

**Grant Application: Title I Part A 401**

**Organization: 2071-01-000 LAKE CRYSTAL-WELLCOME MEMORIAL Award Year: 2020**

1. Funds Available and Budget Summary .....	1
2. School Participation .....	2
3. Manage Budget .....	4
4. Summary of Comments .....	6
5. Summary of Narrative .....	8
6. Contact Information .....	34
7. Summary of Attachments .....	37



## Grant Application Status: Funded and Active

District: 2071-01-000 LAKE CRYSTAL-WELLCOME MEMORIAL

Finance Code: Formula - 401 - SFY 2020,

Title I, Part A: Improving the Academic Achievement of the Disadvantaged, FFY 2019, CFDA 84.010A, S010A190023A

State Fiscal Year: 2020

Printed on: 11/08/2019

Primary MDE Contact Information - Email: [mde.esea@state.mn.us](mailto:mde.esea@state.mn.us) Phone: 651-582-8579

## Funds Available and Budget Summary

UFARS Course Code	Carry Forward %	Federal Obligate By	Federal Expend By	Funds Allocation	Unexpended Funds
000-401 2020 Award	15.0%	09/30/2021	11/14/2021	\$77,137.78	\$77,137.78
011-Balance forward from 401 2019 Award	.0%	09/30/2020	11/14/2020	\$11,637.53	\$11,637.53
011-Transfer from 433 2019 Award	.0%	09/30/2020	11/14/2020	\$1,252.56	\$1,252.56
012-Balance forward from 401 2018 Award	.0%	09/30/2019	11/14/2019	\$0.00	\$0.00
012-Transfer from 433 2018 Award	.0%	09/30/2019	11/14/2019	\$0.00	\$0.00
				\$90,027.87	

UFARS Report Period	Budget Obligation Period	Budget Draw Period	Total Funds Budgeted	Unbudgeted Funds
07/01/2019 - 06/30/2020	07/01/2019 - 06/30/2020	07/01/2019 - 11/14/2020	\$79,135.39	\$10,892.48

## School Participation

### District Participation Information

Enrollment Data Date: 10/01/2018  
 District 2016 AYP Status: , N/A  
 2019 Carryover Waiver: Yes  
 Total District FRP Enrollment: 237  
 Grade Span: KG-12

Target District as a Whole: No  
 Use 35% Rule: No  
 Use Rank Ordering by Grade Span: No  
 State Fiscal Year: 12120  
 Average District % FRP: 25.90%

Formula		Calculation		PPFU Amount
Minimum PPFU	Total Funds Available/Total FRP Enrollment	\$90,027.87 /	237	\$379.86
1% Parent Involvement amount based on current year award			\$ .00	
		FRP	PPFU	Amount
Public		237	\$379.86	\$90,026.82
NonPublic		0	\$379.86	\$ .00
Total		237	\$379.86	\$90,026.82

### School Participation Detail

Grade Span	Program	Site Class	School Name	MMD	Served 2019	To be Served 2020	%FRP	# FRP	KG-12 Enrollment	Real PPFU	School Allocation	Actions School Info File Uploaded
Public School - Participating: 1												
KG-05	Targeted	10	Lk Crystal Wellcome Memorial EI	N/A, N/A, N/A	No	Yes	26.00%	117	450	\$758.62	\$88,758.54	Y
06-12		33	LK CRYSTAL-WELLCOME MEMORIAL SEC.	N/A, N/A, N/A	No	No	25.81%	120	465	\$ .00	\$ .00	

Application Section: District and School Participation -- 2071-01-000 LAKE CRYSTAL-WELLCOME MEMORIAL

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1% Parent Involvement amount based on current year award			\$ .00	
		FRP	PPFU	Amount
Public		237	\$379.86	\$90,026.82
NonPublic		0	\$379.86	\$ .00
Total		237	\$379.86	\$90,026.82

## School Participation Detail

Grade Span	Program	Site Class	School Name	MMD	Served 2019	To be Served 2020	%FRP	# FRP	KG-12 Enrollment	Real PPFU	School Allocation	Actions School Info File Uploaded
		84	Lake Crystal-Wellcome Memorial ECSE	N/A, N/A, N/A	No	No	.00%	0	0	\$ .00	\$ .00	
		85	LK Crystal-Wellcome Preschool	N/A, N/A, N/A	No	No	.00%	0	0	\$ .00	\$ .00	
01-12		51	LCWM ESY	N/A, N/A, N/A	No	No	.00%	0	0	\$ .00	\$ .00	
		50	LCWM ECSE	N/A, N/A, N/A	No	No	.00%	0	0	\$ .00	\$ .00	
Subtotal: Public School												
							25.90%	237	915		\$88,758.54	
Total: 2071-01-000 LAKE CRYSTAL-WELLCOME MEMORIAL												
							25.90%	237	915		\$88,758.54	

Application Section: District and School Participation -- 2071-01-000 LAKE CRYSTAL-WELLCOME MEMORIAL

## Manage Budget

Section Name	Object Code	Organizational Level	Justification	Proposed Budget
Homeless				
Homeless Set-Aside	303-Federal Subawards and Subcontracts (amount up to \$25,000)	District Level	set aside for homeless liasion	\$769.47
Parent, Family Engagement				
Parent Involvement Set-Aside	430-Supplies and Materials – Non-Individualized Instructional	Public School	Supplies for family engagement literacy events.	\$500.00
LEA Activities				
Preschool Set-Aside	161-Certified Paraprofessional and Personal Care Assistant	District Level	Salary for 2 paraprofessionals for preschool services for 60 minutes a day 4 days a week.	\$4,137.66
	210-FICA/Medicare	District Level	FICA for paraprofessionals	\$316.53
	214-PERA (Public Employees Retirement Association)	District Level	PERA for Paraprofessionals	\$310.32
Total Budgeted Preschool Set-Aside				\$4,764.51
Total Budgeted LEA Activities				\$4,764.51

## Manage Budget

Section Name	Object Code	Organizational Level	Justification	Proposed Budget
General				
General School Level Expenses	140-Licensed Classroom Teacher	Public School	Salary for .6 licensed classroom teacher for grades K-4	\$25,329.53
	161-Certified Paraprofessional and Personal Care Assistant	Public School	Salary for 2 FTE paraprofessionals for grade K-4.	\$29,719.62
	210-FICA/Medicare	Public School	FICA/ medicare for paras and .6 licensed teacher	\$5,630.45
	214-PERA (Public Employees Retirement Association)	Public School	PERA for paraprofessionals	\$2,228.97
	218-TRA (Teacher Retirement Association)	Public School	TRA for .6 FTE licensed teacher	\$3,475.38
	220-Health Insurance	Public School	Health insurance for the Teacher	\$6,216.00
	230-Life Insurance	Public School	Life insurance for teacher	\$28.92
	235-Dental Insurance	Public School	Dental insurance for teacher	\$286.92
	240-Long Term Disability Insurance	Public School	Long term disability insurance for teacher	\$185.62
	430-Supplies and Materials – Non-Individualized Instructional	Public School	Instructional supplies for Class room	\$ .00
Total Budgeted General School Level Expenses				\$73,101.41
Total Budgeted General				\$73,101.41
Grand Total Budgeted				\$79,135.39

Application Section: Manage Budget and Narrative -- 2071-01-000 LAKE CRYSTAL-WELLCOME MEMORIAL

**Comments - School Participation**

Section	When	User	Comment
School Participation			
SCHOOL PARTICIPATION	10/21/2019	John Moorse	Districts with one or more English learners must upload a copy of their EL Parent notification. This notification is located on the TransACT.com website. The letter is located in the ESEA Parent Notification folder entitled EL Programs-Title I and/or Title III. The Letter is EL-02-English Learner Program Placement (required- meets ESSA requirements). If the district needs additional help in logging into the TransACT website or completing the letter, contact <a href="mailto:mde.el@state.mn.us">mailto:mde.el@state.mn.us</a> .

Comments - Manage Budget

Section	When	User	Comment
General			
GENERAL	10/21/2019	John Moorse	The 2020 Title I application has been reviewed, approved and is now Funded and Active.



## Narrative - School Participation

### School Participation

Subsection Description		Question	Answer
<b>1.1 Comprehensive Needs Assessment</b>			
The State Educational Agency (SEA) shall approve a Local Educational Agency's (LEA/district) plan only if the SEA determines that the LEA's plan provides that schools served under this part substantially help children served under this part meet the challenging state academic standards and meets the requirements of this part. 1112(a)(3)(B) Information provided in the application is a summary of planned activities. The LEA/district/school is responsible to document implementation of all activities in order to demonstrate compliance with federal regulations. The World's Best Work Force (WBWF) Comprehensive Needs Assessment (CNA) is a data driven process focused on identifying student academic needs by linking state assessment results, local student assessments, non-academic data, fidelity of implementation and perception	1.1.1	Describe the trends and findings from your CNA for reading (English Language Arts).	Several types of data were collected for the reading CNA. They include NWEA target scores, FAST fluency scores, and MCA data. The NWEA reports showed that, on average, 83.5% of students in grades 2-5 were at or above target scores. FAST fluency scores showed that students in grades 1-4 read an average of 110 words per minute. The MCA scores showed that 65.4% of LCWM students were proficient in reading.

Narrative - School Participation

School Participation

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

## Narrative - School Participation

### School Participation

Subsection Description		Question	Answer
implementation. This information should be shared with staff, parents and community members to better understand the focus of the Title I program.	1.1.1		
	1.1.2	Using the trends and findings of your CNA, list your priorities for reading (English Language Arts).	The group that should be targeted for intensive support is the Free and Reduced subgroup.
	1.1.3	Using the data collected from your CNA, write a student achievement Specific Measurable Attainable Relevant Time-bound (SMART) goal for reading (English Language Arts).	The percentage of all students in grades 3-5 at LCWM Elementary School who are proficient on the Reading MCA will increase from 65.4% in 2018-2019 to 69% in 2019-2020.
	1.1.4	Describe the trends and findings from your CNA for mathematics.	Several types of data were collected for the math CNA. They include NWEA target scores and MCA scores. An average of 80.1% of students in grades 2-5 met or exceeded the target scores on the NWEA. The MCA math scores showed that 75% of students were proficient.

## Narrative - School Participation

### School Participation

Subsection Description		Question	Answer
<p>The State Educational Agency (SEA) shall approve a Local Educational Agency's (LEA/district) plan only if the SEA determines that the LEA's plan provides that schools served under this part substantially help children served under this part meet the challenging state academic standards and meets the requirements of this part.</p> <p>1112(a)(3)(B) Information provided in the application is a summary of planned activities. The LEA/district/school is responsible to document implementation of all activities in order to demonstrate compliance with federal regulations. The World's Best Work Force (WBWF) Comprehensive Needs Assessment (CNA) is a data driven process focused on identifying student academic needs by linking state assessment results, local student assessments, non-academic data, fidelity of implementation and perception data to examine the root causes and set program targets for action.</p>	1.1.5	Using the trends and findings of your CNA, list your priorities for mathematics.	The group that should be targeted for intensive support is the Free and Reduced subgroup.

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
After a thorough analysis, the implementation team should summarize and prioritize the needs, select the focus of improvement and choose evidence-based strategies for their Title I program implementation. This information should be shared with staff, parents and community members to better understand the focus of the Title I program. A Comprehensive Needs Assessment (CNA) is a data driven process focused on identifying student academic needs by linking state accountability results, local level student achievement, non-academic data, fidelity of implementation and perception data to examine the root causes and set program targets for action. After a thorough analysis, the implementation team should summarize and prioritize the needs, select the focus of improvement and choose evidence based strategies for program implementation. This information should be shared with staff, parents	1.1.5		

## Narrative - School Participation

### School Participation

Subsection Description		Question	Answer
and community members to better understand the focus of the Title I program.	1.1.5		
	1.1.6	Using the data collected from your CNA, write a student achievement SMART goal for mathematics.	The percentage of all students in grades 3-5 at LCWM Elementary School who are proficient on the Mathematics MCA will increase from 75% in 2018-2019 to 78% in 2019-2020.
	1.1.7	Describe the trends and findings from your CNA if using Title I funds for any local education agency (LEA) activity (After School, Preschool, Instructional Program, Summer Program, Professional Development and/or Other Activity).	N/A
	1.1.8	Using the trends and findings of your CNA, list your priorities if you are using Title I funds for any LEA activity (After School, Preschool, Instructional Program, Summer Program, Professional Development and/or Other Activity).	N/A

## Narrative - School Participation

### School Participation

Subsection Description		Question	Answer
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Narrative - School Participation

School Participation

Subsection Description		Question	Answer
program. implementation team should summarize and prioritize the needs, select the focus of improvement and choose evidence-based strategies for their Title I program implementation. This information should be shared with staff, parents and community members to better understand the focus of the Title I program. A Comprehensive Needs Assessment (CNA) is a data driven process focused on identifying student academic needs by linking state accountability results, local level student achievement, non-academic data, fidelity of implementation and perception data to examine the root causes and set program targets for action. After a thorough analysis, the implementation team should summarize and prioritize the needs, select the focus of improvement and choose evidence based strategies for program implementation. This information should be shared with staff, parents	1.1.9		



Narrative - School Participation

School Participation

Subsection Description		Question	Answer
and community members to better understand the focus of the Title I program.	1.1.9		

## Narrative - School Participation

### School Participation

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

Application Section: Narrative -- 2071-01-000 LAKE CRYSTAL-WELLCOME MEMORIAL

## Narrative - School Participation

### School Participation

Subsection Description		Question	Answer
improve school conditions for student learning; 1112(b)(6)(b)(1)(A-D)	1.2.1		
	1.2.2	Describe how your District Title I program (Targeted Assistance and/or Schoolwide) is developed with timely and meaningful consultation with teachers, principals, other school leaders, para-professionals, specialized instructional support personnel, administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.	Our school leadership team (it is the only school/building that receives funds in our district) meets regularly to discuss the best use of our Title funds. It is at these meetings that the leadership team decides which grade levels will receive services and whether they will receive reading or math services or both.
	1.2.3	Describe how your district coordinates and integrates services for the following student populations in your district (as appropriate): English Learners (EL), students with disabilities, Migrant (MEP) students, Neglected or Delinquent students, students who are homeless, students in foster care, and other students.	In our school we have an RTI team that meets monthly with each of the different grade levels. This team consists of the Title I teacher, principal, social worker, special education teacher, speech teacher, and behavior support para. At these monthly meetings, students that fit into these categories are discussed and placed into supportive services as needed.

## Narrative - School Participation

### School Participation

Subsection Description		Question	Answer
To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging state academic standards and those children who are not meeting such standards, each local educational agency plan shall describe how the local educational agency (district) monitors students' progress in meeting the challenging state academic standards by: <ul style="list-style-type: none"> <li>• developing and implementing a well-rounded program of instruction to meet the academic needs of all students;</li> <li>• identifying students who may be at risk for academic failure;</li> <li>• providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging state academic standards; and</li> <li>• identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for</li> </ul>	1.2.4	Describe how your Title I funds supplement not supplant general education programs and other existing programs.	All of our students in our building receive 90 minutes of core instruction from their regular education teacher. If students score in Tier 2 or Tier 3, they receive an additional 30 or 60 minutes of reading instruction/intervention in addition to their core instruction.

Narrative - School Participation

School Participation

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

## Narrative - School Participation

### School Participation

Subsection Description		Question	Answer
<b>1.3 Targeted Assistance Programs</b>			
Targeted Assistance Programs identify students who are failing or at risk of failing to meet the challenging State academic standards and provide Title I services (for example, an inclusion—push-in, pull-out or combination service delivery model). Title I funds can only be used for supplemental services to Title I students, their families and Title I staff. (Skip this section if the LEA operates no targeted assistance model Title I programs.)	1.3.1	What are the student selection criteria used for identifying Title I students? (Multiple objective measures are required for entrance and exit from the program.)	All students K-5 are benchmarked three times each year using FAST, sight word lists, STAR reading , and FAST math assessments. NWEA is also administered two times per year and the MCA III is given each spring. These scores are all entered onto a multi-score sheet for which "cutoff scores" have been created for each measure. Students who are rated as Tier II (about one-half year below grade level) or Tier III (about one year below grade level) receive support in reading and/or math.
	1.3.2	List the reading services to students, including the service model to be used. (Example: inclusion — push in, pull-out or combination.)	Our Title program focuses primarily on pull-out instruction. If students are pulled out for Title services, they receive a research-based reading intervention.
	1.3.3	List the mathematics services to students, including the service model to be used. (Example: inclusion — push in, pull-out or combination.)	Our Title program focuses primarily on pull-out instruction. If students receive Title services for math they receive a research-based math intervention.

## Narrative - School Participation

### School Participation

Subsection Description		Question	Answer
Targeted Assistance Programs identify students who are failing or at risk of failing to meet the challenging State academic standards and provide Title I services (for example, an inclusion—push-in, pull-out or combination service delivery model). Title I funds can only be used for supplemental services to Title I students, their families and Title I staff. (Skip this section if the LEA operates no targeted assistance model Title I programs.)	1.3.4	Describe the program evaluation process including how multiple sources of data will be used for making programmatic decisions that impact student academic achievement.	Evaluation of the Title I program is ongoing as well as annually. For example, as students, "graduate" from Title I in reading, paraprofessionals are scheduled to provide math support. Grade level teams and the Problem Solving Team meet each month and determine if program adjustments are needed. Our site has also implemented a PreK-3rd grade leadership team, which also provides feedback to the Title I program. The multi-score sheets are used three times per year to determine what percentage of each classroom, each grade level and the building as a whole fall into Tier I, Tier II, and Tier III. The goal is to move students toward Tier I. This process is completed by the Title I lead teacher. This process is done three times per year within the grade level teams. These measures will be used to evaluate the Title I program. If students are advancing upward through the tiers, the program can be judged a success.
	1.3.5	Total number of Title I-funded instructional paraprofessionals in Targeted Assistance Programs.	2
	1.3.6	Total number of Title I-funded teachers in Targeted Assistance Programs.	1

## Narrative - School Participation

### School Participation

Subsection Description		Question	Answer
<b>1.4 Schoolwide Programs</b>			
The Schoolwide Program (SWP) model is available to a school in which not less than 40 percent of the children come from low income homes (receive free and reduced-price lunch) or the school has been identified as a focus or priority school. All students and staff are considered Title I. To determine whether a site is eligible, refer to the School Participation page. (Skip this section if the district does not operate schoolwide model Title I programs.)	1.4.1	The district will operate one or more Schoolwide Program(s) (SWP).	No
	1.4.2	What budget line items relate to this implementation? (What staff and services are funded using Title I funds?)	N/A
	1.4.3	If you are using Title I funds for any LEA activity (After School, Preschool, Instructional Program, Summer Program, Professional Development and/or Other Activity), describe the activities that are supported with these funds.	N/A



## Narrative - School Participation

### School Participation

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

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
1.5 LEA Activities & Programs			
Skip this section if there are no LEA Activities/Programs.	1.5.1	If you are using Title I funds for any LEA activity (After School, Preschool, Instructional Program, Summer Program, Professional Development and/or Other Activity), describe the activities that are supported with these funds.	N/A

## Narrative - School Participation

### School Participation

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

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
1.7 Other Students Who May Be At Risk For Academic Success			
Coordination of Services	1.7.1	Describe the district's efforts to coordinate and integrate other educational services for English Learners (ELs), migratory children and students with disabilities.	At our monthly RTI team meetings, our RTI meets with each grade level. It is during these meetings that services for students are determined on an as needed basis. Our EL population is very small and there are times that we do not have any EL students in our population at all.

## Narrative - School Participation

### School Participation

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

Narrative - School Participation

School Participation

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

## Narrative - School Participation

### School Participation

Subsection Description		Question	Answer
<b>3.1 Homeless Education and Other Students Who May Be At Risk For Academic Success</b>			
Complete the Contact Information Tab, if you have not already done so. Be sure you have updated the contact information as necessary and added the names of the LEA Homeless Education Liaison and the LEA's Point of Contact for Children in Foster Care.	3.1.1	Describe the LEA's plan for educational services and transportation services for students in foster care. (Please respond with N/A if not applicable.)	Our district will plan to serve homeless students on an as needed basis. We will meet their specific needs if they are at risk for academic success.
	3.1.2	Describe how the LEA conducts annual awareness-raising and outreach activities among district personnel and relevant community agencies and organizations concerning the educational rights of families and youth experiencing homelessness under the McKinney-Vento Act.	Our homeless liaison conducts presentations regarding homeless students to our staff and information that is relevant for our teachers to know. She is also the contact point if a teacher needs to know any information about a student or is having any concerns about a specific student(s).
	3.1.3	(All McKinney-Vento Subgrantees) Describe any supplementary education services and activities provided for homeless and highly mobile students and how they are coordinated with Title I set-aside funds. (non-subgrantees skip this question.)	N/A

Narrative - School Participation

School Participation

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



## Narrative - School Participation

### School Participation

Subsection Description		Question	Answer
4.1 Parent, Family, School and Community Engagement			
<ul style="list-style-type: none"> <li>If the district Title I, Part A allocation, plus carryover and transferred funds is over \$500,000, the district must set aside a minimum 1 percent of the allocation for family, school and community engagement. (With 90 percent of the 1 percent going to the Title I schools with the highest need.)</li> </ul>	4.1.1	Describe at least one of the parent, family, school and community engagement activities listed below, that the district/school is using to support the academic growth of students. 1116 (a)(3)(D) 1. Professional Development in parent and family engagement strategies 2. Home-based in the community, or at school programs 3. Disseminating information on best practices that focus on parent and family engagement 4. Collaborating or providing subgrants with community-based organizations or employers that have been known to be successful. 5. Other activities or strategies that the district determines appropriate and consistent with the district family, school and community engagement policy.	N/A

Narrative - School Participation

School Participation

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

## Contacts For Application

### Contact Type: School District or Agency Accountant

Name: Braden Wesley  
Title: Business Manager  
Organization Name: Lake Crystal Wellcome Memorial District Office  
Address Line 1: 607 Knights Lane  
Address Line 2:  
City: Lake Crystal  
State: MN  
Zip Code: 56055  
Phone Number: 507-726-2323  
Alternate Phone Number:  
Fax Number:  
Email Address: [bwesley@isd2071.k12.mn.us](mailto:bwesley@isd2071.k12.mn.us)

### Contact Type: Authorized Representative

Name: Tom Farrell  
Title: Superintendent  
Organization Name: Lake Crystal Wellcome Memorial District  
Address Line 1: 607 Knights Lane  
Address Line 2:  
City: Lake Crystal  
State: MN  
Zip Code: 56055  
Phone Number: 507-726-2323  
Alternate Phone Number:  
Fax Number:  
Email Address: [tfarrell@isd2071.k12.mn.us](mailto:tfarrell@isd2071.k12.mn.us)

Contacts For Application

Contact Type: Not Defined

Name: Ashleigh Foster  
Title: Social Worker  
Organization Name: Lake Crystal Wellcome Memorial Elementary  
Address Line 1: 502 Watonwan Street East  
Address Line 2:  
City: Lake Crystal  
State: MN  
Zip Code: 56055  
Phone Number: 507-726-2320  
Alternate Phone Number:  
Fax Number:  
Email Address: [afoster@isd2071.k12.mn.us](mailto:afoster@isd2071.k12.mn.us)

Contact Type: Homeless Liaison

Name: Ashleigh Foster  
Title: Social Worker  
Organization Name: Lake Crystal Wellcome Memorial Elementary  
Address Line 1: 502 Watonwan Street East  
Address Line 2:  
City: Lake Crystal  
State: MN  
Zip Code: 56055  
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## Contacts For Application

### Contact Type: Other

Name: Dan Beert  
Title: Elementary Principal  
Organization Name: Lake Crystal Wellcome Memorial Elementary  
Address Line 1: 502 Watonwan Street East  
Address Line 2:  
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State: MN  
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Fax Number:  
Email Address: [dbeert@isd2071.k12.mn.us](mailto:dbeert@isd2071.k12.mn.us)

### Contact Type: Program Contact Representative

Name: Caitlin Deckard  
Title: Title Services Teacher  
Organization Name: Lake Crystal Wellcome Memorial Elementary  
Address Line 1: 502 Watonwan Street East  
Address Line 2:  
City: Lake Crystal  
State: MN  
Zip Code: 56055  
Phone Number: 507-726-2320  
Alternate Phone Number:  
Fax Number:  
Email Address: [cdeckard@isd2071.k12.mn.us](mailto:cdeckard@isd2071.k12.mn.us)

## Attachments - School Participation

Organization Level	Attachment	When	User	
School Participation				
DISTRICT	District Parent and Family Engagement Policy	08/14/2019	cdeckard	Original File Name: LCWM 19-20 District and School Parent and Family Engagement Policy.docx
				MDE File Name: 2020_401_PARENT_INVOLVE_012071000000_1565800180715.docx
	Budget Worksheet	08/28/2019	cdeckard	Original File Name: Title IA Budget Calculation Worksheet 19-20.xlsx
				MDE File Name: 2020_401_BUDGET_WORKSHEET_012071000000_1567028020020.xlsx
	Foster Care Transportation Agreement	08/29/2019	cdeckard	Original File Name: Blue Earth County Agreement.pdf
				MDE File Name: 2020_401_FOSTER_CARE_012071000000_1567120085889.pdf

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

Application Section: Attachments -- 2071-01-000 LAKE CRYSTAL-WELLCOME MEMORIAL