



MILWAUKEE
PUBLIC SCHOOLS

ESEA Elementary and
Secondary
Education
Act

Every Student Succeeds

Title I Targeted Assistance Information

Title I Targeted Assistance Programs

Title I funds in a Targeted Assistance school must be used to improve the academic achievement of identified Title I students. Students must be identified based on multiple, objective, educationally related criteria. Criteria must also be generated to determine when a student may exit the Title I program.

Title I supplemental services may be delivered in a number of ways, i.e., in-class instruction; pull-out instruction; and/or extended day, week, or year instruction.

Teachers responsible for providing supplemental services to identified students must be appropriately licensed. Title I staff must coordinate with other school personnel, and Title I schools must involve parents in the planning, implementation, and evaluation of the Title I program.

Targeted Assistance and Multi-Level Systems of Supports (MLSS)

MLSS and Targeted Assistance Programming: Some Parameters to be Aware Of

When implementing an equitable multi-level system of supports in a targeted assistance school, staff must ensure that the students served by Title I teachers and the services those teachers provide are consistent with Title I law. In a targeted assistance school, Title I teachers should still work only with Title I-eligible students, and the services they provide should still be above and beyond what non-title students are receiving and supplemental to the core instructional program. This must be foremost in consideration when determining which level Title I services would best be placed.

The Role of Title I Teachers in an Equitable MLSS

Title I services are one piece of the continuum of services available to students in an equitable MLSS. Title I teachers should still be providing supplemental educational support to a select group of students determined as Title I-eligible by a review of multiple measures of academic progress. The school should still have explicit criteria for when students enter the Title I program and explicit criteria for when students exit the Title I program. Title I teachers should collaborate with regular classroom teachers in identifying Title I students.



Title I teachers may consult with regular classroom teachers to design classroom interventions that the teacher would implement before a student is identified as Title I eligible. However, the Title I teacher should not be delivering those interventions, as they are designed for non-Title I students. Title I teachers should never be used to deliver the core instruction provided to all students, even if that instruction is differentiated. All Title I teachers should deliver education services over and above the core instruction, and these services should never reduce a student's access to the core instruction.

The Role of Title I Paraprofessionals in an Equitable MLSS

Paraprofessionals work under the direct supervision of an appropriately licensed teacher whose responsibilities include, but are not limited to, supporting the lesson plan of a properly licensed teacher, providing technical assistance to the teacher, and helping with classroom management.

Paraprofessionals hired with Title I funds are specifically assigned to support students receiving Title I services under the direct supervision of an appropriately licensed teacher. This could include supporting a Title I student's participation in the school's MLSS. Title I paraprofessionals should not provide interventions to general education students.

Purchasing Instructional Materials Using Title I Funds

If the district is purchasing particular materials for all schools in the district, those materials must be purchased with state or local funds in both Title I and non-Title I schools. In a targeted assistance school, Title I funds may only be used to purchase instructional materials for Title I students in the Title I program. Title I funds may never be used to purchase instructional materials in non-Title I schools.



**MILWAUKEE
PUBLIC SCHOOLS**

Title I

Every Student Succeeds

Milwaukee Public Schools

Title I

Targeted Assistance Schools

A Principal's Guide

2025-2026

Title I Targeted Assistance Schools

Title I, Part A is intended to help ensure that all students have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. As the largest federal program supporting elementary and secondary education (funded at approximately \$82 million in FY26), Title I targets these resources to the schools where the needs are greatest. Title I provides funding that may be used to provide additional (supplemental to state and locally-funded programs and services) instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools.

The Title I program focuses on promoting schoolwide reform in high-poverty schools and ensuring students' access to scientifically-based instructional strategies and challenging academic content. Title I provisions provide a mechanism for holding states, school districts, and schools accountable for improving the academic achievement of all students and turning around low-performing schools, while providing alternatives to students in such schools to enable those students to receive a high-quality education.

Targeted Assistance Programs

A targeted assistance school, primarily addressed in section 1115 of Title I, Part A, is one that receives Part A funds yet has chosen not to operate a Title I schoolwide program. The term "targeted assistance" signifies that the services are provided to a select group of children-- those identified as failing, or most at risk of failing to meet the State's challenging content and student performance standards--rather than for overall school improvement, as in schoolwide programs. Like schoolwide program schools, the goal of a targeted assistance school is to improve teaching and learning to enable Part A participants to meet the challenging state performance standards that all children are expected to master. To accomplish this goal, a targeted assistance program must be based on effective means for improving achievement of participating children; use effective instructional strategies that give primary consideration to extended-time strategies, provide accelerated, high-quality curricula, and minimize removing children from the regular classroom during regular school hours; coordinate with and support the regular education program; provide instruction by highly-qualified and trained professional staff; and implement strategies to increase parental involvement.

A targeted assistance school differs from a schoolwide program school in several significant respects:

- Part A funds may be used in targeted assistance schools only for programs that provide services to eligible children identified as having the greatest need for special assistance.
- Part A funds must be used for services that supplement, and do not supplant, the services that would be provided, in the absence of the Part A funds, from non-Federal sources.
- Records must be maintained that document that Part A funds are spent on activities and services for only Part A participating students

Eligible Students

One of the primary differences between schoolwide program schools and targeted assistance schools is the requirement that the latter may use Title I, Part A funds only for programs that provide services to eligible children identified as having the greatest need for special assistance. Targeted assistance schools, therefore, may not provide services to all children in the school or in particular grades.

In the new Title I, schools play the key role in selecting children to participate in Part A programs. No longer is there a requirement for a district wide needs assessment in which children are selected on the basis of uniform criteria across the LEA as a whole. Rather, as described below, an LEA establishes multiple, educationally related, objective criteria to determine which children are eligible to participate in Part A. Each targeted assistance school may supplement these criteria and select, from among its eligible children, those who are in greatest need for Part A assistance.

- **Children eligible for Part A services must be from the following populations:**
 - Children not older than age 21 who are entitled to a free public education through grade 12.
 - Children who are not yet at a grade level where the LEA provides free public education yet are of an age at which they can benefit from an organized instructional program provided in a school or other educational setting.
- **Eligible children are children who are failing, or most at risk of failing, to meet the State's challenging student performance standards.**
 - A targeted assistance school generally identifies eligible children within the school on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school.
 - Children who are economically disadvantaged, children with disabilities, migrant children, and limited English proficient (LEP) children are eligible for Part A services on the same basis as other children that are selected for services. Thus, schools are no longer required to demonstrate that the needs of LEP students stem from educational deprivation and not solely from their limited English proficiency. Similarly, schools are no longer required to demonstrate that the needs of children with disabilities stem from educational deprivation and not solely from their disabilities.
 - Children from preschool through grade two must be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures that determine which children are failing, or most at risk of failing, to meet the State's challenging content and student performance standards.
- **Certain children are considered at risk of failing to meet the State's student performance standards and are thus eligible for Part A services by virtue of their status:**
 - Children who participated in a Head Start or Even Start program at any time in the two preceding years.
 - Children who received services under a program for youth who are neglected, delinquent, or at risk of dropping out under Part D of Title I (or its predecessor authority) at any time in the two preceding years.
 - Children in a local institution for neglected or delinquent children or attending a community day program.
 - Homeless children attending any school in the LEA.
- **From the universe of eligible children in a targeted assistance school, the school selects those children who have the greatest need for special assistance to receive Part A services.** Because it is likely that a school will not have sufficient Part A resources to provide services to all eligible children, the school must obviously make some informed choices concerning which children to serve. These choices are difficult because they inevitably result in some children being selected before other children who may also have significant needs.

School staff, in consultation with the MPS Title I Office and based on a review of all the information available about the performance of eligible children, must use their best professional judgment in making these choices. It is not as simple as merely selecting a cut-off score on an assessment measure. School staff will necessarily need to balance the needs of different populations. For example, most schools will likely need to concentrate Title I resources in certain grades or in certain subjects to the exclusion of children in the grades or subjects not being served. Similarly, a school may decide that some children who are homeless have greater needs because, for instance, homeless children may likely face problems of attendance and homework completion due to recurrent moves and, therefore, may be at greater risk of failure than some other children who are not faced with the disruption associated with homelessness. Furthermore, schools that focus strongly on family literacy, for example, may add the additional educationally-related criterion of the educational level of parents when selecting those children who are most in need of Title I assistance from the eligible pool of students to be served.

Other target populations, such as children with disabilities and English Language Learners (ELL), present similar choices. Those children are now eligible for Title I services on the same basis as other eligible children. However, they may also be entitled to additional services required by law because of their disability or their limited proficiency in English. A school may decide that the non-Title I services those children are receiving are sufficient to enable them to meet the State's challenging standards. However, children with disabilities or limited-English proficiency who are performing more poorly than other Title I-eligible children, even with the benefit of the non-Title I services they receive, may still be among those in greatest need and thus should receive Title I services also.

Targeted Assistance Schools Today

TAS Schools Today

- ❖ TAS schools required to use models other than pull out
- ❖ TAS schools to give primary consideration to acceleration of TAS students and use of extended learning activities
- ❖ TAS students are identified on the basis of two or more academic measures that show they are "most at-risk of failing"
- ❖ Poverty threshold for eligibility to apply as a Schoolwide Program now 40%
- ❖ TAS schools held accountable for all statistically significant sub-groups

<u>Disadvantages of TAS Model</u>	<u>Disadvantages of TAS Model</u>
Can target small numbers of students to concentrate Title I services on students most at risk of failing	Title I cannot be combined with other categorical monies
Allows the Title I funds to be concentrated on the most needy students	Only identified students and their parents receive the Title I services
Parents of TAS students have their own programs and may be targeted for assistance	Programs may be segregated or disconnected to the regular program unless great care is taken to coordinate the Title I program with the baseline program

<u>Disadvantages of TAS Model</u>	<u>Disadvantages of TAS Model</u>
	Increased risk for audit exception, especially supplanting, if the Title I plan is not well articulated and designed
	Increased paper work to identify TAS students, articulate the program design, and track all expenditures and services to TAS only
	AYP focuses on all students advancing to proficiency or advanced proficiency, yet TAS design is required to focus only on the most at-risk of failing, which means that certain groups of students may be excluded from services
	Research indicates that student achievement is linked to schoolwide reform. Title I may not be used as a leverage for schoolwide reform in a TAS only a piece of the reform

TAS Requirements (section 1115, Title IA, Every Student Succeeds Act (ESSA))

TAS schools must show the following in order to avoid audit exceptions:

- Annual identification by school learning team of their TAS students using **two or more objective educational measures, to identify the students most at-risk of failing**
- Assure that all TAS students, receiving Title I services, are first provided all other categorically-funded and baseline services for all students before they receive Title I services (supplement and not supplant). Title I either provides “more of” or “more in-depth”; it is never combined with other funds for the same services provided schoolwide
- Develop processes and procedures to track the Title I services to the TAS students and the parents of TAS students only Schools must identify TAS students in Infinite Campus
- Focus their Title I funds on services based on a data based needs assessment of the TAS students
- Involve Title I parents in the development of the written plan for Title I interventions for TAS, as well as in the Title I parent involvement plan
- Develop the written Title I plan, as part of the regular school plan, to provide supplemental services that:
 - Discuss how Targeted Assistance Students are identified (district and school level criteria)
 - Use data to determine who of the TAS students are targeted
 - Use effective methods for instructional strategies that are based on scientifically based research
 - Give *primary consideration* to providing extended learning time
 - Provide accelerated high quality curriculum
 - Minimize pull out
 - Coordinate with the regular program
 - Provide highly qualified teachers, as defined by ESSA
 - Provide opportunities for professionals, who work with the participating TAS children, to receive high quality training
 - Include monitoring of TAS student progress and revision of the services to assure that TAS students reach state standards
- Assure that Title I funds are not used for any required activities.

In addition, the following students are automatically eligible as TAS students per section 1115 of Title I:

- Homeless children
- Neglected or delinquent children living in group homes/institutions
- Students who received services through Migrant Education for any time in the preceding two years for which determination is made

Children who, at any time in the two years preceding the year for which the determination is made, participated in a Head Start, Even Start, Early Reading First Program, or in preschool services under Title I

Once TAS students are identified, the school is required to do the following:

- Establish criteria based on the student achievement data, to determine if all, or only a specified group of identified TAS students, are to be served
- Review and update if needed the School Parent Compact in collaboration with school staff, students and Title I parents
- Use the 1% reservation off the top of the school's Title I allocation as a *base* for funding TAS parent involvement activities
- Provide for professional development in the educational plan
- Conduct, at minimum, an Annual Title I parent meeting to: discuss what Title I is, what is provided at the school, and solicit parent input into the Title I plan, including what assistance they need (offer a flexible number of meetings at a time convenient for parents)
- Provide parents with *timely* and *understandable* information in a *uniform format* (and as practicable, in a translated format) regarding their child's progress in school, test results, and in the Title I program
- Provide, for parents of migrant or ELL students and parents with disabilities, full opportunities to equally participate in all Title I parent activities as necessary; designing the teacher training to help teachers include parents as equal partners; and the Title I parent compact, site parent involvement policy
- Follow all federal, state and district policies, timelines and procedures related to designation of Program Improvement status
 - Parent notification School transfer options Supplemental Education Services
 - Parent input into the Program Improvement Plan
- Assure that Title I never takes the place of general funded activities or *any other categorical funding source that all other students receive* (e.g. always supplemental and never supplants)
- Provide a system of inventory control at the site that includes computer security, reporting of any lost or stolen equipment and check out systems so that the location of capital outlay is known

Keep all documentation (including site Ed Plans, TAS lists, purchases, invoices, parent meeting agendas and minutes, etc.) for a minimum of five years.

What the MPS Title I Office will want to see at a TAS school

- Lists of targeted assistance students
- Schedules and equipment, and material check out systems that show that services and materials are accessed only by students on the TAS lists
- Objective measures selected by the school to augment the district criteria for TAS selection
- A defined Title I program that is separate from, and yet coordinated with, all other programs at the school
- Evidence that parents and teachers are involved in the development of the compact and school parent policy

- Evidence that parents give informed consent for their children to receive Title I services
- Evidence that Title I parents have been given the school level and district level Title I parent Involvement Policies
- Evidence that the Title I program is based on scientific research and that there is primary consideration given to extended learning
- Site personnel should be able to clearly describe what Title I does

Monitoring “Red Flags” for TAS

- School personnel and parents are unable to state in detail what Title I does that is differentiated and above and beyond other programs for all other students
- Lack of site inventory control, e.g. no sign out lists for Title I purchased materials/equipment, or evidence that persons who do not serve Title I students use the materials
- Title I is used to purchase the same service as other categorical budgets to “fill in”.

Examples:

- Board funds pay for one day a week of after school tutoring for all students except Title I TAS students. Title I picks up the same amount and type of service for the TAS students only because there is not enough Board funds to cover program costs
- Title I picks up training for non-Title I funded teachers or staff who do not work directly with Title I students. (Example: the SAGE teacher does not have any TAS students in her class but Title I covers the substitute teacher costs so that teacher can work on the educational plan)
- Oral interviews indicate that Title I is used to purchase materials “when we run out of Board funds”
- A service or purchase is split funded without any proof to show how the Title I portion is above and beyond what the other fund purchases. For example, a requisition for 200 reams of paper is split between Title I and Board funds.
- Title I picks up a large portion of the Literacy Coach’s salary, yet there is no evidence that the work related to TAS students is proportionate to the funding amount and/or TAS students needs.
- The Title I Parent Newsletter contains information that is of schoolwide interest and not focused on Title I parents programs or Title I students

Examples of Appropriate TAS Interventions Expenditures

- All students receive a day of after school tutoring funded by Board funds. Title I students receive an additional day of tutoring over and above what they receive through Board funds or receive an extra half hour on top of what all students are provided through board funding
- Title I funds an intercession for TAS students only. Non-TAS students do not have an intercession program.
- All students have textbooks and library books to check out for home use. In addition, the Title I resource teacher purchases appropriate level supplemental titles that are available only for Title I parents to use with their Title I TAS students at home through a book bag program. Title I parents receive training on how to stimulate their child’s reading, that is above and beyond what the regular program offers.
- Certificated tutors are used in a “push in model” to tutor small groups of Title I TAS students during the regular reading period, after they have received their regular small group instruction from the classroom teacher (note allowed in private schools).

QUICK HELP ON COMPLETING TITLE I ELIGIBILITY AND RANKING FORM FOR SCHOOL STAFF IN TARGETED ASSISTANCE SCHOOLS

1. Fill in school information on header of printed Title I Eligibility Report worksheet duplicate and distribute to teachers, the starting date of services must also be filled out. Schools are responsible for seeking parental consent. Each school may design its own method of obtaining consent. A consent template is available. Ignore the Service Model field or type MPS Title I program. Personnel filling in eligibility worksheets should indicate their name so that they can be contacted if questions arise.
2. Fill in names and demographic information for all students in class who are being considered for Title I services during the school year. Demographic information is not used to determine Title I eligibility or rank, but it is required for reporting purposes. Fill in all fields based upon best available information. Use M or F to indicate gender, give month/date/year of birth, and provide grade level. Limited English proficiency must be determined through testing (place an X in the box for applicable students). Special education must have been determined through legally defined procedures with a multidisciplinary team. Put an X in the appropriate boxes to indicate the status of these students (boxes may be left blank when the information the header does not apply for the remaining fields).
3. Use check boxes to indicate eligibility criterion that apply. Title I services are to be extended only to students who are performing below grade level in one of the core academic subject areas (or at risk for doing so). Other criteria are used to help determine ranking and service delivery.
4. The Title I ranking is somewhat subjective. Both the number of eligibility criterion present and the severity of problems (such as degree of academic delay) are to be considered. Teachers are advised to first consider eligibility criterion, then do ranking. Rank of 1 suggests greatest need and priority, rank of 3 suggest lowest priority. Unranked students (those who meet none of the eligibility requirements) may not receive Title I service and do not have to be listed on the eligibility report form. Within a school students with the highest ranks must be served before those with lower ranks get services. Some determinations will probably have to be made within ranked levels to select the group "in greatest academic need" to get service. All Title I eligible students need to be ranked.
5. Check the "service area" columns for identification of students with the greatest academic needs who will be served. In most cases, all eligible students will not be served.
6. Teachers may attach other information or suggestions for Title I personnel. It is strongly suggested that students use Title I services to address their individual area of greatest academic need (in order to ensure time on task necessary to make significant grade level gains). Teacher recommendations might address subject area that should be addressed at schools (unless MPS teacher certification limits subject areas where service can be offered) or information about particular needs or approaches that should be considered with individual students.
7. For each enrolled student, Title I instruction will be provided based on a service delivery plan chosen by the school.

For more information, contact your MPS ESEA Manager Joseph Hill at 414-777-7802.



Date: _____

Grade: ____

Student: _____

School: _____

Dear Parent /Guardian:

Your child has been recommended for Title IA service. Title IA is a federally funded program. The program is designed to address learning needs of students who are performing below grade level in one or more subject areas, or are at risk for doing so. Service is extended to those students judged to have the greatest academic needs.

While we believe that your child will benefit from this placement, you have a parental right (now and at any time during the school year) to refuse Title IA services. If you have questions or concerns related to this placement please contact the principal, your child’s teacher or the Title IA teacher. Title IA recognizes the vital role that parents play in promoting school success for children. We encourage you to arrange a visit or make a call to visit with our Title IA teacher to learn more about how the program may help your child.

Students are enrolled in Title IA classes in order to promote significant academic gains in targeted subject areas. Student assessment information is used to guide instruction and to measure program effectiveness. Your Title IA teacher will provide Title IA parents with both regular reports on student progress and the results of annual assessments.

We are also sending you the Title IA brochure which outlines how the parents, the entire staff, and the students will share the responsibility for improved student academic achievement. These agreements make up a Title IA "compact" between MPS and participating families. It also describes how the school and parents will build and develop a partnership that will help children achieve the state’s high standards.

Please sign and return the bottom part of this letter to let us know that you have received this information and that you consent to Title IA service as described here for your child.

Sincerely,

Name of Administrator/Title IA Teacher

School name: _____	
My child, _____,	
Check one: <input type="checkbox"/> May participate in the Title I-A program and I understand that my child’s Title I-A STAR assessment results will be shared with MPS.	
<input type="checkbox"/> May not participate in the Title I-A program at his/her school.	
Parent / Guardian Signature: _____	Date: _____



Fecha: _____

Estudiante: _____

Escuela: _____

Estimado padre o tutor legal:

Su hijo ha sido recomendado para el servicio de Título IA. Título IA es un programa financiado por el gobierno federal. El programa está diseñado para abordar las necesidades de aprendizaje de los estudiantes que tienen un rendimiento por debajo del nivel de grado en una o más áreas temáticas, o que corren el riesgo de tenerlo. El servicio se extiende a aquellos estudiantes que se considera que tienen las mayores necesidades académicas.

Si bien creemos que su hijo se beneficiará de esta ubicación, usted tiene el derecho de los padres (ahora y en cualquier momento durante el año escolar) de rechazar los servicios de Título IA. Si tiene preguntas o inquietudes relacionadas con esta ubicación, comuníquese con el director, el maestro de su hijo o el maestro de Título IA. Título IA reconoce el papel vital que desempeñan los padres en la promoción del éxito escolar de los niños. Lo alentamos a que programe una visita o haga una llamada para visitar a nuestro maestro de Título IA para obtener más información sobre cómo el programa puede ayudar a su hijo.

Los estudiantes se inscriben en clases de Título IA para promover avances académicos significativos en áreas temáticas específicas. La información de evaluación de los estudiantes se utiliza para guiar la instrucción y medir la eficacia del programa. Su maestro de Título IA proporcionará a los padres de Título IA informes regulares sobre el progreso del estudiante y los resultados de las evaluaciones anuales.

También le enviamos el folleto del Título IA, que describe cómo los padres, todo el personal y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Estos acuerdos conforman un "pacto" del Título IA entre MPS y las familias participantes. También describe cómo la escuela y los padres construirán y desarrollarán una asociación que ayudará a los niños a alcanzar los altos estándares del estado. Firme y devuelva la parte inferior de esta carta para informarnos que ha recibido esta información y que da su consentimiento para el servicio del Título IA como se describe aquí para su hijo.

Atentamente,

Nombre del administrador/maestro del Título IA

Nombre de la escuela:	
Mi hijo, _____,	
Marque una: <input type="checkbox"/> Puede participar en el programa de Título IA y entiendo que los resultados de la evaluación STAR del Título IA de mi hijo serán compartidos con las MPS.	
<input type="checkbox"/> No puede participar en el programa de Título IA de su escuela.	
Firma del padre/tutor legal:	Fecha:



MILWAUKEE
PUBLIC SCHOOLS



Every Student Succeeds

**[School's Name] Targeted Assistance School Report
2025-2026**

1. List the assessments used to determine eligibility and describe the identification process. Provide copies of the assessment instruments and assessment plan used.

2. Criteria used to rank the eligible students most in need of academic assistance to meet the challenging state academic standards.

3. If services are provided in grades K-2, criteria used to identify K-2 students.

4. How do you review and revise your Title I Targeted Assistance program to ensure that the students most at risk of failing are served?

5. Describe procedures for verifying parental consent for participation in Title I program.

6. Have you emailed the Eligibility List to Cynthia Mendoza at mendozca@milwaukee.k12.wi.us? Did you add additional students to your Title I Program? If so, email a final Eligibility List to Cynthia Mendoza.

7. Describe the Targeted Assistance Program model used for your school. (Include content areas addressed).

8. List the interventions that were put in place to ensure that struggling students are better able to meet state standards? Provide data to demonstrate the impact of the interventions.

9. Provide data (i.e.: Star Assessment Chart) to demonstrate the impact of the interventions.

10. List items purchased with Title I funds to support the identified students you must include parental involvement. (FTE, materials, professional development, other) Attach a copy of your updated Title I Program Inventory log.

11. Please describe the exit criteria and process your school uses to determine when a student should exit the Title IA program.

12. How is your Targeted Assistance program evaluated? Describe progress.

MPS Title I Targeted Assistance schools should submit this completed document no later than **Friday, January 30, 2026** to:

MPS ESEA Department, Attn: Cynthia Mendoza
MPS Central Services, Room 160
Email: mendozca@milwaukee.k12.wi.us
Contact Joseph Hill for assistance: 414-777-7802



Wisconsin Department of Public Instruction
TITLE I SCHOOLWIDE PROGRAMS
ASSURANCES AND NARRATIVE
 PI-9551 (Rev. 05-21)

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

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:

DPI.Title1@dpi.wi.gov

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).

Local Educational Agency (LEA) Milwaukee Public Schools	LEA No. 3619	Year School Will Become a Title I Schoolwide
School	School No.	Current School Year

I. GENERAL INFORMATION

District Title I Coordinator <i>First & Last Name</i> Joseph Hill	E-Mail Address hilljj@milwaukee.k12.wi.us	Telephone <i>Area/Number</i> (414) 777-7802
ESEA Coordinator <i>First & Last Name</i> Joseph Hill	E-Mail Address hilljj@milwaukee.k12.wi.us	Telephone <i>Area/Number</i> (414) 777-7802
District Administrator <i>First & Last Name</i>	E-Mail Address	Telephone <i>Area/Number</i>
School Principal <i>First & Last Name</i>	E-Mail Address	Telephone <i>Area/Number</i>

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 <i>mm/dd/yyyy</i>
ESEA Coordinator Signature ➤	Date Signed <i>mm/dd/yyyy</i>
District Administrator Signature ➤	Date Signed <i>mm/dd/yyyy</i>
School Principal Signature ➤	Date Signed <i>mm/dd/yyyy</i>

FOR DPI USE

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

Poverty Rate	School Year of Poverty Rate	Poverty Source <input type="checkbox"/> National School Lunch Act <input type="checkbox"/> Feeder Pattern <input type="checkbox"/> Other _____
Signature of DPI Consultant ➤		Date Signed <i>mm/dd/yyyy</i>

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*