

**Kaukauna Area School District
At-Risk Plan**



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RtI and At-risk Programming in KASD



Culturally Responsive Practices

Kaukauna, a small community of approximately 15,725 residents, located in the Fox Cities area, just north of Lake Winnebago. The community has supported Alternative Education programming options for over twenty-five years. Equitable education opportunities and services are offered to ensure that all students are successful socially, academically, and emotionally. Programming is offered within buildings to support the belief that students are a part of the community.

Collaboration

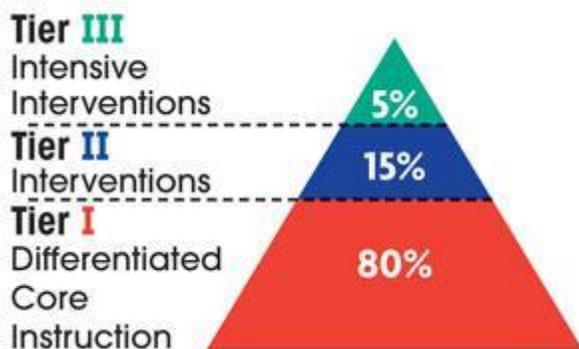
Teachers at all levels collaborate to meet the needs of all students. The Pupil Services Team/Building Consultation Team meets weekly to discuss students' needs and support staff members in assisting all students.

Balanced Assessments

Each grade level is working towards balanced assessments for all core subjects. The Common Core Curriculum is implemented in English and Mathematics to create common, balanced experiences and assessments for all students.

High Quality Instruction

All students receive the core instruction from highly qualified teachers. When this is not working for the student, the classroom teacher tries and documents a number of Tier 1 interventions or under the guidance of an intervention specialist. The next step is an SST meeting with parents, students, and teachers to consider tier 2 interventions, try the interventions, and document the results. Tier 3 interventions are implemented as the end result of multiple levels of interventions that have not met the needs of the student.



Criteria

Students in grades 5-12 in the Kaukauna Area School District that have been identified through the building level process that aligns with the following criteria will be provided appropriate Alternative Education interventions:

Initial Criteria:

- Pupils in grades 5-12
- Pupils credit deficient and not on track to graduate with their class
- Potential Dropouts

Occurrence of two or more of the following:

- Credit deficient or potential to be behind in high school credits
- Behind in basic skills
- Attendance issues
- Home/community concerns
- Health concerns
- Adjudicated delinquent
- 8th grade students who had standardized test scores below the basic level in all content areas or who failed to be promoted to the 9th grade
- Significant discrepancy in standardized testing and student performance

Identification

River View Middle School

Identification:

Grades 5-6 students will be identified through the building level process and supported by the appropriate professional staff members. Transition through grade levels will be facilitated with communication of an intervention plan.

Grades 7-8 students will be identified through the building level process and placed in the Eagle Academy program. Students transferring to River View Middle who were identified at-risk at a previous district will also be considered for placement in the program. Transfer students will be considered for placement based on prior school district information. Transition to the high school will be coordinated by the Eagle Academy teacher to include a tour, individualized scheduling, and conferencing with the high school staff. Eagle Academy students will be reviewed for placement in the Skills for Success class/intervention by the district at-risk committee.

Primary Indicators for Recommendation into the Program:

1. Academic Performance

The student is significantly below expected grade level performance:

- grade point average in core areas is 1.0 or below
- compared to standardized test scores
- 2 F's in consecutive quarters in the same subject area

2. Attendance

- identified as a truant
- missing more than 15 days in a semester

3. Low motivation is a contributing factor to school issues

Placement Plan:

During the first two weeks of January each 6th and 7th grade level team will create a list of students to be considered as candidates for the Eagle Academy and rank them according to the following criteria:

- 1- the student meets the criteria and should be a priority candidate
- 2- the student meets some of the criteria
- 3- the student could benefit from the program (see pages 8-9 for criteria)

Each house will turn in their lists to the Pupil Services Team by the second Friday in February.

Letters to new candidates will be mailed by the last week in April with a request to be returned by the second week of May. The Eagle Academy teacher will be responsible for the mailing.

During the third week of May follow up phone calls will be made to parents that haven't returned forms. Meetings will be scheduled as needed with administration and/or the Eagle Academy teacher to discuss concerns.

Kaukauna High School:

All students in grades 9-12 can be considered for an intervention class. When a parent or staff member requests consideration for a Skills for Success class, the student’s data is evaluated and if the child meets the Alternative Education criteria, they are considered for placement in the class. If the student does not meet the criteria for intervention, they can be identified through the RtI process. The first step of that process is a SST meeting with a team comprised of the student, parents or guardians, teachers including an Alternative Education teacher, the school psychologist, other members of pupil services (as required by student needs) and an administrator. This team will first consider interventions that can be tried without altering the student’s schedule.

Depending on the success of those interventions, subsequent meetings may consider placement in a Skills for Success class. Students coming as 9th graders from Eagle Academy and other students identified will be reviewed by the Student Support Team (SST) and placed in Skills for Success.

Student Need Group	Intervention	Factors for consideration	What does the intervention look like?	Who delivers the intervention?
Freshmen through seniors that meet Alternative Education criteria	Skills for Success	<ul style="list-style-type: none"> -prior Alternative Education interventions -disciplinary records - attendance -academic performance records -standardized test data -professional staff recommendations -home/community concerns -health concerns -previous student functioning will be considered -students with behavior and academic indicators will be considered for placement 	Class focuses on study skills, organization, motivation, life skills, and homework support.	Alternative Education Teachers

Teacher recommendation for exit from Skills for Success class will be made based on the individual needs of the student in consideration of the following factors:

- Attendance improves and becomes more consistent
- Passing grades in all classes
- On track to graduate with class
- Community based behavior incidents will be considered if relevant
- Not adhering to the beliefs of the Alternative Education Program

Building Consultation Team at Kaukauna High School may consist of administrators, counselors, social worker, school nurse, school psychologist to collaborate and recommend students who may need additional intervention.

Pupil Services Team at River View Middle School and Student Support Team at Kaukauna High School may consist of counselors, administrators, teachers, school psychologist, social worker, school nurse, etc. to develop intervention plans based on individual student needs.

Students in grades 9-12

At the present time, Alternative Education offers the following classes:

- All trimesters – 9th grade Skills for Success
- All trimesters – 10-12th grade Skills for Success
- All trimesters – 9-12th grade credit recovery
- All trimesters - GEDO#2 - 12th grade
- All trimesters - Credit Rescue - 12th grade (being piloted this year)

These provide the following tier 2 interventions –

- Smaller class size
- Additional support time on all class work including summative assessments
- Monitor/support for chronic absenteeism and/or truancy
- Bi-weekly checks on missing work and grades in all classes
- One-on-one conversations with Alternative Education staff
- A sense of connectedness to larger KHS community
- High expectations and accountability enhanced through relationships with Alternative Education staff, which promotes a safe environment for student success and focuses on empowering students

Credit Recovery

The credit recovery classroom is open to 9-12 graders who are interested in recovering credits. This provides an opportunity to use Odysseyware to earn credits. Students are able to earn .5-1.0 credit for each course completed with a minimum score of 73%.

Credit recovery is offered in all four core areas including Health and some electives. All courses in credit recovery are offered online.

Credit Rescue

Credit rescue focuses on allowing a Senior to finish the requirements of a class that was narrowly failed to earn a passing grade. The at-risk teachers work with the student and mainstreamed teacher to ensure that the student takes care of this responsibility.

Parent Notification Process

District Contact Information:

District At-Risk Coordinator
Sarah Newberry
920-766-6100 Ext. 2000

River View Middle School
Building Principal
Dan Joseph
920-766-6111 Ext. 6142

Eagle Academy Contact Person
Laura Lindberg
920-766-6111 Ext.4138

Kaukauna High School
Building Principal
Corey Baumgartner
920-766-6113 Ext. 6151

Kaukauna High School
Associate Principal
Michelle Vraney
(920) 766-6113 Ext. 6153

Kaukauna High School
Alternative Education Teacher
Karla Schmid
(920) 766-6113 Ext. 5711

Kaukauna High School
Alternative Education Teacher
Amber Ortega
(920) 766-6113 Ext. 5709

Process:

Parents of eligible students will be notified and involved during interventions at each level including transitions between levels (River View Middle School to KHS).

If parents elect for their child to not participate in the recommended plan, then that information will be documented in student information system.

Enrollment will begin at the earliest date possible to accommodate the new plan and/or program.

Alternative Education: River View Middle School Eagle Academy

Mission Statement:

We believe that all students are capable of demonstrating excellence in school. However, due to various circumstances some students need an alternative school environment to be successful. The Eagle Academy will provide support, guidance, and high academic standards for identified students to be successful in school, at home, and in the community.

Eagle Academy Goals:

- Increase attendance rate to a minimum of 90%
- Exhibit an improved attitude toward school and learning
- Increase motivation for learning
- Develop a strong sense of self
- Successfully complete the school year and program to the next level
- Reduce in class behavior problems by a minimum of 75%
- Complete 90% of their assignments in a timely fashion
- Reduce number of in-school suspensions by a minimum of 75%
- Decrease number of failing grades to less than two
- Exhibit reading and mathematics academic performance consistent with students of their age and grade level

Primary Indicators for Recommendation into the Program:

1. Academic Performance

The student is significantly below expected grade level performance:

- grade point average in core areas is 1.0 or below
- compared to standardized test scores
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2. Attendance

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How students are identified:

1. Interventions

- a. Have there been interventions in the classrooms?
- b. What was the plan from the intervention?
- c. Was it implemented? For how long?
- d. Was there follow-up?
- e. What was the degree of success?
- f. Were the parents contacted?
- g. Any community resources?

2. Has the student been identified as 504 and have the accommodations been identified and met?

3. Student has to want to be in program.

4. Parent permission and student signature on the acceptance letter are required to enter program.

5. Pupil Services Team makes the final decision.

Alternative Education: Kaukauna High School

Alternative Education is designed to provide a caring, positive, and safe learning environment. This is achieved through forming healthy relationships, having smaller class sizes, and providing unique learning opportunities. The goal of Alternative Education is to support students on their journey towards graduation and a successful and productive life beyond high school. The primary areas of focus in Alternative Education are attendance, behavior, passing grades, independence, and lessons in life strategies.

Students referred to the program typically exhibit some or all of the following in the current and previous placement:

- Truancy
- Classroom behavioral issues
- Skill deficiency
- Credit deficiency
- Performance discrepancy
- Substance abuse (student or family)
- Health concerns
- Is a student parent

Students can be referred by parents, teachers, or by the KHS Student Support Team. After seeking input from teachers, guidance counselors, family members of the student, and consulting with the Alternative Education teachers, the School Psychologist, and the Associate Principal assigned to the program, a final decision about student placement will be made.

Only students who are in Alternative Education may register for a Skills for Success class. There are high expectations in a Skills for Success class while meeting the needs of the students. The benefits of an Alternative Education class are smaller class size, more one-on-one attention, and instructional support geared toward individual learning styles.

The staff of the Kaukauna High School Alternative Education program are willing to use a variety of methods to facilitate each student's graduation from high school and transition to a positive adult life. In order for a student to achieve success in the program, the student must accept the following beliefs and do everything within her/his power to follow them.

Student must:

- improve daily school attendance
- be productive and focused in each of his/her classes
- meet the requirements necessary to pass each of his/her classes
- have the desire and willingness to make positive changes
- utilize good decision making strategies

Placement in Alternative Education is voluntary and parents or school staff may choose to remove a student from the program at the end of any trimester. Students who are not adhering to the core beliefs of the program may be put on a contract that gives them a period of time to change their behaviors and improve their grades. Failure to comply with a contract will result in removal from the program. At this point, students may be considered for credit recovery or an alternative plan based on their needs.

Accommodations

The Kaukauna Area School District uses accommodations and interventions, some of which are listed below, to assist identified at-risk students in grades 5-12 to be successful in school, at home, and in the community.

- Homework differentiation
- Assignment notebook assistance
- Modified daily schedule
- Specific time to meet with guidance counselors, social workers, nursing staff, PSLO, etc.
- Individual guidance sessions
- Personalized Education Plans (P.E.P) (River View Middle School only)
- Opportunities to turn in work late without penalty
- Advocates that serve as a liaison between students and staff
- Identified “safe” places to go when needed
- Opportunities to retake tests
- Optional testing areas
- Alternative Education teacher(s) support students with individual needs
- Smaller class sizes
- Individualized schedules
- Tutoring
- Lunch/recess area to complete work
- Modification Plans
- Self-paced computer instruction (Odysseyware)
- Assistance with long and short term goal setting
- A.T.O.D.A. education and support
- Student Support Team (SST)

Ongoing Implementation

Monthly:

The high school Alternative Education staff, school psychologist, and administration will meet monthly to discuss at-risk programming and student needs.

Quarterly:

Alternative Education staff and administration will meet quarterly to discuss:

- Program issues
- Program improvement plans
- Criteria
- Goals
- Student concerns
- Any new agenda items brought by the group
- Upcoming meeting dates

Annually:

Alternative Education staff and administration will meet at the end of each academic school year to discuss:

- Goals
- Improvements
- Strategies
- Training opportunities
- Conference attendance
- To meet DPI compliance, the district at-risk plan needs to be updated and approved by the Board of Education by August 15th of each year

Prior to the start of each school year:

Alternative Education staff and administration will meet in August, prior to the start of the school year, to discuss and implement:

- Meeting dates and times
- Strategies
- Goals
- New student information
- Review procedures