



Neenah Joint School District At-Risk Plan

Neenah Joint School District At-Risk Mission Statement

The purpose of Neenah's At-risk program is to help all students succeed by developing a sense of belonging, becoming academically competent and learning to be productive and responsible citizens at school and in life.

Developed by:

Ashley Kolb, Director of Student Growth and Support Program

Submitted to the Neenah Joint School District Board of Education on 9/20/22

Equity Statement

The Board of Education shall continue its policy of nondiscrimination and, in compliance with Section 118.13(1), Wis. Statutes, no person may be denied admission to any public school operated by the District or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, student services, recreational or other program or activity because of the person's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

Any person who believes that he or she has been discriminated against under the terms of Section 118.13(1), Wis. Statutes, may file a complaint with the Superintendent of Schools under the procedure set forth in Board Policy Number 2260, utilizing a State Coordinator designated by the Superintendent.

NJSD At-Risk Plan

Goal

1. To increase school success and graduation rate for students identified as at risk of not graduating.

Introduction

Wisconsin state statute 118.153 (2) (a) and Department of Public Instruction PI 25.03 (1 & 2) states that every school board shall identify the children who are enrolled in the school district who are at risk of not graduating from high school, and annually develop a plan describing how the school board will meet their needs. The statute also states that every board shall make available programs to serve children at risk. As part of the district plan, each board must describe how the board will identify and meet the needs of the children identified to be at risk. The Neenah Joint School District (NJSD) is dedicated to educating all students.

The American Association of School Superintendents (AASA) has developed a set of standards to redefine readiness for students beyond high school. These standards serve as a guidepost for schools to prepare students for a multitude of choices beyond high school including college or university, technical college, the military, or a career. The Neenah Joint School District aspires to reach these standards for all students and specifically, students deemed at risk of not graduating. This plan embraces these important standards which include but are not limited to: engaging in dual credit opportunities while in high school, high attendance thresholds for all students, receiving industry credentials while in high school, and developing grit and perseverance. The structures in place within NJSD are designed to maximize the potential of all students, particularly those at risk of not graduating.

This plan assures that NJSD is in compliance with Wisconsin Statute §118.153 relating to children at risk of not graduating from high school by annually identifying the children at risk and developing a plan to meet their needs. The plan includes identification strategies, articulation between levels, and supportive programs for Pre-K through grade 5, middle grades 6 through 8, and high school grades 9 through 12. The plan will also include strategies for parental notification and involvement.

State Definition

Currently, the State of Wisconsin identifies “children at risk” as pupils in grades 5 to 12 who are at risk of not graduating from high school because they are dropouts or are two or more of the following:

- **Behind their age group in the number of high school credits attained**
A student shall be determined to be behind in his or her age group in the number of high school credits attained if in grades 9 through 12 the student falls three (3) or more credits behind as evidenced by credits recorded in academic history.
- **Two or more years behind their age group in basic skill levels**
A student shall be determined to be behind two or more years than their age group in basic skill levels in Math and/or Reading as evidenced by grades and/or below basic status on the state assessment in Math and/or Reading.
- **Habitual truants, as defined in §118.16(1)(a)**
A student shall be determined to be “habitually truant” if all or part of five days in a semester without an acceptable excuse are missed.
- **Parents (teen parents, male and female; and pregnant teens)**
- **Adjudicated delinquents**
A student is determined to be delinquent based on reports received from the court system. The list of adjudicated students is kept confidentially by the pupil services office.
- **8th grade pupils whose score in each subject area on the examination administered under §118.30(1m)(am) 1. was below the basic level, 8th grade pupils who failed the examination under §118.30 (1m)(am) 2. and 8th grade pupils who failed to be promoted to the 9th grade**

In order to address the problem of students who are at risk of not graduating, one needs to understand the true nature of the problem. This necessitates using the most accurate criteria for predicting students who will not graduate. It should be noted that NJSD, when monitoring student progress, extends these criteria to assure that all students maximize their academic potential while engaging in their course of study within NJSD. NJSD monitors the following criteria in addition to the State of Wisconsin measures:

- Chronic/severe behavior problems
- Academic delay in reading and/or math
- Habitual truancy (absent from school without an acceptable excuse for part or all of five or more days on which school is held during a school semester)
- Traumatic events, such as
 - Change in marital status of parents, including separation
 - Parent incarcerated
 - Death of a family member or close friend
 - Parent with AODA problems
 - Serious illness requiring hospitalization for student or family member
 - Homelessness
- Free/Reduced Lunch

Elementary: Pre-K – Grade 5

Programs and Services to Support Individual Student Achievement and Success in School

A variety of supports is available to encourage student success and is designed to meet individual student learning needs. The educational opportunities available to the students are monitored on an ongoing basis to determine the effectiveness of the intervention. NJSD provides a wide range of quality options to both special and regular education students.

Following is a list of the current interventions, services, and programs available at the pre-K through grade 5 level within NJSD that are designed to help prevent students from becoming identified as at risk of not graduating; or are available to school teams from which to choose in developing an accommodation/intervention plan for individual students:

Supports	Tier
● Summer School	1
● PBIS	1
● <u>Love and Logic</u> (parent training program)	1
● Movin’ on Up (for 5 th graders)	1
● Bullying Prevention	1
● Student Assistance Program	1
● Academic and Career Planning Conferences	1
● School Health Services	1
● Leader in Me	1
● Restorative Circles	1
● PBIS (to include Check-in, Check-out and Social Academic Intervention Groups)	1-3
● School Counseling	1-3
● English Language Learner Services (legal eligibility requirements)	1-3
● Title I Math Support	2/3
● Reading Intervention	2/3
● School Psychological Services	2-3
● School Social Worker Services	1-3
● Gifted and Talented	2/3
● Special Education (legal eligibility requirements)	3
● Section 504 Plans (legal eligibility requirements)	3
● Learning Support Team (LST) Referral	3
● School Based Mental Health Services	3

Secondary: Grades 6 – 12

Programs and Services to Support Individual Student Achievement and Success in School

Following is a list of a number of the current intervention, services, and programs available at the particular grade levels within the NJSD that are designed to help prevent students from becoming identified as at risk; or are available to school teams from which to choose in developing an accommodation/intervention plan for individual students:

Grades 6 - 8	Grades 9-12
● School Health Services 1	● Bullying Prevention 1
● School Counseling 1	● Summer School 1
● Academic and Career Planning Conferences 1	● Advisory 1
● Summer School 1	● School Health Services 1
● Blast 1	● School Counseling 1
● Bullying Prevention 1	● Academic and Career Planning Conferences 1
● Advisory time 1	● Advisory time 1
● Student Assistance Program 1-3	● Student Assistance Program ½
● English Language Learner Services (legal eligibility requirements) 1-3	● English Language Learner Services (legal eligibility requirements) 1-3
● Strive 2B 2	● Strive 2
● Transition Learning Center 2/3	● Math & Reading Intervention 2/3
● Academic Monitoring 2/3	● Neenah Employment/Academic Training (NEAT) 2
● Gifted and Talented/Magnet 2/3	● Computer Based Instruction 2/3
● Math & Reading Intervention 2/3	● Gifted and Talented Programming 2/3
● English Language Learner Services (legal eligibility requirements) 2/3	● Transition Learning Center 2/3
● At Risk program support 2/3	● School Psychological Services 3
● School Psychological Services 3	● School Social Worker Services 2-3
● School Social Worker Services 2-3	● Quest 3
● Special Education (legal eligibility requirements) 3	● Neenah High School Downtown Campus 3
● Section 504 (legal eligibility requirements) 3	● REACH 2
● Learning Support Team (LST) Referral 3	● General Education Development (GED) Option II 3
	● Section 504 (legal eligibility requirements) 3
	● Special Education (legal eligibility requirements) 3
	● English Language Learner Services (legal eligibility requirements) 3

Parent Notification and Involvement

According to Ch. PI 25.04 (5) the District must notify each pupil and his or her parent in writing whenever the pupil has been identified as a student at risk. Each school will send the notification before the school year begins. The notice shall include all of the following:

- (a) The name and telephone number of a person the parent or pupil can contact regarding the school district's children at risk plan or program.
- (b) A description of the district's at risk plan.
- (c) A statement that the pupil is eligible to be enrolled under the district plan to serve children at risk.
- (d) A description of the at risk programs available and how the pupil may participate in a specific program if more than one program is offered as part of the district plan.

- (e) A statement to inform the parent that he or she may select one or more programs in which the pupil may be enrolled, if the pupil meets the prerequisites for the specific program requested.
- (f) Describe the procedure for requesting that the pupil be enrolled in the specific at risk program selected by the parent. The request shall be in writing, by signature on a district provided form, or be given verbally to the person responsible for enrolling the pupil in the program. This person shall record the date and time of a verbal request and whether this request was made in person or by phone.
- (g) Identify the process that a parent may use if the parent disagrees with the planned services.

Evaluation of At-Risk Programming

In order to assure that NJSD maintains a commitment to providing effective services to students deemed at risk NJSD engages in ongoing assessment of all of its students to ensure appropriate growth toward graduation is occurring.,. The intent of this evaluative process is to use research-based methods to identify gaps in programming in order to continually evolve programs to support students in a variety of ways. This assessment includes:

- 1. A full assessment of quantitative measures of program effectiveness to include:
 - a. Graduation rate of students deemed at risk of not graduating
 - b. Markers of on-track measures as determined by NJSD Administration indicating progress toward graduation
 - c. Credits earned in core and elective courses relative to their year in school
 - d. Achievement measures on standardized tests to include iReady, ACT Aspire, and ACT
 - e. Attendance measures
 - f. Monitoring of internalizing behaviors through an Social-Emotional screener, and externalizing behaviors through office discipline referrals.

At-Risk Plan Framework

After defining the gaps in at-risk programming, a team of NJSD staff worked to identify and create structures that would appropriately address these gaps. The need to create a strong system of support within our district was determined and began with restructuring of district administrative positions. With a Director identified to lead the work of aligning our district framework to the state’s adopted framework of an Equitable Multi-Level System of Support we can move forward with a system that meets the needs of all learners. According to DPI, implementing an equitable multi-level system of supports means providing equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. In this system, high quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of supports at differing levels of intensity to proactively and responsively adjust to the needs of the whole child. These include the knowledge, skills, and habits learners need for success beyond high school, including developmental, academic, behavioral, social and emotional skills.

High Quality Universal Instruction:

Description	Delivering high quality instruction starts with identifying the academic and early learning standards, behavioral expectations, and social and emotional competencies. In addition to the academic standards our leadership team has identified the Social Emotional and Behavioral (SEB) integration that will best support our students now and in their future. Guaranteeing that students have access to the universal curriculum with a push-in model of support is also a high priority. Push-in models of instruction means that specialists collaborate with classroom teachers to provide their content support inside of the universal classroom. In contrast, a pull-out model would be instruct that takes place at a location outside of the universal classroom.
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Desired Outcome:	<ul style="list-style-type: none"> ● All teachers will meaningfully engage in the teaching of behaviors that support growth in learning. Teachers will provide access for all students at the universal level. The universal level means the grade level or content area classroom of their same-age peers. ● Students will invest in behaviors that translate to environments outside of the school setting. ● Students will recognize growth in their SEL Survey data specifically around data points related to learning behaviors
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Strategic Use of Data

Description	<p>Equitable multi-level systems of supports are driven by the strategic use of data for continuous improvement. Continuous improvement is an ongoing effort to improve a framework, process, program and innovation and requires an organizational commitment to continual learning, self-reflection, adaptation, and growth. Within the Neenah Joint School District data will be analyzed at the universal, tier 2 and tier 3 levels of support. A student with potential contributing indicators of children and youth at risk may be referred to the school's Learning Support Team (LST) by teachers, school counselors, school social workers, or other school district personnel. These teams meet regularly throughout the school year. Each LST, after identifying students who may be considered at risk, will monitor the progress of each identified student on an ongoing basis. These may include academic interventions and/or behavioral interventions.</p> <p>In addition to referrals from school personnel LST teams will use an online data warehouse (EduCLIMBER), where students will be identified at risk through a threshold system. At the end of each school year, each school administrator will review the data and confirm with the designated Director, the names of students at their school who have been identified by that school's team as at risk, using the State's criteria. This will occur before July 1 each year. The Director will forward the list of students to the appropriate schools at the beginning of the following school year.</p>
Desired Outcome:	<ul style="list-style-type: none"> ● By committing to a dedicated measurement tool, we will be able to quantify the impact we are having on student growth relative to non-achievement factors. ● Students are able to reflect on and monitor their growth in key areas not measured on achievement tests ● Teachers are able to monitor, self-reflect and set continuous improvement goals.

Collaboration

Description	<p>Establishing a sustainable system of supports relies on stakeholders working together and holding each other accountable toward a shared goal of success for every learner. Engaging staff, students and families as important collaborators in the future success of our students is vital. Staff are currently developing a co-planning framework that will be applied to at-risk, EL, and special education services. Once a co-planning framework is further developed, next steps will be taken to engage families and students in the collaborative process.</p>
Desired Outcome:	<ul style="list-style-type: none"> ● Students will engage in classrooms with a co-teaching model outside of an alternative education program supporting their success. ● Increased staff capacity to work through a research-based professional learning community model is critical.

Continuum of Supports

Description	Schools provide a continuum or multi-level system of proactive and responsive supports built to match the range of learners' developmental, academic, behavioral, social, and emotional needs. The continuum of supports range from classroom modifications to tier 2 supports from academic and/or behavior interventionists all the way to tier 3 supports provided by district specialists or outside agencies.
Desired Outcome:	<ul style="list-style-type: none">● Students will engage in classrooms with responsive teaching practices and frameworks that will identify and provide needs for support in a timely manner.● The District will refine current practices to create consistencies of practice in the use of the continuum of supports provided.

Administration, will be in attendance at the board meeting held on September 20, 2022.

PARENT NOTIFICATION LETTER REGARDING
AT-RISK IDENTIFICATION



Dear Parent/Guardian of

The Neenah Joint School District (NJSD) is committed to doing all it can to ensure that [child's name] is successful throughout their experience with us. Success is measured in a variety of ways using both our own, district-identified criteria, and criteria set forth by the State of Wisconsin. NJSD regularly examines this criteria to meet the needs of every learner with the goal of preparing each student to be college, career, and community ready.

The purpose of this letter is to notify you that [child's name] has been identified as meeting the state criteria of being an "At-Risk" student. Currently, the State of Wisconsin identifies "children at risk" as students in grades 5 to 12 who are at risk of not graduating from high school because they are dropouts or are two or more of the following:

- **Behind their age group in the number of high school credits attained**
A student shall be determined to be behind in his or her age group in the number of high school credits attained if in grades 9 through 12 the student falls three (3) or more credits behind as evidenced by credits recorded in academic history.
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Specifically, [student's name] has been identified as a student at risk of not graduating because [he/she] meets the following criteria:

[specific criteria met]

As we are committed to providing the proper support for all students, you can find the NJSD At-Risk Plan online at the district website: http://www.neenah.k12.wi.us/cms_files/resources/atriskplan.pdf. The district's plan outlines many of the services available to your child.

More importantly, staff members at [child's school] would like to work with you and [child's name] to develop a plan for a successful academic future. A staff member from your child's school will be contacting you soon to discuss available supports for your student and the information attached to this letter detailing [child's first name] and the credits earned toward graduation. You may also contact your child's counselor at any time (counselor information available at <http://www.neenah.k12.wi.us/academics/counseling.cfm>). In the meantime, do not hesitate to contact me should you have further questions.

Sincerely,

Ashley Kolb
Director of Student Growth and Support Programs
ashley.kolb@neenah.k12.wi.us
(920) 751-6800 ext. 10114

CC: Building Administration