

ESSA LEA Plan Road Map and Review Criteria

This document identifies where the questions in the original [LEA Plan Draft Template](#) (from November 2017) are located in WISEgrants. Some questions will appear in the Every Student Succeeds Act (ESSA) Local Educational Agency (LEA) Plan section of WISEgrants, and other questions will appear in a specific grant application. It is important to note that some questions are required, some are optional, and some may not be applicable to your LEA. The [ESSA LEA Plan Frequently Asked Questions document](#) will answer many of the common questions around the LEA Plan.

The review criteria the Wisconsin Department of Public Instruction (DPI) staff will use to review and approve LEA plans is also included in this document. DPI staff will review and approve the LEA Plan independent of the individual ESSA grant applications; however, DPI must approve the LEA Plan in order for the LEA to make claims on approved grant activities.

The assurances listed in the [LEA Plan Draft Template](#) are included in the assurances document found in WISEgrants. As in years past, a district authorizer will need to sign the assurances digitally. The district authorizer is an individual who has been authorized by a governing body, such as a school board, to enter into agreements on behalf of the LEA.

Text fields provided for the LEA Plan in WISEgrants will allow for unlimited text, but LEAs should provide only the essential, most pertinent information to answer each question. LEAs may copy and paste text from another document into the text field. When pasting text, the fonts from the originating document will appear. LEAs may edit and change fonts, as necessary, within each text field. LEAs may include images in the text fields but shall not include hyperlinks to other documents.

All LEAs receiving more than one grant under the ESSA are required to complete an LEA Plan. LEA Plans must support Wisconsin's ESSA goals and objectives listed below.

Wisconsin's Goals:

1. Reduce the achievement gap by half for each subgroup within **six eight** years.
2. *Reduce the graduation gap by half within eight years.*
3. *Achieve an 18-point increase in the percentage of students on-track to English language proficiency by the end of eight years.*

Objective 1: LEAs will provide every student access to a well-rounded education that meets their learning needs in an appropriate, healthy, and safe environment.

Objective 2: LEAs will provide professional growth and improvement opportunities for all teachers, principals, and other school leaders to further a high-quality education for all students.

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Objective 3: LEAs will utilize evidence-based interventions and support services to ensure every student graduates from high school prepared for their college or career plans.

Objective 4: EAs will make progress on closing the achievement gap for all subgroups in English language arts, and math so all students meet challenging academic standards.

Number from the Draft Template	Number in WISE grants	Question	Section in WISEgrants	Review Criteria
1.a.i.	1	<p>Describe how you will monitor student progress in meeting the state academic standards. In answering this question, please make sure to address the following elements:</p> <ul style="list-style-type: none"> ● Development and implementation of a well-rounded program of instruction to meet the academic needs of all students. ● Identification of students who may be at risk for academic failure. ● Provision of additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards. ● Identification and implementation of instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning. 	LEA Plan, Page 1	<p>LEA describes how student progress in meeting the state academic standards is monitored and the description includes the following:</p> <ul style="list-style-type: none"> ● Development and implementation of a well-rounded program of instruction to meet the academic needs of all students. ● Identification of students who may be at risk for academic failure. ● Provision of additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards. ● Identification and implementation of instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

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1.a.ii.	2	<p>How will you identify and address any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers as defined in the state educator equity plan?</p> <p><i>Inexperienced is a teacher that has been teaching in a licensure area for three years or less. Out-of-Field is a teacher that is teaching on an emergency license/permit. Ineffective is a teacher that does not meet the Wisconsin teaching standards. LEAs are encouraged to use local data to help further determine ineffective teachers.</i></p>	LEA Plan, Page 1	<ul style="list-style-type: none"> LEA describes how they will identify any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers as defined in the state educator equity plan.
1.a.iii.	3	<p>Describe the poverty criteria that will be used to select school attendance areas for Title I schools.</p>	Title I-A Application	<ul style="list-style-type: none"> WISEgrants will require LEAs to select one of poverty criteria in the Title I-A application before applications can be submitted.
1.a.iv.	4.1	<p>Describe the nature of the programs to be conducted by Title I schoolwide programs.</p> <p><i>This question will only appear if the LEA is serving schools that are implementing Title I schoolwide programs.</i></p>	Title I-A Application	<ul style="list-style-type: none"> LEA describes the nature of the Title I schoolwide programs.
	4.2	<p>Describe the nature of the programs to be conducted by Title I targeted assistance programs.</p> <p><i>This question will only appear if the LEA is serving schools that are implementing Title I targeted assistance programs.</i></p>	Title I-A Application	<ul style="list-style-type: none"> LEA describes the nature of the Title I targeted assistance programs.
	4.3	<p>Where applicable, describe the nature of the programs and educational services for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.</p> <p><i>If the LEA does not have children living in local institutions for neglected or delinquent children, or for neglected and delinquent children in community day school programs, the LEA should simply state that as the answer.</i></p>	Title I-A Application	<ul style="list-style-type: none"> If applicable, the LEA describes the nature of the program and educational services for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

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1.a.v.	5	Describe the services you will provide homeless children and youths to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.). The McKinney-Vento Requirements include:	LEA Plan, Page 1	A response is required for each McKinney-Vento requirement.
	5.1	Public and Staff Awareness	LEA Plan, Page 1	<ul style="list-style-type: none"> • LEA designates an appropriate staff person who is able to carry out the duties as the homeless liaison for children and youth experiencing homelessness, including unaccompanied homeless youth. • LEA describes how the homeless liaison informs school personnel about the educational rights of children and youth experiencing homelessness, including unaccompanied homeless youth, regularly (at least annually). • LEA describes how they will disseminate public notice of the educational rights of children and youth experiencing homelessness, including unaccompanied homeless youth (e.g., posters, district website access, libraries, foodbanks).
	5.2	Community Coordination and Collaboration	LEA Plan, Page 1	<ul style="list-style-type: none"> • LEA describes how the homeless liaison reaches out to local service providers (e.g., calls, letters, e-mails, etc.) to inform the community of the educational rights of

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				children and youth experiencing homelessness, including unaccompanied homeless youth, and the challenges associated with homelessness.
5.3	Identification and Referral		LEA Plan, Page 1	<ul style="list-style-type: none"> • LEA describes the established protocol for staff to refer children and youth experiencing homelessness, including unaccompanied homeless youth, to the homeless liaison. • LEA describes how families/youth experiencing homelessness are given their McKinney-Vento educational rights in an understandable, written format. • LEA ensures children and youth experiencing homelessness, including unaccompanied homeless youth, have access to and receive educational services for which such families, children, and youth are eligible including: free school supplies, course fee waivers, free participation in school nutrition programs, Head Start, early intervention services under Part C of the Individuals with Disabilities Education Act (IDEA), and other preschool programs administered by the district. • LEA <i>describes how they</i> provide referrals to families and youth experiencing homelessness, including unaccompanied homeless youth, for

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				local service providers (e.g., basic needs, housing, health, mental health, and other appropriate services).
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5.4	Policy and Procedure Review/Revision	LEA Plan, Page 1	<ul style="list-style-type: none"> • LEA describes how they regularly review policies and procedures to ensure that the district has eliminated barriers to the enrollment, attendance, and academic success of children and youth experiencing homelessness, including unaccompanied homeless youth. (e.g., policies concerning transportation, residency, academic and health records, dispute resolution, guardianship, privacy). • LEA affirms that policies and procedures do not stigmatize or segregate children and youth experiencing homelessness, including unaccompanied homeless youth.
5.5	Transportation to and from School of Origin (including preschool)	LEA Plan, Page 1	<ul style="list-style-type: none"> • LEA describes how families and youth experiencing homelessness, including unaccompanied homeless youth, are provided information regarding McKinney-Vento rights to transportation to and from the school of origin (including a preschool) in an understandable, written format. • LEA describes how the district communicates with neighboring districts to share the cost of transportation for children and youth experiencing homelessness, including unaccompanied homeless youth who are transported to and from the school of origin

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				(including a preschool) across district boundaries.
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	5.6	Immediate Enrollment	LEA Plan, Page 1	<ul style="list-style-type: none"> • LEA affirms that the district enrolls children and youth experiencing homelessness, including unaccompanied homeless youth, even without the records ordinarily required for enrollment. • LEA describes the district process for timely transfer of records for children and youth experiencing homelessness, including unaccompanied homeless youth.
	5.7	Dispute Resolution	LEA Plan, Page 1	<ul style="list-style-type: none"> • LEA affirms they have written procedures for parents and guardians of children and youth experiencing homelessness, including unaccompanied homeless youth, to appeal school placement, enrollment, and eligibility decisions made by the school, district, or decisions in which the state is involved. • LEA informs parents/guardians of the dispute resolution process in a written manner and form that is understandable to the parent, guardian, or unaccompanied homeless youth.
1.a.vi.	6	Describe the strategy you will use to implement effective parent and family engagement under Title I, Part A, Section 1116 of ESSA . <i>If the LEA does not receive Title I, Part A funds then the LEA may state, "The LEA does not receive Title I, Part A funds" in the text field.</i>	LEA Plan, Page 2	<ul style="list-style-type: none"> • LEA describes their strategies for parent and family engagement as required under Title I, Part A, Section 1116 of ESSA if the LEA receives Title I, Part A.

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1.a.vii.	7	Describe how you will implement strategies to facilitate effective transitions for students from:	LEA Plan, Page 2	<p><i>If an LEA only has schools in the elementary grade span (i.e., K-6), the LEA would only be required to provide a response to 7.1.</i></p> <p><i>If an LEA only has schools in the high school grade span (i.e., 9-12), then the LEA would be required to provide a response to 7.2.</i></p> <p><i>If an LEA only has schools in the elementary and middle school grade spans (i.e., K-5 and 6-8; or K-8), then the LEA would be required to provide a response to 7.1 and 7.2.</i></p> <p><i>If an LEA has schools with a combination of elementary, middle, high, and/or combined elementary/secondary grade spans then the LEA would be required to provide a response to 7.1 and 7.2.</i></p>
	7.1	<p>Early childhood education programs to elementary school programs (for elementary schools this includes support, coordination, and integration of services provided under Title I, Part A with early childhood education programs at the LEA or individual school level).</p> <p><i>If an LEA only has schools in the high school grade span (i.e., 9-12), then the LEA would be required to provide a response to 7.2. If this question does not apply to the LEA, the LEA may simply state, "The district only serves students in grades 9-12" in the text field.</i></p>	LEA Plan, Page 2	<ul style="list-style-type: none"> • LEA describes their strategies to facilitate effective transitions for students.
	7.2	<p>Middle grades to high school</p> <p><i>If an LEA only has schools in the elementary grade span (i.e., K-6), the LEA would only be required to provide a response to 7.1. If this question does not apply to the LEA, the LEA may simply state, "The district only serves students in grade K-6." in the text field.</i></p>	LEA Plan, Page 2	<ul style="list-style-type: none"> • LEA describes their strategies to facilitate effective transitions for students.
2.a.i.	8	Describe how you will support efforts to reduce the overuse of discipline practices that remove students from the classroom.	LEA Plan, Page 2	<ul style="list-style-type: none"> • LEA describes how they will support efforts to reduce the overuse of discipline practices that remove students from the classroom.

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2.b.i.	9	Describe the activities to be carried out under Title II and how these activities will be aligned with challenging academic standards.	Title II-A Application	<ul style="list-style-type: none"> LEA describes how their Title II, Part A activities are aligned with the challenging academic standards. <p><i>Consortium leaders will need to provide a response on behalf of each LEA in their consortium.</i></p> <p><i>LEAs and Consortium leaders may budget for more than one activity.</i></p>
2.b.ii.	10	Describe your systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.	Title II-A Application	<ul style="list-style-type: none"> LEA describes their systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. <p><i>Consortium leaders will need to provide a response on behalf of each LEA in their consortium.</i></p>
2.b.iii.	11	Describe how you will prioritize Title II funds to schools that are implementing comprehensive support and improvement activities and targeted support improvement and/or additional targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted for Title I, Part A purposes.	*CIPR	<ul style="list-style-type: none"> LEA describes how the will prioritize Title II funds to schools served that are <i>identified for comprehensive or targeted support and improvement (CSI, TSI, or ATSI) implementing comprehensive support and improvement activities and targeted support and improvement and/or additional targeted support and improvement activities under section 1111(d)</i> and have the highest percentage of children counted for Title I, Part A purposes.

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				<p><i>Processes described should be general rather than specific to one identification cycle or school.</i></p>
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*CIPR – Is the Continuous Improvement Process Reporting section of WISEgrants that will be made available to LEAs with schools identified for comprehensive, targeted, and additional targeted improvement supports under Title I, Part A, IDEA Disproportionality, and IDEA LEA determinations. This section of WISEgrants will open once schools and LEAs are identified.

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2.b.iv.	12	<p>Describe how you will use data and ongoing consultation to continually update and improve activities supported under this part. Please note that consultation must include teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (if you have a charter school in your LEA), parents, and community partners.</p>	LEA Plan, Page 2	<ul style="list-style-type: none"> LEA describes how they will use data and ongoing consultation to continually update and improve activities supported under this part. Please note that consultation must include teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (if you have a charter school in your LEA), parents, and community partners.
3.a.i.	13	<p>Describe how you will implement strategies to facilitate effective transitions for students from high school to postsecondary education. Please note that this includes:</p> <ul style="list-style-type: none"> coordination with institutions of higher education, employers, and other local partners increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. <p><i>LEAs that do not serve high school students are not required to answer this question. If this question does not apply to the LEA the LEA may simply state, "The district does not serve high school students." in the text field.</i></p>	LEA Plan, Page 2	<p>LEA describes how they will implement strategies to facilitate effective transitions for students from high school to postsecondary education and the description includes:</p> <ul style="list-style-type: none"> coordination with institutions of higher education, employers, and other local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.
3.b.i.	14.1	<p>Describe the program to be assisted under Title I, Part D.</p> <p><i>LEAs that do not receive Title I, Part D funding are not required to answer this question.</i></p>	Title I-D Application	<ul style="list-style-type: none"> LEA describes the program to be assisted under Title I, Part D. <i>This might include the reason students are in the program, the average length of stay, student demographics, current staffing levels, and the main components of the current program.</i>

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3.b.ii.	14.2	<p>Describe formal agreements related to the Title I, Part D program to be assisted between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including, where applicable, such facilities operated by the Secretary of the Interior and Indian tribes.</p> <p><i>LEAs that do not receive Title I, Part D funding are not required to answer this question.</i></p>	Title I-D Application	<ul style="list-style-type: none"> LEA describes the formal agreements related to the Title I, Part D program to be assisted between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including, where applicable, such facilities operated by the Secretary of the Interior and Indian tribes.
3.b.iii.	14.3	<p>As appropriate, describe how the participating school will coordinate with facilities working with delinquent youth to ensure that such youth are participating in an educational program comparable to the one operating in the local school such youth would attend.</p> <p><i>LEAs that do not receive Title I, Part D funding are not required to answer this question.</i></p>	Title I-D Application	<ul style="list-style-type: none"> As appropriate, LEA describes how the participating school will coordinate with facilities working with delinquent youth to ensure that such youth are participating in an educational program comparable to the one operating in the local school such youth would attend.
3.b.iv.	14.4	<p>Describe the program operated by participating schools in your LEA to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.</p> <p><i>LEAs that do not receive Title I, Part D funding are not required to answer this question.</i></p>	Title I-D Application	<ul style="list-style-type: none"> LEA describes the program operated by participating schools in your LEA to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

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3.b.v.	14.5	<p>Describe the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.</p> <p><i>LEAs that do not receive Title I, Part D funding are not required to answer this question.</i></p>	Title I-D Application	<ul style="list-style-type: none"> LEA describes the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.
3.b.vi.	14.6	<p>Describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or health of the parent and the child or youth, parenting and child youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.</p> <p><i>LEAs that do not receive Title I, Part D funding are not required to answer this question.</i></p>	Title I-D Application	<ul style="list-style-type: none"> LEA describes how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or health of the parent and the child or youth, parenting and child youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.
3.b.vii.	14.7	<p>Describe how the program under Title I, Part D will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.</p>	Title I-D Application	<ul style="list-style-type: none"> LEA describes how the program under Title I, Part D will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical

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	<p><i>LEAs that do not receive Title I, Part D funding are not required to answer this question.</i></p>		<p>education programs serving at-risk children and youth.</p>
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3.b.viii.	14.8	Describe the efforts that participating schools will make to ensure correctional facilities working with youth are aware of a child's existing individualized education program. <i>LEAs that do not receive Title I, Part D funding are not required to answer this question.</i>	Title I-D Application	<ul style="list-style-type: none"> LEA describes the efforts that participating schools will make to ensure correctional facilities working with youth are aware of a child's existing individualized education program.
3.b.ix.	14.9	Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable. <i>LEAs that do not receive Title I, Part D funding are not required to answer this question.</i>	Title I-D Application	<ul style="list-style-type: none"> LEA describes how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.
3.b.x.	14.10	As appropriate, describe how schools will work with probation officers to assist in meeting the needs of youth returning from correctional facilities. <i>LEAs that do not receive Title I, Part D funding are not required to answer this question.</i>	Title I-D Application	<ul style="list-style-type: none"> LEA describes how schools will work with probation officers to assist in meeting the needs of youth returning from correctional facilities.
3.b.xi.	14.11	If applicable, describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students. <i>LEAs that do not receive Title I, Part D funding are not required to answer this question.</i>	Title I-D Application	<ul style="list-style-type: none"> If applicable, the LEA describes any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.
3.b.xii.	14.12	If applicable, describe how the program supported by Title I, Part D will involve parents and family members in efforts to improve the educational achievement of their children,	Title I-D Application	<ul style="list-style-type: none"> If applicable, the LEA describes how the program supported by Title I, Part D will involve

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		<p>assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.</p> <p><i>LEAs that do not receive Title I, Part D funding are not required to answer this question.</i></p>		<p>parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.</p>
3.b.xiii.	14.13	<p>If applicable, describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public-school program.</p> <p><i>LEAs that do not receive Title I, Part D funding are not required to answer this question.</i></p>	Title I-D Application	<ul style="list-style-type: none"> If applicable, the LEA describes the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public-school program.
4.a.i	15.1	<p>Describe the LEA's plan to meet the responsibilities to support schools identified for comprehensive support and improvement (CSI). Please note these responsibilities include:</p> <ul style="list-style-type: none"> Partnering with <u>stakeholders</u> to develop and implement a support and improvement plan to improve student outcomes. The plan must - <ul style="list-style-type: none"> be informed by student performance indicators, including performance when measured against State long-term goals (<i>i.e., data from the ESSA Accountability Report</i>); include <i>at least one</i> evidence-based improvement strategy <i>that meets Tier 1, 2, or 3 of the ESSA tiers of evidence</i>; be based on a school-level needs assessment; and identify and address resource inequities. <p><i>Note: CSI improvement plans are reviewed and approved by the LEA and the DPI; implementation is monitored by the DPI.</i></p>	CIPR	<p>The LEA describes their plan to meet the responsibilities to support schools identified for comprehensive supports and improvement (CSI), which includes:</p> <ul style="list-style-type: none"> a description of how the district will ensure there is a partnership with <u>stakeholders</u> in the development and implementation of an improvement plan. <i>Mandatory stakeholders: Teachers (including those for general and special education and English learners), School administrators, other school staff, Parents (must include representatives of specific subgroups present in the school), Students (if age-appropriate).</i> a description of how the district will ensure the improvement plan:

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			<ul style="list-style-type: none"> ○ <i>Is informed by performance indicators in the ESSA State Plan (i.e., data from the ESSA Accountability Report)</i> ○ <i>is informed by a school-level needs assessment that includes a root cause analysis as defined by the accomplished level of the P1 found in <u>Continuous Improvement Criteria and Rubric</u></i> ○ <i>includes the identification and implementation of an evidence-based improvement strategy that meets Tier 1, 2, or 3 of the ESSA tiers of evidence the research requirements found within ESSA:</i> ○ <i>Identifies and addresses resource inequities.</i> ● <i>Processes described should be general rather than specific to one identification cycle or school.</i> ● <i>A description of how the district will ensure the school identifies and plans to address resource inequities as defined by the accomplished level of the P2 found in <u>Continuous Improvement Criteria and Rubric</u></i> <p>Note: a school level Resource Inequity Report is available for all schools in SAFE.</p>
<p>Evidence-based improvement strategies are strategies, practices or programs that have evidence showing they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has been produced through formal studies</p>			

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	<p>and research. Strategies applied under Title I, Part A, Section 1003 (School Improvement) for school identified for comprehensive support and improvement are required to have strong, moderate, or promising evidence (Tiers 1–3) to support them:</p> <ul style="list-style-type: none"> ● Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies. ● Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies. ● Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias) 		
15.2	<p>Describe the LEA’s plan to meet the responsibilities to support schools identified for targeted support and improvement (<i>TSI</i>) and/or additional targeted support and improvement (<i>ATSI</i>). Please note these responsibilities include:</p> <ul style="list-style-type: none"> ● Partnering with <u>stakeholders</u> to develop and implement a support and improvement plan to improve student outcomes. ● The plan must - <ul style="list-style-type: none"> ○ be informed by student performance indicators, including performance when measured against state long-term goals (<i>i.e., data from the ESSA Accountability Report</i>); ○ include <i>at least one</i> evidence-based improvement strategies <i>that meets Tier 1, 2, or 3 of the ESSA tiers of evidence</i>; ○ identify and address resource inequities (<i>ATSI only</i>). <p><i>Note: TSI and ATSI improvement plans are reviewed and approved by the LEA; implementation is monitored by the LEA.</i></p>	CIPR	<p>The LEA describes their plan to meet the responsibilities to support schools identified for targeted support and improvement (<i>TSI</i>) and/or additional targeted support and improvement (<i>ATSI</i>) which includes:</p> <ul style="list-style-type: none"> ● <i>A description of how the district will ensure there is a partnership with <u>stakeholders</u> in the development and implementation of an improvement plan. Mandatory stakeholders: Teachers (including those for general and special education and English learners), School administrators, other school staff, Parents (must include representatives of specific subgroups present in the school), Students (if age-appropriate).</i> ● a description of how the district will ensure the improvement plan: <ul style="list-style-type: none"> ○ <i>Is informed by indicators from the ESSA State Plan (i.e., information in the ESSA Accountability Report)</i> ○ <i>Addresses each student group for which the school has an identification</i> ○ <i>informed by a school-level needs assessment that includes a root cause analysis as defined by the accomplished level of the P1 found in <u>Continuous Improvement Criteria and Rubric</u></i>

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				<ul style="list-style-type: none"> ○ includes the identification and implementation of an evidence-based improvement strategy that meets Tier 1, 2, or 3 of the ESSA tiers of evidence the meets the research requirements found within ESSA. ○ Identifies and addresses resource inequities (ATSI only) ● Processes described should be general rather than specific to one identification cycle or school. ● A description of how the district will ensure the school identifies and plans to address resource inequities as defined by the accomplished level of the P2 found in <u>Continuous Improvement Criteria and Rubric</u> <p>Note: a school level Resource Inequity Report is available for all schools in SAFE.</p>
<p>Evidence-based improvement strategies are strategies, practices, or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has been produced through formal studies and research. Strategies applied under Title I, Section, Part A, Section 1003 (School Improvement) for schools identified for targeted support and improvement or additional targeted support and improvement are required to have strong, moderate, <i>or</i> promising evidence, or demonstrate a rationale (Tiers 1–34) to support them:</p> <ul style="list-style-type: none"> ● Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies. ● Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies. ● Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias) ● Tier 4 - Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness. 				
15.3	Describe the LEA's <i>plan</i> approval and monitoring process for schools identified for targeted support and	CIPR		To ensure the improvement plan developed for each school identified for targeted support and improvement (<i>TSI</i>) and/or additional targeted

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		<p>improvement (<i>TSI</i>) and/or additional targeted support and improvement (<i>ATSI</i>).</p> <p><i>For TSI, describe the LEA's additional action following unsuccessful implementation of the school's plan after a number of years determined by the LEA.</i></p>		<p>support and improvement (<i>ATSI</i>) meets the criteria in 15.2, the LEA describes their process to:</p> <ul style="list-style-type: none"> Review and approve the improvement plan for school(s) identified for targeted support and improvement (TSI) and/or additional targeted support and improvement (ATSI). Monitor the implementation of the plan at each school identified for TSI <i>and/or</i> ATSI. <i>For TSI, take additional action following unsuccessful implementation of the school's plan after a number of years determined by the LEA. Specify the number of years after which the LEA will take this additional action.</i> <p><i>Processes described should be general rather than specific to one identification cycle or school.</i></p>
4.a.ii.	16	<p><i>For LEAs with Title I targeted assistance schools only, describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program, will identify the eligible children most in need of services.</i></p> <p><i>LEAs are not required to answer this question if the LEA only uses Title I, Part A funds to serve schools implementing a Title I schoolwide program.</i></p>	Title I-A Application	<ul style="list-style-type: none"> LEA describes how eligible children most in need of services will be identified in a Title I targeted assistance school.
4.b.i.	17	<p>Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under Title III that will help English learners increase their English language proficiency and meet the challenging State academic standards.</p>	LEA Plan, Page 3	<ul style="list-style-type: none"> The LEA (<i>including those participating in a Title III consortium</i>) describes the effective programs and activities as included language instruction educational programs, proposed to be developed, implemented, and administered under Title III that will help English learners

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			<p>increase their English language proficiency and meet the challenging State academic standards.</p> <p>Acceptable answers include any of the following:</p> <ol style="list-style-type: none"> 1. The LEA (<i>including those participating in a Title III consortium</i>) states that that they receive bilingual-bicultural education (BLBC) state categorical aid under Wisconsin Statute 115.95 AND identifies they are implementing <i>an eligible</i> program type/model 1, 2, 3, or 4 from the language instruction educational programs crosswalk. either independently or through a consortium. <p><i>[Note: LEAs receiving BLBC state categorical aid are required to submit a plan of service for effective programming.]</i></p> <ol style="list-style-type: none"> 2. The LEA (<i>including those participating in a Title III consortium</i>) identifies they are implementing a program type/model 5, 6, 7, 9, or 10 from the language instruction educational programs crosswalk independently or through a consortium, AND the LEA includes additional evidence that they: <ul style="list-style-type: none"> ● Have appropriately licensed ESL or bilingual teaching staff; ● have adequate resources to support the program type/model; and ● describe the means to evaluate the program. 3. The LEA states they do not receive Title III funds, or they do not have EL students in their
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				<p>LEA, AND provides a description of their procedures for timely EL identification, including the state requirements for standardized entrance procedures for identifying ELs that includes:</p> <ul style="list-style-type: none"> • a home language survey, • a screener, and • a parental notification process. <p>This description is required because LEAs affirm that they are following state and federal requirements for identifying and serving ELs.</p>
4.b.ii.	18.1	Describe how you will ensure that elementary schools and secondary schools receiving funds under Title III assist English learners in achieving English proficiency based on the State’s English language proficiency assessment and consistent with the State’s long-term goals.	LEA Plan, Page 3	<ul style="list-style-type: none"> • The LEA (<i>including those participating in a Title III consortium</i>) describes how they will ensure that elementary schools and secondary schools receiving funds under Title III assist English learners in achieving English proficiency based on the State’s English language proficiency assessment and consistent with the State’s long-term goals. <p>An acceptable answer includes either of the following:</p> <ol style="list-style-type: none"> 1. The LEA describes how they use the WIDA-English Language Development Standards (ELD to guide instruction) along with any other applicable language standards AND at least one of the following: <ul style="list-style-type: none"> • professional development on English Language Development for all LEA staff serving English learners;

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				<ul style="list-style-type: none"> • how they use individual student language plans (ILP) to guide instruction. OR • how they use the ACCESS for ELLs • <i>how they meet the needs of English learners whose parents have opted out of services through their language instruction education program (as required by the USDE Office of Civil Rights (https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf Section G, page 29).</i> <p><i>LEAs that join consortia are required to answer this question.</i></p> <ol style="list-style-type: none"> 1. The LEA states that they do not receive Title III funds.
18.2		Describe how you will ensure that elementary schools and secondary schools receiving funds under Title III assist English learners in meeting the challenging State academic standards.	LEA Plan, Page 3	<ul style="list-style-type: none"> • The LEA (<i>including those participating in a Title III consortium</i>) describes how they will ensure that elementary schools and secondary schools receiving funds under Title III assist English learners in meeting the challenging State academic standards. <p>An acceptable answer includes either of the following:</p> <ol style="list-style-type: none"> 1. The LEA describes their process to: <ul style="list-style-type: none"> • assess students for academic content; • identify appropriate language-related accommodations; and

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				<ul style="list-style-type: none"> provide students identified as English Learners equal opportunity for meaningful participation in grade-level curriculum. <p><i>LEAs that join consortia are required to answer this question.</i></p> <p>2. The LEA states that they do not receive Title III funds.</p>
4.b.iii.	19	Describe how you will promote parent, family, and community engagement in the education of English learners.	LEA Plan, Page 3	<ul style="list-style-type: none"> LEA (<i>including those participating in a Title III consortium</i>) describes how they will promote parent, family, and community engagement in the education of English learners. <p><i>The description should include how the LEA:</i></p> <ul style="list-style-type: none"> <i>Connects parents/families who need language assistance to engage with classroom teachers or school/district administrators to have a positive impact on student learning. This includes providing two-way communication in a language that caregivers can understand.</i>
4.c.i.	20	Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under Title IV, Part A, Subpart 1.	Title IV-A Application	<ul style="list-style-type: none"> LEA or consortium leader describes any partnership with an institution of higher education, <i>CESA</i>, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under Title IV, Part A, Subpart 1. <p><i>LEAs or consortium leaders that do not have a partnership with an entity with a demonstrated record of success in implementing activities under Title IV, Part A, Subpart 1, may state, "Not applicable" in the text field.</i></p>

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				A description is not required if the LEA or consortium leader does not have a partnership. "Not applicable" is an acceptable response for this situation.
N/A		Describe the program objectives and intended outcomes for activities under this subpart. and how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.	Title IV-A Application	<ul style="list-style-type: none"> • WISEgrants will not require a narrative for this question. LEAs/consortium leaders will be asked to select <u>outcomes</u>, activities (budget items), and objectives (listed on page one of this document) from a series of dropdown menus in the budget section. If DPI determines that the budget items are <u>allowed</u>, then the application will be approved. • At a minimum, an LEA or consortium leader must select one objective, one outcome, and one activity.
N/A		<i>Describe how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.</i>	Title IV-A Application	<ul style="list-style-type: none"> • <i>The LEA provides a <u>SMARTIE goal</u> in WISEgrants that will be used to evaluate the impact of Title IV-A funded activities.</i>
N/A	21	<p>If determined appropriate by the LEA, describe how you will support programs that coordinate and integrate academic, career, and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.</p> <p><i>This question is optional. If this question does not apply to your LEA simply state, "Not applicable" in the text field.</i></p>	LEA Plan, Page 3	<ul style="list-style-type: none"> • LEA describes how they will support programs that coordinate and integrate academic, career, and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.
N/A	22	If determined appropriate by the LEA, describe how you will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	LEA Plan, Page 3	<ul style="list-style-type: none"> • LEA describes how they will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

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		<i>This question is optional. If this question does not apply to your LEA simply state, "Not applicable" in the text field.</i>		
N/A	23	<p>If determined appropriate by the LEA, describe how you will use ESSA funds to assist schools in identifying and serving gifted and talented students.</p> <p><i>This question is optional. If this question does not apply to your LEA simply state, "Not applicable" in the text field.</i></p>	LEA Plan, Page 3	<ul style="list-style-type: none"> • LEA describes how they will use ESSA funds to assist schools in identifying and serving gifted and talented students.
N/A	24	<p>If determined appropriate by the LEA, describe how you will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.</p> <p><i>This question is optional. If this question does not apply to your LEA simply state, "Not applicable" in the text field.</i></p>	LEA Plan, Page 3	<ul style="list-style-type: none"> • LEA describes how they will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.
N/A	N/A	<p>To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected local educational agency shall consult with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the local educational agency prior to the affected local educational agency's submission of a required plan or application for a covered program under this chapter or for a program under subchapter VI of this chapter.</p> <p>Each affected LEA shall maintain in the agency's records and provide to DPI a written affirmation signed by the appropriate officials of the participating tribes or tribal organizations approved by the tribes that the consultation required by this section has occurred. If such officials do not provide such affirmation within a reasonable period of time, the affected local educational agency shall forward documentation that such consultation has taken place to the DPI.</p>	LEA Plan	<ul style="list-style-type: none"> • LEA uploads documentation to WISEgrants demonstrating consultation. <p>Documentation may include any of the following:</p> <ul style="list-style-type: none"> • A letter, memo, or email from the American Indian nation(s) and tribal communities or tribal organizations approved by the nations located in the area served by the LEA stating meaningful consultation occurred. • A formal agreement or memorandum of understanding (MOU) between the entities describing their collaboration to support students who are American Indian. • A work plan developed by the LEA and the American Indian nation(s) and tribal communities, or tribal organizations

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	<p>Affected LEAs are defined in 20 U.S.C. 7918 (c).</p> <p>The term “appropriate officials” means: (A) tribal officials who are elected; or (B) appointed tribal leaders or officials designated in writing by an Indian tribe for the specific consultation purpose under this section [20 U.S.C. 7918 (c)(2)].</p> <p><i>Only affected LEAs are required to upload documentation in WISEgrants.</i></p>	<p>approved by the nations located in the area served by the LEA to develop a formal agreement or MOU between the entities.</p> <ul style="list-style-type: none"> ● ESSA LEA Plan consultation meeting minutes. <p>If the consultation document does not demonstrate that an elected tribal official participated in the consultation, the documentation must include written documentation from the tribal nation(s) designating the appointee. If the consultation document is unclear as to whether the signatories are “appropriate officials,” there must be a follow up requesting additional documentation.</p> <p>If an American Indian nation declines the invitation for consultation, the LEA must submit to DPI written documentation (such as an email from a tribal official) of the decision.</p>
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