.e. early childhood and 4K to kindergarten; elementary to middle grades; middle to high school; high school to college/career/life)</i></p> <p><i>What data do you use to identify and evaluate the effective integration of transition support services across funding sources, ie. Title I, IDEA and other sources?</i></p>	<p>We have many strategies to ensure a smooth transition for students from one grade level (or program) to another. Strategies include:</p> <ul style="list-style-type: none"> ● SST process to identify those students who may need a little more than the standard transition approach <ul style="list-style-type: none"> ○ Additional meetings held in August for selected students prior to the start of school. ● 4K Needs Assessment ● Summer School-Getting Ready for Kindergarten class ● Mentors for incoming 6th and 9th graders

		<ul style="list-style-type: none"> For many students with IEP's, meetings are conducted in the Spring. These meetings include representatives (administration, special education teachers, and student services) from the school they will attend in the Fall. The district has a transition process for students moving between schools. There are meetings of student services staff that occur in the spring and fall to ensure that students with social emotional needs have consistent services and approaches. <p>Evidence:</p> <ul style="list-style-type: none"> SST Meeting Agenda Transition Meetings Agenda 4K Needs Assessment Summer School Registration Form Individual IEP Team meeting records.
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<p>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.</p>		
<p><i>Title I, Part A - Improving Basic Programs</i> i. Describe how you will support efforts to reduce the overuse of discipline practices that remove students from the classroom.</p>	<p><i>What evidence do you collect that reports the frequency, duration, and reasons that students are removed from the regular classroom? How many minutes of instruction are missed? What are the demographic characteristics of students who are removed from the classroom?</i></p> <p><i>What data do you regularly analyze to determine the degree to which disciplinary actions are applied to students that minimize removal from the regular classroom?</i></p>	<p>The district continues to establish and develop our tier 1, tier 2, and tier 3 supports for all students with behavioral and social/emotional challenges. K-8 classrooms utilize Second Step curriculum to deliver instruction to all students. Counseling staff is available at each level to provide an increasing level of intensity of support. At the middle and high school level, tier 2 also includes a social</p>

	<p><i>What records do you keep and analyze to determine the extent of professional development for teachers focused on disciplinary practices and inclusionary cultures?</i></p>	<p>emotional coaching program called Empower U. Finally, at the middle and high school level, our tier 3 supports include co-located services with an area mental health provider.</p> <p>We load behavioral data into our student information system, and code attendance if they are out of school due to discipline reasons.</p> <p>Our district does an annual review of seclusion and restraint data and annually provides training to teachers and paraprofessionals regarding the use of these strategies. Our teachers were provided training on trauma sensitive approaches in 2022-2023. A review of our suspension rates, especially as it relates to students with disabilities vs. those without disabilities continues on an ongoing basis.</p> <p>Behavioral data is the subject of our annual data retreats.</p> <p>Rates of seclusion/restraint is also a required school board report every August.</p> <p>Through our SST process, student behaviors are reviewed and adjustments/interventions are put into place. We identify common areas of need, and student services staff creates and implements Tier 2 interventions for areas in which we need additional focus.</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● Data Retreat Guide
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		<ul style="list-style-type: none"> ● SST Notes ● Rosters for Empower U
<p>Title II - Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders</p> <p>i. Describe the activities to be carried out under this section and how these activities will be aligned with challenging State academic standards.</p>	<p><i>What systems are in place for providing and monitoring professional development in your district? What is your current professional development needs assessment/plan or practice?</i></p> <p><i>What evidence do you have that your current practice aligns with State academic standards?</i></p>	<p>All external professional development is applied for on an internal google form. Administrators then review, approve, and document, based on if the requested PD fits within the scope of our overall PD plan.</p> <p>All internal professional development is determined by site need in collaboration with principal, teaching & learning director, student services director, and superintendent.</p> <p>All professional development is aligned to our curriculum review matrix, which is aligned to the board approved state standards and documented on a common scope and sequence by grade level and content area.</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● PD request Form ● PD Scope Plan ● Curriculum Review Matrix ● Sample Scope & Sequence ● Teaching and Learning Webpage
<p>ii. Describe your systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.</p>	<p><i>What evidence do you collect and analyze to determine the professional growth and capacity building among teachers as leaders? What records do you maintain about the supports given for teachers in their leadership roles?</i></p>	<p>Our Professional Learning Communities set goals each fall. A mid-year and end-of-year review and share out are completed.</p> <p>A monthly District PLC Teacher Leadership Team meeting occurs with ongoing professional development for them as leaders to support their PLC. This is led by our Director of Teaching and Learning and includes principals as well. This is documented and shared with all staff within the district.</p> <p>Evidence</p>

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		<ul style="list-style-type: none"> ● PLC Goal Setting ● PLC Ongoing document
<p>iii. Describe how you will prioritize funds to schools served that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted for Title I, Part A purposes.</p>	<p><i>What evidence do you collect and analyze that demonstrates schools most in need receive ESSA funding?</i></p>	<p>Each year we have a professional development plan created collaboratively by all administrators. The plan outlines our focus and priorities related to PD. We also have a curriculum review process/matrix that outlines our timelines for departmental/subject area work, which is utilized in making informed decisions about PD needs. This helps us allocate all of our resources accordingly.</p> <p>All Title I funding goes to our one K-2 school, Malone Elementary School.</p> <p>Evidence</p> <ul style="list-style-type: none"> ● PD Scope Plan
<p>iv. Describe how you will use data and ongoing consultation to continually update and improve activities supported under this part. 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.</p>	<p><i>How are teachers, principals and others involved in ongoing consulting with the leadership team in the development and monitoring of this plan? Who is consulting with this plan?</i></p> <p><i>Which student data will continually be monitored and evaluated for progress and reduction in gaps throughout the school year?</i></p> <p><i>What practices data are being continually collected and analyzed to determine improvement in root cause professional practices?</i></p>	<p>Data Retreats occur annually in August where PLC leaders and administrators analyze state and local assessment data for trends and gaps. Site specific goals are developed along with a plan to meet those goals. These plans around mathematics, reading, and school culture are reviewed with all teaching staff at the beginning of the year, and individual PLCs build plans around them. These site goals are reviewed in fall, winter, and spring to study impact and make adjustments as necessary in professional development, resources, and support based on screening and local assessment data.</p> <p><i>In addition, we will regularly review our achievement gap data, as well as the ESSA plan each year to determine any adjustments or changes that are necessary with input from our stakeholder groups.</i></p>

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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.		

Evidence

- Goal Setting Template

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<p>Title I, Part A - Improving Basic Programs i. Describe how you will implement strategies to facilitate effective transitions for students from high school to postsecondary education. Please note that this includes:</p> <ul style="list-style-type: none"> • Coordination with institutions of higher education, employers, and other local partners; and • Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. 	<p><i>To what degree do you consult and coordinate with higher education, employers and other local partners in planning for transitions to college and career for all students?</i></p> <p><i>What data do you collect and analyze to evaluate the increase in student access to early college high school or dual or concurrent enrollment opportunities?</i></p> <p><i>What evidence do you collect about the extent of career counseling to identify student interests and skills and develop Academic Career Plans?</i></p>	<p>Our school counselors meet with students individually to facilitate some of the transition from MS to HS and HS to post secondary.</p> <p>Annually, we track the amount of credits that our HS students earn through AP, transcribed credits with CVTC, and dual enrollment through UW Green Bay. Over the past several years, we have observed a drastic increase in these credits. These numbers are available in the resource tab.</p> <p>All of our students 6-12 have a unique career cruising profile. All of our 8th, 9th, and 11th grade students meet with their school counselor to address transition plans and activities.</p> <p>In grades 6, 7, 8, and 10, we have dedicated classes that address career related skills and transition plans.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • ACP Plan • Dual Credit Programming • Transitions for students with IEPs? <ul style="list-style-type: none"> ○ For many students with IEP's, meetings are conducted in the Spring which includes representatives (administration, special education teachers, and student services) from the school they will attend in the Fall.
<p>Title I, Part D - Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (If eligible to apply for funds under this Title) Please note the requirements below in questions i- xiii are a part of the Title I, Part D application in WISEgrants.</p>	<p><i>Does your district receive funds under Title I, Part D for Neglected and Delinquent Children?</i></p> <p><i>If so, respond to the items below:</i></p>	<p>Not Applicable</p>

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i. Describe the program to be assisted under this title.		
ii. Describe formal agreements related to the program to be assisted between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including, where applicable, such facilities operated by the Secretary of the Interior and Indian tribes.		Not Applicable
iii. Describe how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.		Not Applicable
iv. Describe the program operated by participating schools in your LEA to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.		Not Applicable
v. Describe the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.		Not Applicable
vi. Describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or health of the parent and the child or youth, parenting and child youth, including prenatal health care and nutrition services related to the development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.		Not Applicable
vii. Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.		Not Applicable
vii. Describe the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.		Not Applicable

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vii.If applicable, describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs.	Not Applicable	
x.If applicable, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.	Not Applicable	
xi.If applicable, a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.	Not Applicable	
xii. If applicable, describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.	Not Applicable	
xiii.If applicable, describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.	Not Applicable	
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4. LEAs will make progress on closing the achievement gap for all subgroups in English language arts and mathematics so all students meet challenging academic standards.		
<i>Title I, Part A - Improving Basic Programs</i> i.If you have a school identified as a comprehensive or targeted support school under paragraphs (1) and (2) of section 1111 (d) you will be asked to detail in your annual application for	<i>How will you conduct school-level data inquiry and use your performance indicators to determine the critical needs for students?</i> <i>How will you use practices inquiry to determine the needs for improvement in evidence-based</i>	If any of Prescott's schools are identified for comprehensive or targeted supports we will develop a plan as prescribed by the ESSA law. At present, our program is described below: Our annual spring needs assessment consists of

<p>funds how you intend to address your responsibilities. As no schools are currently identified, for the purpose of this LEA Plan, please indicate that you will carry out your responsibilities required under the law. Please note these responsibilities include:</p> <ul style="list-style-type: none"> • Partner with stakeholders to develop and implement a support and improvement plan to improve student outcomes. • The plan must - <ul style="list-style-type: none"> *Be informed by student performance indicators, including performance when measured against state long-term goals; Include evidence-based interventions; *Be based on a school-level needs assessment; and *Identify resource inequities (for comprehensive support schools and those targeted support schools with a subgroup that on its own would place the school in the bottom 5 percent of Title I schools) • For targeted support schools, the plan must be approved and monitored by the LEA. 	<p><i>interventions?</i></p> <p><i>Does your current planning team include the appropriate stakeholders as identified by ESSA? How will you modify or select your improvement planning team to begin this work?</i></p>	<p>a data review of all students. We look at at least three data points per student for both math and reading. We are able to determine who is below, at, or above grade level according to each assessment. We then can determine which student(s) has the highest need and we rank each student who came up as having a need from highest to lowest priority. From this information we can rank grade levels/classrooms by need. Push-in academic support is based on this information.</p> <p>Through our schoolwide approach to intervention we identify and provide support to students demonstrating need in math and reading. In addition, we support the students with pull-out/small group evidence-based interventions. Our instruction and interventions are reviewed regularly and we make adjustments as needed.</p> <p>Our stakeholder group includes:</p> <ul style="list-style-type: none"> • 2 Parent representatives • Building level Principals • Reading Specialist • Middle School Intervention representative • Superintendent • Para representative • 4 regular education teacher representatives • 1 special education teacher representative • School board member • Private school -St. Joe’s representatives • Student services representative <p>Our stakeholders are informed through the district director of teaching and learning at a school board meeting, at the data retreat, and through the</p>
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		district web page.
<p><i>ii. For targeted assistance schools only, 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.</i></p>	<p><i>What data will we collect and analyze to determine the students in greatest need of support in our school?</i></p>	<p>NA - We are a school wide Title I school</p>
<p>Title III - Language Instruction for English Learners and Immigrant Students i. Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.</p>	<p><i>What evidence do you collect and evaluate related to instructional programs and practices that result in increased English proficiency for ELs in your school?</i></p> <p><i>How do you use this evidence to inform improvement and make changes to increase effectiveness in your practices?</i></p>	<p>We have a small population of ELL students in Prescott. For all identified students, we administer the ACCESS test to each student annually and create and share out learning plans for each student.</p> <p>Programming is based by building, need, and ELL level. At our High School, services are provided by a teacher assistant, who works with several students and collaborates with their regular education teachers on necessary accommodations and modifications to curricular expectations.</p> <p>Programming at the elementary level is provided through a variety of resources, including in class interventions by classroom teachers, special education staff, teacher assistants, and Title I/ Interventionists.</p> <p>Programming effectiveness is evaluated through a review of student grades, proficiency on state/district assessments, and year to year progress on ELL level.</p>

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<p>ii. Describe how you will ensure that elementary schools and secondary schools receiving funds under this subpart assist English learners in:</p> <ul style="list-style-type: none"> • Achieving English proficiency based on the State's English language proficiency assessment and consistent with the State's long-term goals; and • Meeting the challenging State academic standards. 	<p><i>What data do you collect and evaluate to determine the progress of ELs in English Proficiency throughout the school year?</i></p> <p><i>What data do you routinely evaluate to determine academic achievement of your district's English learners?</i></p>	<p>For all ELL students, we do regular reviews of the following information...</p> <ul style="list-style-type: none"> • Student grades and progress toward graduation • ACCESS scores • ELEM/MS - Fastbridge or STAR scores • Statewide assessment (Grades 3-10) <p>In the classroom, teachers provide modifications to assignments, pre-teach vocabulary and concepts, and provide additional support during our Cardinal Time. At our HS we have provided ELL students with a specially designed study hall in which they get explicit vocabulary instruction using the Academic Vocabulary Toolkit.</p> <p>At our elementary/intermediate level, ELL students are automatically included in cardinal time intervention. During this time they receive additional instruction and supports around the areas of reading, writing, and vocabulary.</p>
<p>iii. Describe how you will promote parent, family, and community engagement in the education of English learners.</p>	<p><i>What evidence do you collect and analyze that demonstrates meaningful parent, family and community engagement in the education of English learners?</i></p>	<p>Parents of students receiving ELL supports are invited to engage in all parent events, generally scheduled the same night as other parent nights.</p> <p>In addition, parents of students with ELL needs are encouraged to attend conferences. We provide language interpretation when necessary and appropriate.</p>
<p>Title IV, Part A, Subpart 1 - Student Support and Academic Enrichment Grants</p> <p>i. Describe the activities and programming that the local educational agency, or consortium of such agencies, will carry out under this subpart, including a description of:</p>	<p><i>What data will guide you in prioritizing the needs that will be addressed with these grants?</i></p>	<p>This year we have focused on the 'safe and healthy students' component. We were guided to this area primarily through our review of common student needs identified during our Student Success Team meetings (SST) and the review of MS/HS Prescott Youth Risk Behavior Data. This data indicated some concerns in our data in the</p>

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<ul style="list-style-type: none">• 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 this subpart;• The program objectives and intended outcomes for activities under this subpart, and how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.		<p>depression/suicide cluster of questions. Using these funds we have adopted a strong tier 2 curricular resource at the middle and high school levels with proven effectiveness. This continues to be an area of concern for K-12.</p>
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