

Grant Application: Title I Part A 401

Organization: 0803-01-000 WHEATON AREA PUBLIC SCHOOL DISTRICT Award Year: 2018

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Grant Application Status: Funded and Active

District: 0803-01-000 WHEATON AREA PUBLIC SCHOOL DISTRICT

Finance Code: Formula - 401 - SFY 2018,

Title I, Part A: Improving the Academic Achievement of the Disadvantaged, FFY 2017, CFDA 84.010A, S010A170023A

State Fiscal Year: 2018

Printed on: 12/12/2017

Primary MDE Contact Information - Email: mde.esea@state.mn.us Phone: 651-582-8579

Funds Available and Budget Summary

UFARS Course Code	Carry Forward %	Federal Obligate By	Federal Expend By	Funds Allocation	Unexpended Funds
000-401 2018 Award	15.0%	09/30/2019	11/14/2019	\$52,633.36	\$52,633.36
011-Balance forward from 401 2017 Award	.0%	09/30/2018	11/14/2018	\$5,700.11	\$5,700.11
012-Balance forward from 401 2016 Award	.0%	09/30/2017	11/14/2017	\$0.00	\$0.00
UFARS Report Period	Budget Obligation Period	Budget Draw Period	Total Funds Budgeted	Unbudgeted Funds	
07/01/2017 - 06/30/2018	07/01/2017 - 06/30/2018	07/01/2017 - 11/14/2018	\$57,004.79	\$1,328.68	

Application Section: Funds Available and Budget Summary -- 0803-01-000 WHEATON AREA PUBLIC SCHOOL DISTRICT

School Participation

District Participation Information

Enrollment Data Date: 10/01/2016	Target District as a Whole: No
District 2016 AYP Status: Not Making AYP, N/A	Use 35% Rule: No
2017 Carryover Waiver: Yes	Use Rank Ordering by Grade Span: No
Total District FRP Enrollment: 169	State Fiscal Year: 10090
Grade Span: KG-12	Average District % FRP: 40.33%
Minimum PPFU: \$1,725.84	District AYP Notification Letter File Upload: N

School Participation Detail

Grade Span	Program	Site Class	School Name	MMD	Served 2017	To be Served 2018	%FRP	# FRP	KG-12 Enrollment	Real PPFU	School Allocation	Actions School Info File Uploaded
Public School - Participating: 1												
KG-05	Schoolwide	10	PEARSON ELEMENTARY	Making AYP, N/A, N/A	Yes	Yes	45.08%	87	193	\$50.00	\$4,350.00	Y
06-12		33	WHEATON SECONDARY	Not Making AYP, N/A, N/A	No	No	36.28%	82	226	\$0.00	\$0.00	
		84	PEARSON ELEMENTARY ECFE	N/A, N/A, N/A	No	No	.00%	0	0	\$0.00	\$0.00	
		85	PEARSON ELEMENTARY PRESCHOOL	N/A, N/A, N/A	No	No	.00%	0	0	\$0.00	\$0.00	
01-12		51	WHEATON AREA SCHOOLS ESY	N/A, N/A, N/A	No	No	.00%	0	0	\$0.00	\$0.00	
Subtotal: Public School												
							40.33%	169	419		\$4,350.00	
Total: 0803-01-000 WHEATON AREA PUBLIC SCHOOL DISTRICT												
							40.33%	169	419		\$4,350.00	

Application Section: District and School Participation -- 0803-01-000 WHEATON AREA PUBLIC SCHOOL DISTRICT

Manage Budget

Section Name	Object Code	Organizational Level	Justification	Proposed Budget
Homeless				
Homeless Set-Aside	140-Licensed Classroom Teacher	District Level	Salary for Homeless Student Contact/Representative, Dan Posthumus	\$1.00

General					
General School Level Expenses	140-Licensed Classroom Teacher	Public School-PEARSON ELEMENTARY(03-01-001)	Salary for Licensed Title Teacher, Carol Wilts	\$28,758.50	
			Salary for Licensed Title Teacher, Joann Conroy	\$13,620.00	
	185-Other Salary Payments (Licensed or Certified)	Public School-PEARSON ELEMENTARY(03-01-001)	Salary for Licensed Teacher Tressa Lanter and Cheryl Posthumus for summer school. 98 Hours @ \$22.50/hr.		\$2,205.00
			FICA/Medicare for Licensed Title Teacher, Carol Wilts		\$1,696.00
	210-FICA/Medicare	Public School-PEARSON ELEMENTARY(03-01-001)	FICA/Medicare for Licensed Title Teacher, Joann Conroy		\$1,042.00
			FICA/Medicare for licensed Summer School Teachers		\$168.68
			TRA for Licensed Title Teacher, Carol Wilts		\$2,157.00
	218-TRA (Teacher Retirement Association)	Public School-PEARSON ELEMENTARY(03-01-001)			

Application Section: Manage Budget and Narrative -- 0803-01-000 WHEATON AREA PUBLIC SCHOOL DISTRICT

Manage Budget

Section Name	Object Code	Organizational Level	Justification	Proposed Budget
General School Level Expenses	218-TRA (Teacher Retirement Association)	Public School-PEARSON ELEMENTARY(03-01-001)	TRA for summer school teachers	\$165.00
	220-Health Insurance	Public School-PEARSON ELEMENTARY(03-01-001)	Health Insurance for Licensed Title Teacher, Carol Wilts	\$3,225.00
	366-Travel, Conventions and Conferences	Public School-PEARSON ELEMENTARY(03-01-001)	Title I Travel for Conventions and Conferences. This will include sending Title Teachers to MAASFEP state conference.	\$865.00
	401-Supplies and Materials – Non-Instructional	Public School-()	General Supplies for Summer School	\$20.00
	430-Supplies and Materials – Non-Individualized Instructional	Public School-PEARSON ELEMENTARY(03-01-001)	Instructional Supplies for School-wide Title Program. These will include reading books and supplemental readers.	\$200.00
	460-Textbooks and Workbooks	District Level	Reading books for School Wide Reading Program.	\$1,446.98
	555-Capitalized Non-Instructional Technology Hardware	District Level	Purchase of iPad cart to store and charge iPads. This cart will also allow the iPad software to be managed by our District Technology Coordinator for student use.	\$1,434.63
Total Budgeted General School Level Expenses				\$57,003.79
Total Budgeted General				\$57,003.79
Grand Total Budgeted				\$57,004.79

Comments - School Participation

Section	When	User	Comment
School Participation			
SCHOOL PARTICIPATION	12/10/2017	Rosalie Dehli	<p>BUDGET WORKSHEETS ? complete during the March Amendment window and make the appropriate changes as indicated by the calculations During the March Amendment window complete the BUDGET WORKSHEET for Title I to determine the correct PPFU BUDGET WORKSHEETS (see attachment ?Accessing BUDGET WORKSHEETS) Please complete the attached budget worksheet to get the correct PPFU. They are self-calculating. Just add your data.</p> <p>**Please upload the worksheet/worksheets with the grant on the School Participation Page under the District Participation Information box. See ?Upload supporting documents for this grant application drop down ?other files? (middle of the page) **Insert the corrected PPFU in the appropriate place on the bottom of the School Participation Page under the Public School Participating within the REAL PPFU column for the public and the nonpublic Just a reminder NOTE: BECAUSE OF THE NEW ESSA LAW THE NONPUBLIC PPFU WILL BE HGER THAN THE PUBLIC PPFU. Wheaton does not have any nonpublic schools so the PPFU will be reflected for the DISTRICT ONLY PARENT INVOLVEMENT PLAN ? INFORMATION ONLY Prior to submitting your 18-19 Title I application there will be new guidelines for the Parent Involvement plan based on the new legislation requirements. Keep an eye out for these requirements this spring. HOWEVER, see the information below as well</p>

Comments - School Participation

Section	When	User	Comment
SCHOOL PARTICIPATION	12/10/2017	Rosalie Dehli	<p>PARENT INVOLVEMENT PLAN ? INFORMATION ONLY Prior to submitting your 18-19 Title I application there will be new guidelines for the Parent Involvement plan based on the new legislation requirements. Keep an eye out for these requirements this spring. HOWEVER, see the information below as well PARENT INVOLEMENT PLAN: BEGIN REVISIONS NOW Begin to make revisions to the Parent Plan now. The attached PARENT REQUIREMENTS will be very helpful and will provide you with TEMPLATES as well. Begin now as the new guidelines will incorporate these requirements as well.</p>
		Rosalie Dehli	<p>EL NOTIFICATION REQUIREMENT: SEE ATTACHMENTS IN THE EMAIL IF THE SCHOOL HAS EVEN ONE EL STUDENT THE LETTER MUST BE SENT TO PARENTS AND THE LETTER UPLOADED. Please note that the attachments with the information is attached to the email. ESSA requires all districts who have identified a student as an English learner to notify the students? parents or guardians within 30 calendar days of the start of school. This notification must follow the language presented in ESSA Section 1129(e) 3. In order to ensure that the district is in compliance with the law, the district could edit their previous EL parent notification letter ensuring that it meets the ESSA requirements or a district could use the TransACT.com letter labeled EL-02 English Learner Program Placement. The EL Parent notification must be uploaded in the Title I application. (See the drop down box on the School Participation page right above the public School participation Selection section. Please upload before or during the Amendment window The TRANS ACT information and directions are attached to the email forwarded to the district. Please contact Barbara Al Nouri if you need more assistance in navigating the site 651-582-8379 barbara.alnouri@state.mn.us</p>

Comments - School Participation

Section	When	User	Comment
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Comments - Manage Budget

Section	When	User	Comment
PLEASE DEFINE			
IMPROVEMENT	12/10/2017	Rosalie Dehli	<p>SCHOOL IMPROVEMENT NARRATIVE: 2.1.2. Make plans to have three ways to communicate the district / school report card for the next grant application. Respond and complete during the March Amendment window</p> <p>HOMELESS BUDGET TAB: COMPLETE DURING THE MARCH AMENDMENT WINDOW</p> <p>Homeless Set-aside: As a result of a recent MDE monitoring finding, schools are required to set-aside a Homeless set-aside in an amount equal to or greater than the PPFU identified on the School Participation page. In the Homeless budget tab, increase the Homeless set-aside to an amount equal to or more than the identified PPFU in the District Information on the School Participation page: \$345.17 . Enter the PPFU of as indicated on the School Participation page under the District Participation information. Adjust the budget accordingly</p> <p>GENERAL BUDGET TAB: Object code 401: Eliminate ?summer school? from the justification line and include for the Title I program. There are not monies allocated for Summer School.</p>

Comments - Manage Budget

Section	When	User	Comment
General			
GENERAL	12/10/2017	Rosalie Dehli	TITLE I ? APPROVED ? AMENDMENT REQUESTED The 2018 Title I application for has been reviewed, approved and is now Funded and Active. Please check the View Summary of Comments in new window drop-down section of the Summaries tab and the comments in this email for any revisions that may be applicable at amendment time, to future applications or monitoring visits. With forward funding of the Title allocations, Districts are able to access 25% of their allocation between July 1st and September 30th, with the remaining 75% of the allocation available on October 1.

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
1.1 Comprehensive Needs Assessment			
<p>The State Educational Agency (SEA) shall approve a Local Educational Agency's (LEA/district) plan only if the SEA determines that the LEA's plan provides that schools served under this part substantially help children served under this part meet the challenging state academic standards and meets the requirements of this part.</p> <p>1112(a)(3)(B) Information provided in the application is a summary of planned activities. The LEA/district/school is responsible to document implementation of all activities in order to demonstrate compliance with federal regulations. The World's Best Work Force (WBWF) Comprehensive Needs Assessment (CNA) is a data driven process focused on identifying student academic needs by linking state assessment results, local student assessments, non-academic data, fidelity of implementation and perception</p>	1.1.1	Describe the trends and findings from your CNA for reading (English Language Arts).	Parents and staff are surveyed on a yearly basis. Our needs assessment consists of examination of all assessment data, using staff development days to study and addressing areas of concern meeting with the principal to discuss and continuously revisit student progress during Child Study Team meetings.

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
<p>data to examine the root causes and set program targets for action. After a thorough analysis, the implementation team should summarize and prioritize the needs, select the focus of improvement and choose evidence-based strategies for their Title I program implementation. This information should be shared with staff, parents and community members to better understand the focus of the Title I program. A Comprehensive Needs Assessment (CNA) is a data driven process focused on identifying student academic needs by linking state accountability results, local level student achievement, non-academic data, fidelity of implementation and perception data to examine the root causes and set program targets for action. After a thorough analysis, the implementation team should summarize and prioritize the needs, select the focus of improvement and choose evidence based strategies for program</p>	<p>1.1.1</p>		

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
implementation. This information should be shared with staff, parents and community members to better understand the focus of the Title I program.	1.1.1		
	1.1.2	Using the trends and findings of your CNA, list your priorities for reading (English Language Arts).	Our Fastbridge and MCA scores show that our students do have achievement gaps from lower socioeconomic and special educations students, when compared to our white, non-lower socioeconomic level students. This is one reason we have continued to offer a PreKindergarten calendar this year to include more days and longer periods of time for our youngest students. Our students will continue to use Fastbridge to be measured on their Math and Reading skills.
	1.1.3	Using the data collected from your CNA, write a student achievement Specific Measurable Attainable Relevant Time-bound (SMART) goal for reading (English Language Arts).	The percentage of all students in grade 3 at Pearson Elementary School enrolled by October 1 who are proficient on the Reading MCA will increase from 69% in 2017 to 80% in 2018. For reading: The percentage of all students in grade 4 at Pearson Elementary School enrolled by October 1 who are proficient on the Reading MCA will increase from 80% in 2017 to 85% in 2018. For reading: The percentage of all students in grade 5 at Pearson Elementary School enrolled by October 1 who are proficient on the Reading MCA will increase from 59% in 2017 to 75% in 2018.

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
<p>The State Educational Agency (SEA) shall approve a Local Educational Agency's (LEA/district) plan only if the SEA determines that the LEA's plan provides that schools served under this part substantially help children served under this part meet the challenging state academic standards and meets the requirements of this part.</p> <p>1112(a)(3)(B) Information provided in the application is a summary of planned activities. The LEA/district/school is responsible to document implementation of all activities in order to demonstrate compliance with federal regulations. The World's Best Work Force (WBWF) Comprehensive Needs Assessment (CNA) is a data driven process focused on identifying student academic needs by linking state assessment results, local student assessments, non-academic data, fidelity of implementation and perception data to examine the root causes and set program targets for action.</p>	<p>1.1.4</p>	<p>Describe the trends and findings from your CNA for mathematics.</p>	<p>Parents and staff are surveyed on a yearly basis. Our needs assessment consists of examination of all assessment data, using staff development days to study and addressing areas of concern meeting with the principal to discuss and continuously revisit student progress during Child Study Team meetings.</p>

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
<p>After a thorough analysis, the implementation team should summarize and prioritize the needs, select the focus of improvement and choose evidence-based strategies for their Title I program implementation. This information should be shared with staff, parents and community members to better understand the focus of the Title I program. A Comprehensive Needs Assessment (CNA) is a data driven process focused on identifying student academic needs by linking state accountability results, local level student achievement, non-academic data, fidelity of implementation and perception data to examine the root causes and set program targets for action. After a thorough analysis, the implementation team should summarize and prioritize the needs, select the focus of improvement and choose evidence based strategies for program implementation. This information should be shared with staff, parents</p>	<p>1.1.4</p>		

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
and community members to better understand the focus of the Title I program.	1.1.4		
	1.1.5	Using the trends and findings of your CNA, list your priorities for mathematics.	Parents and staff are surveyed on a yearly basis. Our needs assessment consists of examination of all assessment data, using staff development days to study and addressing areas of concern meeting with the principal to discuss and continuously revisit student progress during Child Study Team meetings.
	1.1.6	Using the data collected from your CNA, write a student achievement SMART goal for mathematics.	Eighty-five percent of the students in grades 3-5 will score at Meets Expectations or higher on the 2018 math MCA IIs. The percentage of all students in grade 3 at Pearson Elementary School enrolled by October 1 who are proficient on the Math MCA will increase from 80% in 2017 to 85% in 2018. The percentage of all students in grade 4 at Pearson Elementary School enrolled by October 1 who are proficient on the Math MCA will increase from 80% in 2017 to 85% in 2018. The percentage of all students in grade 5 at Pearson Elementary School enrolled by October 1 who are proficient on the Math MCA will increase from 68% in 2017 to 80% in 2018.

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
<p>The State Educational Agency (SEA) shall approve a Local Educational Agency's (LEA/district) plan only if the SEA determines that the LEA's plan provides that schools served under this part substantially help children served under this part meet the challenging state academic standards and meets the requirements of this part.</p> <p>1112(a)(3)(B) Information provided in the application is a summary of planned activities. The LEA/district/school is responsible to document implementation of all activities in order to demonstrate compliance with federal regulations. The World's Best Work Force (WBWF) Comprehensive Needs Assessment (CNA) is a data driven process focused on identifying student academic needs by linking state assessment results, local student assessments, non-academic data, fidelity of implementation and perception data to examine the root causes and set program targets for action.</p>	<p>1.1.7</p>	<p>Describe the trends and findings from your CNA if using Title I funds for any local education agency (LEA) activity (After School, Preschool, Instructional Program, Summer Program, Professional Development and/or Other Activity).</p>	<p>Students in our Title programs receive many interventions throughout the school year. In order to help students solidify their learning, our school will provide a summer school program to review and practice those learned strategies.</p>

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
<p>After a thorough analysis, the implementation team should summarize and prioritize the needs, select the focus of improvement and choose evidence-based strategies for their Title I program implementation. This information should be shared with staff, parents and community members to better understand the focus of the Title I program. A Comprehensive Needs Assessment (CNA) is a data driven process focused on identifying student academic needs by linking state accountability results, local level student achievement, non-academic data, fidelity of implementation and perception data to examine the root causes and set program targets for action. After a thorough analysis, the implementation team should summarize and prioritize the needs, select the focus of improvement and choose evidence based strategies for program implementation. This information should be shared with staff, parents</p>	1.1.7		

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
and community members to better understand the focus of the Title I program.	1.1.7		
	1.1.8	Using the trends and findings of your CNA, list your priorities if you are using Title I funds for any LEA activity (After School, Preschool, Instructional Program, Summer Program, Professional Development and/or Other Activity).	Summer School will be provided to students who are determined to need an extra boost of instruction. Students will be chosen by their teachers after spring assessments have been completed. Each student will be able to attend 3 weeks of summer instruction focusing of Reading and Math in August of 2017.
	1.1.9	Using the data collected from your CNA, write a student achievement SMART goal for each LEA activity if you are using Title I funds for any LEA activity (After School, Preschool, Instructional Program, Summer Program, Professional Development and/or Other Activity).	Students will increase their target scores as measured by Aimsweb Test of Oral Reading Fluency.

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
1.2 Program Narrative			
<p>To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging state academic standards and those children who are not meeting such standards, each local educational agency plan shall describe how the local educational agency (district) monitors students' progress in meeting the challenging state academic standards by:</p> <ul style="list-style-type: none"> • developing and implementing a well-rounded program of instruction to meet the academic needs of all students; • identifying students who may be at risk for academic failure; • providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging state academic standards; and • identifying and implementing instructional and other strategies intended to strengthen academic programs and 	1.2.1	<p>Describe the strategy the district uses to coordinate Title I program/s under this part with programs under Title II and Title III (if applicable) to provide professional development for teachers, principals, and other school leaders designed to address student achievement as indicated in the CNA.</p>	<p>Our Staff Development Committee reviews the goals and needs for our district each year.</p>

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
improve school conditions for student learning; 1112(b)(6)(b)(1)(A-D)	1.2.1		
	1.2.2	Describe how your District Title I program (Targeted Assistance and/or Schoolwide) is developed with timely and meaningful consultation with teachers, principals, other school leaders, para-professionals, specialized instructional support personnel, administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.	Our District utilizes the Response to Intervention (RTI) model to ensure students are progressing toward grade level requirements. Twice monthly, teachers have an opportunity to discuss concerns about students who are not progressing toward grade level targets with our Child Study Team (CST). The Child Study Team consists of regular classroom teachers, Title teachers (at the Elementary level), special education teachers, and an administrator. The CST then analyzes assessment data to match students in need with appropriate research-based interventions. The CST reviews student progress periodically to determine whether an intervention is appropriate. If the data indicates a need for a change in the intervention, adjustments are made to the student's programming.
	1.2.3	Describe how your district coordinates and integrates services for the following student populations in your district (as appropriate): English Learners (EL), students with disabilities, Migrant (MEP) students, Neglected or Delinquent students, students who are homeless, students in foster care, and other students.	Our District utilizes the Response to Intervention (RTI) model to ensure students are progressing toward grade level requirements. Twice monthly, teachers have an opportunity to discuss concerns about students who are not progressing toward grade level targets with our Child Study Team (CST). The Child Study Team consists of regular classroom teachers, Title teachers (at the Elementary level), special education teachers, and an administrator. The CST then analyzes assessment data to match students in need with appropriate research-based interventions. The CST reviews student progress periodically to determine whether an intervention is appropriate. If the data indicates a need for a change in the intervention, adjustments are made to the student's programming.

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
<p>To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging state academic standards and those children who are not meeting such standards, each local educational agency plan shall describe how the local educational agency (district) monitors students' progress in meeting the challenging state academic standards by:</p> <ul style="list-style-type: none"> • developing and implementing a well-rounded program of instruction to meet the academic needs of all students; • identifying students who may be at risk for academic failure; • providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging state academic standards; and • identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for 	<p>1.2.4</p>	<p>Describe how your Title I funds supplement not supplant general education programs and other existing programs.</p>	<p>Our Title I funds are used to provide our students with small group instruction with a certified teacher. These teachers meet with the students chosen for their groups in separate classroom settings and focus on reading and math instruction.</p>

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
1112(b)(6)(b)(1)(A-D) 1112(b)(6)(b)(1)(A-D)	1.2.4		

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
1.3 Targeted Assistance Programs			
Targeted Assistance Programs identify students who are failing or at risk of failing to meet the challenging State academic standards and provide Title I services (for example, an inclusion—push-in, pull-out or combination service delivery model). Title I funds can only be used for supplemental services to Title I students, their families and Title I staff. (Skip this section if the LEA operates no targeted assistance model Title I programs.)	1.3.1	What are the student selection criteria used for identifying Title I students? (Multiple objective measures are required for entrance and exit from the program.)	We only operate a School-wide Title Program.
	1.3.2	List the reading services to students, including the service model to be used. (Example: inclusion — push in, pull-out or combination.)	We provide our students with small group instruction with a certified teacher. These teachers meet with the students chosen for their groups in separate classroom settings and focus on reading instruction.
	1.3.3	List the mathematics services to students, including the service model to be used. (Example: inclusion — push in, pull-out or combination.)	We provide our students with small group instruction with a certified teacher. These teachers meet with the students chosen for their groups in separate classroom settings and focus on math instruction.

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
Targeted Assistance Programs identify students who are failing or at risk of failing to meet the challenging State academic standards and provide Title I services (for example, an inclusion—push-in, pull-out or combination service delivery model). Title I funds can only be used for supplemental services to Title I students, their families and Title I staff. (Skip this section if the LEA operates no targeted assistance model Title I programs.)	1.3.4	Describe the program evaluation process including how multiple sources of data will be used for making programmatic decisions that impact student academic achievement.	We only operate a School-wide Title Program.
	1.3.5	Total number of Title I-funded instructional paraprofessionals in Targeted Assistance Programs.	0
	1.3.6	Total number of Title I-funded teachers in Targeted Assistance Programs.	0

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
1.4 Schoolwide Programs			
The Schoolwide Program (SWP) model is available to a school in which not less than 40 percent of the children come from low income homes (receive free and reduced-price lunch) or the school has been identified as a focus or priority school. All students and staff are considered Title I. To determine whether a site is eligible, refer to the School Participation page. (Skip this section if the district does not operate schoolwide model Title I programs.)	1.4.1	The district will operate one or more Schoolwide Program(s) (SWP).	Yes
	1.4.2	What budget line items relate to this implementation? (What staff and services are funded using Title I funds?)	We fund two teachers' salaries and their benefits. We also fund summer school for a 3 week period and provide supplies for the Title programs.
	1.4.3	If you are using Title I funds for any LEA activity (After School, Preschool, Instructional Program, Summer Program, Professional Development and/or Other Activity), describe the activities that are supported with these funds.	Summer School will be provided to students who are determined to need an extra boost of instruction. Students will be chosen by their teachers after spring assessments have been completed. Each student will be able to attend 3 weeks of summer instruction focusing of Reading and Math in August of 2017.

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
The Schoolwide Program (SWP) model is available to a school in which not less than 40 percent of the children come from low income homes (receive free and reduced-price lunch) or the school has been identified as a focus or priority school. All students and staff are considered Title I. To determine whether a site is eligible, refer to the School Participation page. (Skip this section if the district does not operate schoolwide model Title I programs.)	1.4.4	Total number of funded instructional paraprofessionals in Schoolwide Programs.	0
	1.4.5	Total number of funded teachers in Schoolwide Programs.	1.5

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
1.5 LEA Activities & Programs			
Skip this section if there are no LEA Activities/Programs.	1.5.1	If you are using Title I funds for any LEA activity (After School, Preschool, Instructional Program, Summer Program, Professional Development and/or Other Activity), describe the activities that are supported with these funds.	Our school-wide Title program will continue this year to emphasize Reading and Math interventions. To ensure our students maximum readiness for the new school year, our students have the opportunity to attend a 3 week summer school in August.

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
1.6 Nonpublic Programs			
The nonpublic Title I program must utilize the Targeted Assistance Program model. (Skip this section if nonpublic schools are not participating.)	1.6.1	Briefly describe these three areas of the Title I program in the nonpublic school. 1. What types of services are provided? 2. Who provides the services? 3. Where are the services provided?	N/A
	1.6.2	Briefly describe how the district evaluates the progress of participating students and how the results are used to make decisions about the program design.	N/A
	1.6.3	Explain how the district maintains control of the Title I nonpublic (Equitable Share) funds.	N/A

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
1.7 Other Students Who May Be At Risk For Academic Success			
Coordination of Services	1.7.1	Describe the district's efforts to coordinate and integrate other educational services for English Learners (ELs), migratory children and students with disabilities.	OUR District works to coordinate all our programs for our students. We utilize the Response to Intervention (RTI) model to ensure students are progressing toward grade level requirements. Twice monthly, teachers have an opportunity to discuss concerns about students who are not progressing toward grade level targets with our Child Study Team (CST). The Child Study Team consists of regular classroom teachers, Title teachers (at the Elementary level), special education teachers, and an administrator. The CST then analyzes assessment data to match students in need with appropriate research-based interventions. The CST reviews student progress periodically to determine whether an intervention is appropriate. If the data indicates a need for a change in the intervention, adjustments are made to the student's programming. This includes English Learners, Migratory children and students with disabilities.

Narrative - Manage Budget

Improvement

Subsection Description		Question	Answer
2.1 Improvement			
<p>As we continue to move forward with ESSA implementation, the Minnesota Department of Education (MDE) is committed to improving the state’s educational system in response to the needs of the 21st century student. To support these efforts, MDE provides resources and tools to assist districts and schools engaged in improving the effectiveness of instruction to increase student achievement. The Record of Continuous Improvement is designed to support schools in facilitating and documenting the school improvement process. The template includes district and school information; a comprehensive needs assessment; school action plans to support reading, mathematics, graduation, and other goals; Schoolwide Title I Program summary; and an appendix of additional tools for school improvement. The Record of Continuous Improvement is</p>	2.1.1	<p>Does the district/school public web site contain the district/school report card information for the general public?</p>	<p>Yes</p>

Narrative - Manage Budget

Improvement

Subsection Description		Question	Answer
organized by stages and critical features. School leadership teams use the Record and rubric to identify their current level of development and to plan next step actions to increase their effectiveness.	2.1.1		
	2.1.2	How does the district communicate the district/school report card information to the community?	It is linked on our District website.

Narrative - Manage Budget

Homeless

Subsection Description		Question	Answer
3.1 Homeless Education and Other Students Who May Be At Risk For Academic Success			
Complete the Contact Information Tab, if you have not already done so. Be sure you have updated the contact information as necessary and added the names of the LEA Homeless Education Liaison and the LEA's Point of Contact for Children in Foster Care.	3.1.1	Describe the LEA's plan for educational services and transportation services for students in foster care. (Please respond with N/A if not applicable.)	N/A
	3.1.2	Describe how the LEA conducts annual awareness-raising and outreach activities among district personnel and relevant community agencies and organizations concerning the educational rights of families and youth experiencing homelessness under the McKinney-Vento Act.	We do not have any homeless students in our District.
	3.1.3	(All McKinney-Vento Subgrantees) Describe any supplementary education services and activities provided for homeless and highly mobile students and how they are coordinated with Title I set-aside funds. (non-subgrantees skip this question.)	N/A

Narrative - Manage Budget

Homeless

Subsection Description		Question	Answer
Complete the Contact Information Tab, if you have not already done so. Be sure you have updated the contact information as necessary and added the names of the LEA Homeless Education Liaison and the LEA's Point of Contact for Children in Foster Care.	3.1.4	Describe the educational services for students living in local institutions for neglected or delinquent students and as appropriate for neglected or delinquent students in school programs. (Districts with neglected or delinquent facilities and/or neglected-or delinquent-identified students.) (Please respond with N/A if not applicable.)	N/A

Narrative - Manage Budget

Parent Involvement

Subsection Description		Question	Answer
4.1 Parent, Family, School and Community Engagement			
<ul style="list-style-type: none"> If the district Title I, Part A allocation, plus carryover and transferred funds is over \$500,000, the district must set aside a minimum 1 percent of the allocation for family, school and community engagement. (With 90 percent of the 1 percent going to the Title I schools with the highest need.) 	4.1.1	Describe at least one of the parent, family, school and community engagement activities listed below, that the district/school is using to support the academic growth of students. 1116 (a)(3)(D) 1. Professional Development in parent and family engagement strategies 2. Home-based in the community, or at school programs 3. Disseminating information on best practices that focus on parent and family engagement 4. Collaborating or providing subgrants with community-based organizations or employers that have been known to be successful. 5. Other activities or strategies that the district determines appropriate and consistent with the district family, school and community engagement policy.	Our school hosts an Open House to bring parents into the building in August prior to school starting. This provides an opportunity for parents and teachers to discuss the student's needs and help them get acclimated to the classrooms. Parents are also asked to consider volunteering in the school and are encouraged to join our Parent-Teacher Council. Teacher and parents meet to plan events for our students during I Love to Read Month. At this meeting, the Title program is reviewed and parents provide input to the program.

Narrative - Manage Budget

General

Subsection Description		Question	Answer
6.1 Description			
	6.1.1	Will your district REAP FLEX funds into Title 1?	No
	6.1.2	Will your district transfer funds into Title I?	No
	6.1.3	Will your district use Title I funds to serve Preschool children?	No

Contacts For Application

Contact Type: School District or Agency Accountant

Name: Darlene Anderson
Title: Business Manager
Organization Name: Wheaton Area Schools
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Address Line 2:
City: Wheaton
State: MN
Zip Code: 56296
Phone Number: 3205638282
Alternate Phone Number: 3205638282
Fax Number:
Email Address: danderson@wheaton.k12.mn.us

Contact Type: Authorized Representative

Name: Dan Posthumus
Title: Superintendent
Organization Name: Wheaton Area Schools
Address Line 1: 1700 3rd Ave. S.
Address Line 2:
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State: MN
Zip Code: 56296
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Fax Number:
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Contacts For Application

Contact Type: Not Defined

Name: Dan Posthumus
Title: Superintendent
Organization Name: Wheaton Area Schools
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City: Wheaton
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Phone Number: 3205638282
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Contact Type: Program Contact Representative

Name: Dan Posthumus
Title: Superintendent
Organization Name: Wheaton Area Schools
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Address Line 2:
City: Wheaton
State: MN
Zip Code: 56296
Phone Number: 3205638282
Alternate Phone Number:
Fax Number:
Email Address: dposthumus@wheaton.k12.mn.us

Attachments - School Participation

Organization Level	Attachment	When	User	
School Participation				
DISTRICT	Record of Continuous Improvement	08/31/2017	dposthumus	Original File Name: Pearson Schoolwide Plan (2017-2018).docx
				MDE File Name: 2018_401_REC_OF_CONT_IMPROV_10803001000_1504209328534.docx

**To view or print actual attachments, please refer to the online SERVS application.*

Application Section: Attachments -- 0803-01-000 WHEATON AREA PUBLIC SCHOOL DISTRICT

Attachments - Manage Budget

Organization Level	Attachment	When	User		
Parent Involvement					
DISTRICT	District Parent Involvement Plan	08/30/2017	dposthumus	Original File Name: Title I Parent Involvement Plan (17-18).docx	
				MDE File Name: 2018_401_DISTRICT_PI_PLAN_010803000000_1504143402284.docx	

*To view or print actual attachments, please refer to the online SERVS application.

Application Section: Attachments -- 0803-01-000 WHEATON AREA PUBLIC SCHOOL DISTRICT