Wisconsin Department of Public Instruction
TITLE I SCHOOLWIDE PROGRAMS
ASSURANCES AND NARRATIVE
PI-9551 (Rev. 06-2020)

Collection of this information is covered under the reauthorized Elementary and Secondary Education Act (ESEA), also known as the Every Student Succeeds Act of 2015 (ESSA).

INSTRUCTIONS: Complete and email on or before **MAY 1, 2020**.

For best results download and open in Acrobat Reader rather than filling out in the browser. Not all PDF features will work as intended when opened in a browser. **Do not** move this document into Google as not all features will work as intended. Once the form has been completed, with signatures, close and save the form, and email completed form to:

dpititle1@dpi.wi.gov

Local Educational Agency (LEA)	LEA No.	Year School Will Become a Title I Schoolwide
School	School No.	Current School Year

I. GENERAL INFORMATION

District Title I Coordinator *First & Last Name*	E-Mail Address	Telephone *Area/No.*
ESEA Coordinator *First & Last Name*	E-Mail Address	Telephone *Area/No.*
District Administrator *First & Last Name*	E-Mail Address	Telephone *Area/No.*
School Principal *First & Last Name*	E-Mail Address	Telephone *Area/No.*

II. CERTIFICATION / SIGNATURES

WE, THE UNDERSIGNED, HEREBY CERTIFY that to the best of our knowledge we have complied with all the components in our Title I Schoolwide Program and have developed our plan based on needs and strengths identified through a comprehensive analysis of current academic and non-academic data. We have built into our plan a process for evaluating whether the strategies implemented are resulting in improved academic achievement, and we will adhere to all the assurances on page two.

District Title I Coordinator Signature ➢	Date Signed Mo./*Day/Yr.*
ESEA Coordinator Signature ➢	Date Signed *Mo./Day/Yr.*
District Administrator Signature ➢	Date Signed *Mo./Day/Yr.*
School Principal Signature ➢	Date Signed *Mo./Day/Yr.*

FOR DPI USE

SCHOOLWIDE APPLICATION APPROVED UPON SIGNATURE by the Department of Public Instruction.

Poverty Rate	School Year of Poverty Rate	Poverty Source ☐ National School Lunch Act ☐ Feeder Pattern ☐ Other _____

Signature of DPI Consultant ➢	Date Signed *Mo./Day/Yr.*

III. ASSURANCES

By completing this application, the school is agreeing to the following assurances. All assurances are subject to monitoring.

1. Our schoolwide plan is available to the local educational agency (LEA), parents, and the public (e.g., tribal leaders). It is in an understandable and uniform format and, to the extent practicable, provided in a language that the parent can understand. 20 U.S.C. 6314(b)(4)
2. We coordinate the Title I Schoolwide Program with other federal, state, and local resources, services, and programs. 20 U.S.C. 6314(b)(5)
3. Our schoolwide plan was developed during a one-year period; or the LEA, in consultation with the school, determined that less time was needed to develop and implement a schoolwide plan. (20 U.S.C. 6314(b)(1)(A)
4. We conducted a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA. 20 U.S.C. 6314(b)(6)
5. We will implement strategies that will—(i) provide opportunities for all children, including each of the subgroups of students (as defined in the state's ESSA plan) to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. 20 U.S.C. 6314(b)(7)(A)
6. All teachers and paraprofessionals working in a program supported with Title I funds are appropriately licensed. 20 U.S.C. 6311(g)(2)(J)
7. The plan will remain in effect for the duration of the school's participation under Title I. We will regularly monitor and revise the schoolwide plan (as necessary) to ensure that all students are provided opportunities to meet the challenging State academic standards. 20 U.S.C. 6314(b)(3)

IV. SCHOOLWIDE PLANNING TEAM MEMBERS

List core team members (e.g., parents, tribal leaders, teachers, community leaders, etc.). 20 U.S.C. 6314(b)(2)

Parent(s) must be involved in planning 20 U.S.C. 6318(c)(3). Schools should engage parents who do not work at the school.

Type Name then for Role, make selection from Dropdown Box. If role is not listed, select "Other."

Name	Role	Name	Role
Name	Role	Name	Role
Name	Role	Name	Role
Name	Role	Name	Role
Name	Role	Name	Role

V. NARRATIVE

Provide a narrative for each question on pages 3-5. The space allocated for a narrative is limited by the software. If additional space is needed, please continue on a separate document and submit with the application. To indicate additional narrative is attached for a specific question, check the box at the bottom of the text box for that question. Only check the box if there is additional narrative for that question provided in the attached document.

Attaching Additional Narrative Pages

1. Only attach a single document. All additional narratives should be included in this single document.
2. In the upper left-hand corner of the page, type the Local Educational Agency (LEA) and school.
3. For each narrative continued in this document:
   a. Include the question and question number.
   b. Start each question on a new page.

Note: This form is not the schoolwide plan. Schoolwide plans should be kept on-site and reviewed regularly. LEAs should retain documentation related to the three core components of a schoolwide program: conducting a comprehensive needs assessment, creating a comprehensive schoolwide plan, and conducting a regular evaluation.

V. NARRATIVE (cont'd)

Readiness

1. What process was employed to engage parents, teachers, tribal leaders and representatives (if applicable), and other community representatives in creating or transitioning to a schoolwide program? What is the plan for ongoing engagement of this team? 20 U.S.C. 6314 (b)(2)

☐ **See attached document for additional narrative on Question 1.**

2. Summarize staff and parent roles and responsibilities for supporting all learners. 20 U.S.C. 6318(c)(3)

☐ **See attached document for additional narrative on Question 2.**

V. NARRATIVE (cont'd)

Plan

3. Summarize your schoolwide program vision. How do you plan to operate differently in the new Title I schoolwide program model in order to impact the needs of all students, including subgroups of students? 20 U.S.C. 6314(b)(7)

☐ **See attached document for additional narrative on Question 3.**

4. Summarize parent engagement strategies that improve student learning, such as literacy training and using technology, to foster parental involvement. 20 U.S.C. 6318(e)(2)

☐ **See attached document for additional narrative on Question 4.**

V. NARRATIVE (cont'd)

Study

5. How will the implementation of the plan be regularly monitored and revised as necessary based on student needs to ensure all students are provided opportunities to meet the challenging state academic standards? 20 U.S.C. 6314(b)(3)

☐ **See attached document for additional narrative on Question 5.**

6. What is the plan for on-going student progress monitoring and reporting to parents? 20 U.S.C. 6314(b)(3) and 20 U.S.C. 6318(d)(2)(A) and (B)

☐ **See attached document for additional narrative on Question 6.**

VI. OPTIONAL COMPONENTS

The following components may be included in your schoolwide plan. Identify which of the following strategies will be incorporated into your plan. *Check all that apply.*

☐ Counseling, school-based mental health services, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. 20 U.S.C. 6314(b)(7)(iii)(I)

☐ Preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools). 20 U.S.C. 6314(b)(7)(iii)(II)

☐ Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and 20 U.S.C. 6314(b)(7)(iii)(III)

☐ Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. 20 U.S.C. 6314(b)(7)(iii)(IV)

☐ Assistance with transitions to next levels, for example strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. 20 U.S.C. 6314(b)(7)(iii)(V)

☐ Other *Specify:*