



**School District of South Milwaukee:
Children At Risk Plan**

SDSM Mission Statement: The School District of South Milwaukee acts with a relentless commitment to remove barriers and care for all students so they feel accepted and will learn without exception.

SDSM BOE Approved: 8/21/24

Notice of Nondiscrimination: The School District of South Milwaukee is committed to providing equal educational opportunities for all district students and to provide a learning and working environment free of discrimination based on a protected class of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability or handicap. No student may be denied admission to any school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, student services, recreational, or other programs or activities on the basis of the protected classes listed above.



SDSM At Risk Plan

SDSM Strategic Plan--Student Experience

We all commit to ensure that every SDSM student will demonstrate skills in problem-solving, communication, and collaboration through a student-centered, inclusive instructional model. Every student will feel a sense of purpose and belonging so that they graduate prepared to pursue a meaningful post secondary plan.

Objectives:

- Prioritize student-centered instructional practices in order to increase academic proficiency and whole-child growth
- Intentionally design daily instruction, support and experiences that are grounded in communication, collaboration, problem-solving, student ownership and sense of belonging.
- Engage in meaningful learning and collaboration through PLCs and coaching in order to grow each other's capacity to meet students' needs in a co-plan, to co-serve, to co-learn model.
- Purposefully plan with students and caregivers to develop meaningful post-secondary plans in K-12th grade.

Expectations:

1. To ensure all SDSM students have a documented, collaboratively developed Academic and Career Plan (ACP) that has markers, caregiver input, and evidence of student growth in ownership of learning, collaboration, problem-solving and sense of belonging at 4th, 8th, and 10th grade.
2. To provide proactive, early intervention for students identified as being at risk.
3. To increase school success and graduation rate for students identified as at risk.
4. To provide opportunities for all students to feel a sense of belonging within the school community.
5. To reduce student failure and potential dropouts.
6. To involve parents, caregivers and community support to assist in meeting the needs of students identified as at risk.

Performance Indicators

- By June 2029, 100% of collaborative teams, 4K-12, will engage in and utilize the Equitable Multilevel System of Support (EMLSS) process in order to increase the percentage of students who do not require selected/intensive interventions and increase the rate of dismissal from the EMLSS process by 25% each year.
 - *By June 2025:*
 - *100% of teams will understand, implement and utilize the EMLSS process to proactively identify students in need of support in reading, math and social emotional learning/sense of belonging.*
 - *Through the use of a solid EMLSS process, the number of students from the incoming 6th grade class will meet or exceed their growth goals in reading and math by 25%, from 29% to 54% as measured by the iReady assessment.*
 - *Through the use of a solid EMLSS process, the number of students from the incoming 9th grade class will meet or exceed expected growth in reading and math by 25%, from 51% to 76% in reading and from 46% to 71% in math as measured by Horizon PreAct .*

- *Baseline student Panorama (SEL) data will be collected and analyzed by teams in order to determine universal, selected and intensive supports to ensure student growth in the area of sense of belonging in order to ensure a robust whole-child approach.*

Introduction

Wisconsin State Statute 118.153 (2) (a) and Department of Public Instruction PI 25.03 (1 & 2) states that every school board must identify the children who are at risk of not graduating from high school, and annually develop a plan describing how the school district will meet the needs of these students. The need to address concerns regarding students who are at risk of not graduating is a critical one. Researchers have suggested that school dropouts cost the nation from sixty to two hundred twenty-eight billion dollars in welfare each year, lost revenue, unemployment expenditures and crime prevention dollars. Further, personal consequences include less earning potential, limited employment opportunities, and low self-esteem.

This plan assures that the School District of South Milwaukee (SDSM) 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. ([SDSM School Board Policy 342.5](#)).

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 2 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 their age group in the number of high school credits obtained 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.
- ***Teen Parents***
- ***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 student 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) and 2. 8th grade pupils who failed to be promoted to the 9th grade.

Equitable Multilevel System of Supports: A Proactive Process



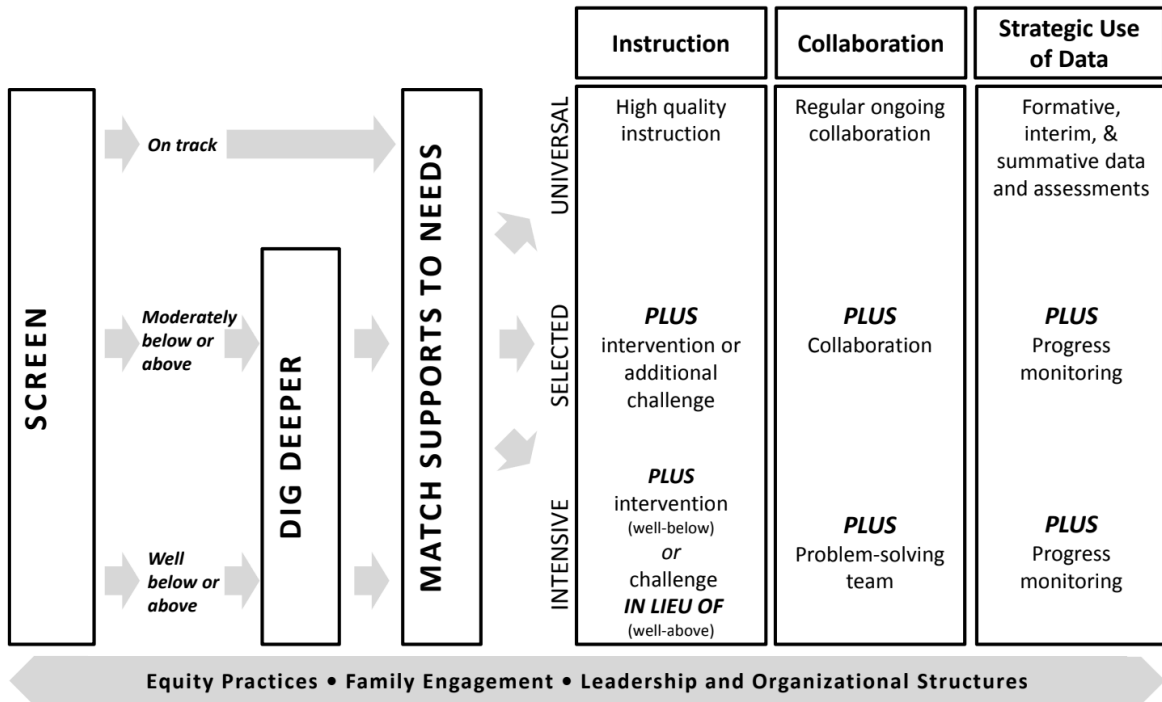
(<https://dpi.wi.gov/emlss>)

For Wisconsin schools and districts, 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 support 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. The SDSM utilizes the EMLSS framework as the foundation of the *Children At Risk Plan* to ensure that processes, procedures, and practices are put in place to address the needs of each student.

The varying levels of intensity as mentioned above are defined as:

- **Universal (Tier 1):** Includes high quality instruction, collaboration and strategic use of data provided for all learners. When at a sustained level, at least 80% of learners in a given classroom have developmental academic, behavioral, social and emotional needs met.
- **Selected (Tier 2):** Intended for learners whose developmental, academic, behavioral, social or emotional needs extend just beyond the reach of universal and they need a little bit more support. This level is intended for short term intervention and targeting the skills of learners so the universal level of support can meet their educational needs. When at a sustained level, 5-15% of learners access this level of support.
- **Intensive (Tier 3):** Intended for learners whose needs extend well beyond the reach of the universal level. In effective systems, 1-5% of learners need access to this level of support.

Start with IDENTIFIED VALUED OUTCOME for all students



Elementary (PreK- 5th Grade)

Each year, students take several assessments that provide an indication of where individual strengths and challenges might arise. Through the EMLSS process, collaborative teams of educators, administrators and other stakeholders, review data, identify strengths and root cause for skill area challenges in literacy, math, attendance, social emotional needs and life skills. While the state of WI does not provide criteria for students in Pre-K through Grade 5 for all areas, research shows that early intervention provides students with the best opportunity for success.

In order to provide a proactive approach to creating plans of support, SDSM uses the following data sets to identify appropriate supports. Supports listed below are examples and not an exhaustive list.

Elementary PreK-5th Grade	
Data	Examples of Supports (supports are dependent on student need):
<ul style="list-style-type: none"> • NWEA MAP Growth for ELA and Math • Forward Exam • Aimsweb Plus • ACCESS (for students who are Multilingual) • Early Literacy Screeners • Counting Inventory Math Assessment • Student Engagement Surveys/Panorama • Attendance data • Behavior data • Parent/Caregiver Surveys and Collaborative Meetings 	<ul style="list-style-type: none"> • Lexia Literacy: Differentiated to student need • ST Math-Universal Math support • Lexia English: Differentiated support for students who are multilingual • Literacy interventions • Math interventions • Attendance supports and collaboration with families • PBIS strategies such as CICO (Check In, Check Out) • Summer School • Advanced Learner Programming

<ul style="list-style-type: none"> • Empathy Interviews 	<ul style="list-style-type: none"> • Bully Prevention • Academic and Career Planning • Second Step • Attendance Support
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Secondary Supports (6-12)

Similar to the processes utilized at the elementary level, students who are in grades 6-12 are also supported in similar ways. The strategic use of data, high quality instruction, and collaboration among educators, families and stakeholders is similar to that used at the elementary level. Designing supports for older students takes into consideration important developmental, academic and social emotional needs. Data and supports are used in a proactive way and are listed in the charts below. The goal is always proactive and collaborative in nature and dependent on student needs. The supports below are examples and not an exhaustive list.

Secondary: Grades 6-8	
Data	Examples of Supports (supports are dependent on student need):
<ul style="list-style-type: none"> • IReady Assessment for ELA and Math • Forward Exam • ACCESS (for students who are Multilingual) • Additional Literacy Screeners • Student Engagement Surveys/Panorama • Attendance data • Behavior data • Parent/Caregiver Surveys and Collaborative Meetings • Empathy Interviews 	<ul style="list-style-type: none"> • Lexia Literacy: Differentiated to student need • ST Math-Universal Math support • Lexia English: Differentiated support for students who are multilingual • Literacy interventions • Math interventions • Attendance supports and collaboration with families • PBIS strategies such as CICO (Check In, Check Out) • Summer School • Advanced Learner Programming • Bully Prevention • Academic and Career Planning • Crew • Character Strong • Attendance Support

Secondary: Grades 9-12	
Data	Supports
<ul style="list-style-type: none"> • Horizon Pre ACT • ACT • Forward Exam • ACCESS (for students who are multilingual) • Student Engagement Survey/Panorama • Wisconsin Youth Risk Behavior Survey (DPI) • Attendance Data • Behavior Data • Student Grades/Classroom Assessments/Failure Data • Parent/Caregiver Surveys and Collaborative Meetings • Empathy Interviews 	<ul style="list-style-type: none"> • Lexia English: Differentiated support for students who are multilingual • No Red Ink • Literacy interventions • Math interventions • Attendance supports and collaboration with families • PBIS strategies such as CICO (Check In, Check Out) • Summer School • Advanced Learner Programming • Bully Prevention • Academic and Career Planning • GED 02 • Connects Academy

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| | <ul style="list-style-type: none">• Dual Enrollment Programs• Attendance Support |
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Parent/Caregiver Notification and Involvement

When students are in need the most intensive levels of support, in accordance with Ch. PI 25.04 (5) students and their families must be notified in writing whenever they have been identified as a student at risk. The notice shall include all of the following:

- The name and phone number of a person the student or parent can contact regarding the programming.
- A description of the district's plan.
- A statement that the pupil is eligible to be enrolled in the district plan.
- A description of the programs available and how the student may participate in a specific program if more than one program is offered as a part of the plan.
- A statement to inform the parent that they may select one or more programs in which the student will be enrolled, if the student meets the specific program requirements.
- The procedure for requesting that the student be enrolled in the specific at-risk program selected by the parent/caregiver. The request shall be in writing, by signature on a district-provided form, or be given verbally to the person enrolling the student in the program. The person will then record the date and time of the verbal request and whether this request was made in person or by phone.
- The process that the parent/caregiver should use if the parent/caregiver disagrees with the planned services.

Evaluation of At Risk Programming:

The district's alternative programs for high-risk and officially identified "at risk students" have individually articulated outcome measures for each program. In addition, the following are also used to aid in the evaluation of the district's overall at risk programming:

- The student's school success will be based on the student's specific identified criteria.
- Grades and attendance will be monitored at all levels.
- Student Panorama Surveys related to sense of belonging and the SEL competencies will be monitored at all levels.
- Student progress toward annual goals for student achievement will be monitored through assessments. Parents will receive communication about student progress through student report cards, annual pre- and post-testing for math and reading, progress reports, district staff monitoring of D/F lists, parent/teacher conferences, and individual conferencing with parents.
- Dropout statistics will be monitored and reported annually.
- The school counselors will contact dropouts to determine how they might be supported in returning to an appropriate educational program.
- The at risk plan will be provided to the Board of Education for approval each school year.

Services through an Individualized Education Plan (IEP) or 504:

It is important to note that students who currently receive special education services through an individualized education plan (IEP) or a 504, according to PI 25.04 (7) identified disability-related needs must be first addressed within the IEPs or 504 plans. The student may also be identified for programs for

students at-risk; however, the determination to enroll in the specialized programming must follow all procedures/policies aligned to the development and revision of IEPs and 504s to determine if the at-risk programming is appropriate, based on the needs and goals of the student.

At-Risk Programming is separate from special education services as defined by WI State Statute [115.787](#)--Individualized Education Programs. Through the use of the EMLSS process, supports and services provided to students at-risk are **not** considered special education. However, if it is determined that selected and intensive supports/interventions are not meeting the needs of students, it may be necessary to pursue additional options such as Special Education services through an IEP or 504. Please refer to South Milwaukee School District Board Policies: [342.1](#), [342.6](#) and [342.7](#) for additional information.