Cross-Program Question 1

1. **What is the process for conducting a comprehensive needs assessment at the LEA level, and what support and guidance is provided to schools to conduct school-level comprehensive needs assessments?**

The LEA is using the UIP as the comprehensive needs assessment, and the needs are identified in the LEA's, or BOCES member districts', Unified Improvement Plan(s) (UIP). Please indicate the section(s) or page numbers in the UIP where the needs and process for stakeholder involvement are identified. The LEA may use the space below to provide additional trends and needs that are applicable for use of ESEA funds but were not included in the UIP.

The LEA is not using the UIP as the comprehensive needs assessment. Provide a response to the question in the space below.

**Narrative Text for 2017/2018:**

WPS does use the UIP as the comprehensive needs assessment, however, each school uses additional assessment processes that may or may not be indicated in the UIP which may include parent groups. WPS uses a variety of data points to identify students at risk of not meeting CAS and CELP standards such as DIBELS Next (3 times a year, DIBELS Deep, Burst, IDEL, WIDA, Spanish and EDEL. Parent and teacher surveys are also used to gather input into the needs of schools/students as well as formative assessments such as classroom data. The data is used to identify the Tier II and/or Tier III interventions. The data is used to group students and to differentiate and drive instruction. Data meetings are held which include Title, ELD, and Sped Interventionists. Interventionists and the principals review student data to look for trends such as pre reading skills. Each school team across the district has a similar plan looking at data, analyzing, and then determining the best strategy for each child. Schools are reviewing data on three-week cycles for local data. The state data is analyzed when received and always taken into consideration at the data cycle meetings. The district provides a template for the comprehensive needs assessment for each building. The schools send their comprehensive needs assessment results to the LEA to keep on file. Each building leadership team reviews the data received from the needs assessment. All state and local assessment data is housed in the LEA's data management system and the leadership team from each building uses that data to identify the students who are at risk of not meeting their level standards. WPS also has EMPOWER which manages each student's progress on each state standard. Teacher and building leaders have real time access to each student's data and their progress in meeting each standard.

**Narrative Text for 2018/2019:**

WPS also uses the Comprehensive External Review performed by AdvancEd. AdvancEd is a supporting partner integral to the implementation of the WPS Management Pathway Plan. AdvancEd will provide continuous improvement monitoring and review and they are designated to be the district’s external accountability partner. In addition, AdvancEd will be responsible for evaluating and providing ongoing oversight for the District in achieving its goals and Major Improvement Strategies (MIS) identified in the district Unified Improvement Plan (UIP).
Cross-Program Question 2

2. **Describe the notable trends and needs identified in the LEA's comprehensive needs assessments.**

The LEA is using the UIP as the comprehensive needs assessment, and the notable trends and needs are identified in the LEA's, or BOCES member districts', Unified Improvement Plan(s) (UIP). Please indicate the section(s) or page numbers in the UIP where the notable trends and needs are identified. The LEA may use the space below to provide additional trends and needs that are applicable for use of ESEA funds but were not included in the UIP.

The LEA is not using the UIP as the comprehensive needs assessment. Provide a response to the prompt in the space below.

**Narrative Text for 2017/2018:**

WPS does use the UIP as the comprehensive needs assessment and again, the notable trends are defined, however, some schools dig deeper into their own data and some schools find trends that are not always noted in the district UIP but are written into their Schoolwide plans. The district and building leaders engage teachers, parents, and community members to help determine needs of the district and the schools. School surveys and district surveys are administered to parents and staff. The superintendent has implemented multiple cabinets for collecting information on the needs of the district. We currently have cabinets to garner community engagements such as student leadership, parent leadership, support cabinet, teacher leadership, principal advisory, and Westminster Children’s Initiative to equitable represent input for sustaining culture and academic success. The Schoolwide plans have identified level, student groups, and areas of concern from their needs assessments as well.

**Narrative Text for 2018/2019:**

Notable trend indicated on UIP: The district has continued to see a decline in academic achievement for all subgroups over the past two years in Math at the elementary level. In all grade levels, CMAS Math results show it continues to be an area of concern in seventh grade. Westminster Public Schools has continued to see an upward trend in ELA for the past two years. An increase in student performance on Concurrent Enrollment/ASCENT resulted in a .56% 8/28/ Per CDE comments: The allocations are primarily Title teachers supporting identified needs in each building which are ELA and Math support. Additional PD funding for schools is identified as Math support in multiple schools.

Cross-Program Question 3

3. **How has the LEA consulted with the stakeholders (including school and district leaders, teachers, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and organizations with relevant and demonstrated expertise), as applicable, to create an ESEA Plan, determine how best to improve activities that aim to increase student achievement consistent with the Colorado Academic Standards (CAS) and Colorado English Language Proficiency (CELP) standards, improve the quality and effectiveness of educators, and provide low-income and minority students greater access to effective educators?**
Narrative Text for 2017/2018:

The Title schools engage parents and families in the development of the Title I plan on a consistent and regular basis. Each May, the Title I office hosts a district wide meeting for all Title schools. Each school brings their Title staff and parents to review the school and district parent compacts, the Schoolwide plans, the Title I budgets, and the results of the needs assessments. Parents work with the principal and the Title I teachers to review and make adjustments for the coming year based on those identified needs and the Title I allocations. Title I teachers work with general ed teachers to identify their needs in their classrooms and the Title I teachers annually self-assess for their own needs. Each school provides a copy of the parent compact to anyone who asks at the building level but they are all posted on the building’s website. The district has a parent compact that is revised each year, which is also posted on the district website. The needs of the identified sub groups are met through our Interventionist Framework Model at WPS. The Title teachers, CLD teachers, and the Special Education teachers, work as a team to identify students who are in need of individual supports and then collaborate to determine appropriate strategies to meet those needs. Most teams meet on a weekly basis to gather and review trend data. COMMENT: Each building has a community liaison who works with the Title I teachers and paras in communicating with all parents in that school community. All parents are invited to attend meetings and those invitations are in English and Spanish. Classroom teachers invite their parents to attend these meetings as well. The principals invite all parents to meet on a regular basis and the community liaisons and translators are available for the parents. Meetings with parents are ongoing from day 1 of school through the end of the year so classroom teachers, liaisons, and title teachers are continually inviting new parents to attend. The liaisons also have planned events for parents such as English classes, cooking classes, and art classes. The liaison uses these opportunities to get parents into the school and involved in the school parent programs and classroom activities. Any parent is welcomed to attend the end of the year planning meeting and translators are provided there as well. The school committee takes the work back to the school and any parent can provide input at the building level.

Narrative Text for 2018/2019:

The 2017-2018 Consolidated Application was posted on the district web page as well as the 2018-2019 Consolidated Application. The Superintendent's Parent Advisory Committee had the opportunity to review the application and give any feedback to the Title I department for the past month.

Cross-Program Question 4

4. Describe how the LEA evaluates the effectiveness of comprehensive programs or activities supported by ESEA funds including how the LEA evaluates activities that inform decisions to modify, continue, or terminate ESEA-funded activities. Where decisions about these activities are made at the school level, describe how the LEA supports schools in this process.
Narrative Text for 2017/2018:

To evaluate the parent involvement piece of the application, the evaluation process was described above which involves an annual meeting of Title staff, parents, and the school principal to review data and programs, and then recommend changes or continuation. The annual meeting happens as a large group, however, each building uses their parent group on either monthly or quarterly meetings to review programs, trends, data, and practices. The data evaluation process is: Each building has three-week data cycles to review student data and intervention strategies and programs. The Interventionist Teams meet in these data meetings to determine their own benchmarks. The largest part of the Title I allocation is in Title teacher/coach salaries and their effectiveness is evaluated by the building principal using the state evaluation model. COMMENT: The funded activities including Title II and III are evaluated during each activity by progress checks and at the end of the activity to see if the expected outcome is achieved. For example; most of the funded activities for Title I are teacher salaries and the state evaluation tool as stated above evaluates those teachers. The method of delivery of those Title teachers is evaluated in consultation with the Title I Director and the building principal. Each building has three-week data cycles where they review student data in teams, with the building principal. Adjustments are made to the data delivery method and to the student groups at the end of the cycle. For Titles II and III, the funded activities are evaluated using specifically designed formative assessments to monitor their progress. Checks and adjustments are made continuously by observation and how the activity is aligned to the Schoolwide plan as well as the UIP and the revision windows are used to make any necessary adjustments to the plan. Title II and Title III are primarily salaries as well. We have not implemented Title IV so we have no data to evaluate, however, each identified activity will have a culminating activity and a progress monitoring check.

Narrative Text for 2018/2019:

The Title I allocation is primarily personnel and a small supplies and materials budget. Title teachers are evaluated by the building principal on the State Teacher Evaluation Rubric. Any allocations for district managed activities are evaluated by pre-post achievement scores and staff surveys.

Select if the LEA/BOCES is providing an update to this question in the plan.

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Cross-Program Question 5

5. **What strategies is the LEA utilizing, or what guidance and support does the LEA provide to schools, to implement genuine, meaningful, and relevant parent and family partnerships?**

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Narrative Text for 2017/2018:

Parent involvement is at the forefront for all Title schools. The parent involvement in the evaluation of programs process has been previously stated. Parents are involved in determining which strategies they believe will be best practice within their own demographics. Parents work with principal and the Title staff to determine best strategies. The Title funds provided to each building are dispersed based on input from Title teachers, parents, and the principal. Parents are educated on the district-mandated programs, resources available to them, classes available to them through the district or the school, and interpretation services available. All district expectations are for schools to hold meaningful meetings for parents, which will help, educate parents on district and
school policy, programs, and supports. Title funding is combined with state and local as well as other federal funding to best serve the needs of each building's demographics.

**Narrative Text for 2018/2019:**

The district continues to use the successful plan for parent involvement, which is described above.

Select if the LEA/BOCES is providing an update to this question in the plan.

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**Title I, Part A Narrative**

**Title I, Part A Narrative Question 1**

1. Describe the LEA's process for identifying and monitoring students not meeting or at risk of not meeting Colorado Academic Standards (CAS) and Colorado English Language Proficiency (CELP) standards, or the guidance and support the LEA provides to schools when that determination is made at the school level.

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**Narrative Text for 2017/2018:**

WPS uses data from the following assessments (frequency and clarification of the process for using the assessments is described below): DIBELS NEXT (BOY, MOY, EOY Benchmarks, PM intensive students biweekly and strategic monthly. o DIBELS Deep Diagnostic (1x a year when identified as SRD) o BURST (BOY and MOY Benchmarks, PM when required by BURST resource which may vary depending on need.) o CR Success Phonics Surveys (1x a year) o Scantron (BOY, MOY and EOY Benchmarks) o PMI (EOY Units) o mClass Math screener and Diagnostics (BOY Benchmark, Diagnostics given for intensive students, PM as needed-plan to use more next year) o TS Gold (BOY of kindergarten and throughout preschool)iReady (BOY, MOY and EOY) o WIDA ACCESS (annually) o PARCC (annually) o Scantron (3 x per year) The following is a school sample of how schools identify students and the frequency. o All data is analyzed at Comprehensive Data Digs BOY, MOY and EOY. Progress Monitoring evaluated during RTI/MTSS and PLC meetings (This involves the entire instructional staff and mental health). WPS schools analyzes a body of evidence to determine the strengths and needs of subgroups of students during these data meetings: • Weekly PLC meetings (Primary and Intermediate teachers, Interventionists and Principal are involved with looking at data and determining area of precision focus in math, writing and reading, Appropriate Instructional resources are considered as well as strategies.) • Bi-weekly RTI/MTSS meetings: All students brought forward have a Westminster Learning Plan on Alpine for academics, behavior or advanced learning (includes READ requirements) (All Classroom teachers join a group of interventionists and the principal on a weekly scheduled rotation to look at individual students needs/strengths and determine strategies or gather resources so that students will be successful in their academic environment.- every other Friday for Primary and then Intermediate, during plan/prep time) • Weekly Sped Team PLC meetings (Sped. Team gathers to review services, resources, assessments and IEP goals on a weekly basis-every Thursday after school.) • Monthly Literacy PLC meetings (Title I and CLD have monthly meetings to review PM of students, possible group movement, review resources and adjust instruction. – every Wednesday after school) • Comprehensive Data Analysis meetings are held (BOY. MOY and EOY) Interventionists, classroom teachers and Principal are involved with looking at Benchmark assessments and determine if students are meeting academic goals; revise goals if needed, adjust instruction, modify resources, change groupings or exit students from interventions. • All of these data meetings are needed to identify the precise instruction that is needed. COMMENT: The district provides a template for the
comprehensive needs assessment for each building. The schools send their comprehensive needs assessment results to the LEA to keep on file. Each building leadership team (which includes principal, classroom teacher, and interventionist) reviews the data received from the needs assessment. All state and local assessment data is housed in the LEA’s data management system (ALPINE) and the leadership team from each building uses data points from the above mentioned assessments to identify the students who are at risk of not meeting their level standards. WPS also has EMPOWER which manages each student's data and their progress in meeting each standard. During the 3 week data cycles, the teams review data for all subgroups which are disaggregated in ALPINE (data management system) to identify students who are not meeting their standards. Action plans are created and implemented for the next three-week cycle meeting to address identified needs of students who are at risk.

**Narrative Text for 2018/2019:**

The district continues to use the format stated above.

**Select if the LEA/BOCES is providing an update to this question in the plan.**

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2. **Describe the services being provided to children and youth experiencing homelessness in coordination with the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.) to support enrollment, attendance, school stability and academic success, and the guidance and support provided at the school level.**

The LEA did not identify children and youth experiencing homelessness during the prior fiscal year. However, the LEA will ensure that there is a plan in place in coordination with the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.) to support their enrollment, attendance, school stability and academic success, and the guidance and support provided at the school level. §§ 1112(a)(1)(A), 1112(a)(1)(B), 1112(b)(6).

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**Narrative Text for 2017/2018:**

Relationship of Services among Federal/State programs and Educational Reform Efforts: Universal Improvement Plan (UIP): The MV Liaison Coordinator and Title I Director are responsible for the Homeless Plan listed on the District UIP under Major Improvement Strategy #2 (Monitor and improve academic growth across subjects, grade levels, and disaggregated groups.) The team reviews the district Homeless Policy as well as collaborates for the delivery of services as outlined by the MV Coordinator year-to-year. SPED/CLD: Many students who benefit from McKinney-Vento and Title X Part E services also struggle academically or are learning English as a second language. For those whose academic progress is impeded by a disability or their inability to become proficient in English, they are entitled to services mandated by the Individuals with Disabilities Education Act (IDEA) and/or the English Language Proficiency Act (ELPA). From a LEA perspective, all students who are struggling academically or socially can receive extra assistance in the form of direct or indirect services from a wide-variety of school-based personnel including, but not limited to, Interventionists, Mental Health Professionals, and School/Community Engagement Specialists. Dropout Prevention Programs: WPS Drop-Out Prevention Program establishes many opportunities for MV youth to remediate and accrue credits. All secondary students are able to earn credit through an on-line Virtual Academy Learning program housed at the Hidden Lake Alternative school. The alternative school also offers a non-traditional school year, where classes run every 9 weeks, and they offer
both classroom and or on-line credit accrual opportunity. An expelled and at-risk student services program (EARSS) CDE grant helps to reduce K-8th grade truancy, expulsion and suspensions through a partnership with Community Reach Mental Health Center. Additional mental health interventionists through Community Reach are able to provide direct counseling services for families/students. Additionally, the YESS peer-mentoring program is being offered at all middle school sites to offer academic/social support services for at-risk middle schoolers. Counseling Corp Grant/Title III/Title II/WPS Educational Foundation: Grant Funds are braided to support Future Center staffing to support secondary 6-12th grade student/ and families academic/support services including Lead Educational Facilitators, Academic and I.C.A.P. Counselors, and Bilingual Community Engagement Specialists (CES) at the elementary and secondary levels. The CES Team also provides language support for the MV program. Springboard Before/After-School Services: Operates before/after-school programing at 4 elementary sites. The Springboard Colorado Program Coordinator partners with MV staff to serve youth. SWAP: School to work program assists and reduces employment barriers for MV student’s ages 16 + that have mild to moderate disabilities. Youth Leadership Academy Century Learning Center: 21st Century Learning Center program is in its third year of collaboration at Westminster High School (WHS). They provide homework help and mentoring, enrichment activities, varied workshops, and free field trips. MV staff works with YLA staff to increase direct academic and support services for MV youth. Early Childhood Education: MV preschoolers are able to receive Colorado Preschool Program services to access school based preschool four days a week; four hours daily. Further, the MV program provides digital summer book collections for each MV preschool student in the district. They are given a collection of 12 books that are learner age and language appropriate. District Transportation Department: This transportation collaboration is crucial in order to provide yellow school bus service for MV elementary and SPED youths to access their “school of origin”. 5. Collaboration with Title 1A of E.S.S.A.: All WPS MV Education Project services and programs operate under the District’s Title I Department. The Title I Director and MV Coordinator coordinate strategies and McKinney-Vento Education of Homeless Children and Youth Programs Westminster Public Schools efforts that are aligned with District consolidated federal grant planning, and affect homeless from preschool through high school. The Title I Director and the MV Coordinator meet as needed throughout the school year. How level of homeless set-asides was determined for the2017-2018 School Year and how the set-asides are used to support homeless students in your LEA: Compensate salary and benefits for a minimum of a 30hr. week district-wide MV Coordinator. This position assumes responsibility for all District homeless student responsibilities at the preschool, elementary, middle, and high school levels, and is further accountable for all MV projects and coordinated efforts mentioned. Title I set-asides are determined based on year-to-year salary and benefits for the MV Coordinator. 6. Describe how your community collaborations connect with your project and collectively meet the needs of program participants: The following are descriptions of primary partnerships that support families and students that experience homelessness in Westminster Public Schools. Parent Engagement PD/Future Center Staff/School Administrators: This summer a team of WPS professionals will attend a Parent Institute for Quality Education (PIQE) training in L.A. This program will serve as a guide for helping parents create a positive home learning environment, navigate the K-12 system, and collaborate with teachers and school counselors to monitor their student’s progress. WPS Educational Foundation: District MV students benefit from a cohesive collaboration with the District’s foundation through funds that support clothing cards, prescription and medical assistance, and college scholarships. Regis Work-Study Program/C.U. Denver Experiential Education Department: During school year 2016/17, Regis Work-Study and C.U. Denver students will be recruited to assist secondary students with post- secondary and workforce readiness activities, along with academic/social mentoring. The Literacy Crew (TLC): This volunteer group provides direct assistance with MV preschool summer literacy program and they perform essential MV office support (See Attachment C, TLC). Westminster Public School Based Health Center: Kids First Healthcare partners and provides healthcare and mental health services for students 4-21 years of age. Clinic staff assists families to enroll in CHP+, Medicaid, and provides immunizations for MV youth. Have a Heart Food and Clothing Bank: This 501c3 organization provides food and clothing assistance to WPS families and is located in a district-supported building. The effort is primarily family and volunteer driven with over 30 volunteers that help to pursue donations and distribute food
boxes for average of one-hundred low-income households two times a month. Food Security Outreach Collaborative: A new Adams County-District, governmental, non-profit, university, and faith-based partnership that will begin to determine and strengthen school year and summer initiatives to increase food security and access to healthy foods. Metro Denver Homeless Initiative Employment Committee: The mission of this organization is to coordinate, support, and ensure that efficient services reduce homelessness throughout seven counties in metro Denver. The WPS MV program works in alliance to assist with data to address gaps in homeless services, and create greater capacity for greater collective success in providing services for families. Westminster City: Partnership to connect MV youth to summer employment. Mile High Connects: Is a non-profit that works to leverage the existing and expanding transit system to connect residents from low-income communities and communities of color to affordable housing, good jobs, quality schools, fresh food and places that promote activity and health. The district liaison for the McKinney-Vento Homeless Assistance Act has multiple resource forms on the district website to assist school leaders in identifying homeless children and youth. COMMENT: Once students are confirmed eligible for any or all of the supports and services listed on the district website, the families work through either the school counselors or the MV liaison directly. The school counselors and building principals have been trained by the MV liaison in identifying and qualifying students and where to go for the supports. Supports are identified based on individual needs. All supports are available but students and families have the option for which supports they would need to utilize.

**Narrative Text for 2018/2019:**

The district continues to use the liaison for implementing the existing plan of McKinney-Vento. The plan and the liaison were audited this spring and a recommendation was made by CDE for LEA to name points of contact in each building. Liaison has also met with the Director of Early Childhood to devise a plan for overcoming barriers posed for identifying early childhood homeless youth during centralized registration processes.

Select if the LEA/BOCES is providing an update to this question in the plan.

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**Title I, Part A Narrative Question 3**

3. **If the LEA is planning to use Title I, Part A funds to support efforts to reduce discipline practices that remove students from the classroom, provide a description below.**

If the LEA is not using funds to support efforts to reduce discipline practices, the LEA will provide guidance and support to schools to support efforts to reduce discipline practices that remove students from the classroom. §§ 1112(a)(1)(A), 1112(b)(11).

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**Narrative Text for 2018/2019:**

WPS encourages schools to use the strategies from PBIS, Restorative Justice, Celebrate the Beat, Mindfulness, and Leader in Me to create a positive and safe culture. WPS requires each school to have a plan, which has voice, choice, and flexibility. Resources for schools are provided to schools in a 3 tiered format. Tier 1: Positive and Safe Schools, Tier II Targeted Support, and Tier III Remediation. Some of the strategies provided are BASE Education (training is provided to schools each fall), The Boomerang Project, Kagan Win-Win Discipline and Peer Mediation. This plan was created by a committee, which reviewed the discipline data for the district.

Select if the LEA/BOCES is providing an update to this question in the plan.
Title I, Part A Narrative Question 5

5. If the LEA is planning to use Title I, Part A funds to provide support to schools in effectively transitioning students through school and preparing them for college and career readiness, provide a description below.

If the LEA is not planning to use Title I, Part A funds to provide support to schools in effectively transitioning students, the LEA will provide guidance and support to schools in effectively transitioning students through school and preparing them for college and career readiness. §§ 1112(a)(1)(A), 1112(b)(8). 1112(b)(10).

Narrative Text for 2018/2019:

Make system-wide shift to engage post-secondary readiness into every aspect of student preparation for graduation. Expand and sustain counselor efforts with academic performance and career planning protocol using student data, AVID strategies and authentic community certified partnerships. Increase student and parent involvement with “Competency-Tackers” and PASS (Parent Academy for Student Success). The high school course selection process engages all students in levels 8 - 11, with support from middle and high school counselors, in core and elective course selection relative to the academic proficiency needed for the career aspiration of each student. Concurrent Enrollment/ASCENT and apprenticeships are discussed with students starting in middle school and enrollment in concurrent enrollment doubled in 2017 as a result. Parents are provided the same information through the Parent Academy for Student Success (PASS) program where they are reminded that when students are able to work on or ahead of grade level, they are entitled to external opportunities to graduate with career experience and/or professional certifications and/or an associate’s degree. Eighty-seven parents graduated from the first PASS program a nine week instructional sequence. The district supports each individual student plan regardless if students are going into the workforce or anticipating full time college or trade school. The Future Plan writing and implementation team received an ICAP honorable mention from CDE and PASS implementation at WPS was recognized by CDHE as a best practice for parent engagement. True integration of support for students beyond the Future Plan includes building-wide support for PSAT and SAT testing at the high school. Incoming level nine students for fall 2018 took the PSAT for the first time this year. This enhances the depth of academic support these students will be able to take through instruction, Khan Academy and College Board support. To enhance student writing and its relevance to scholarship or workplace academic writing, an expository writing unit was created by educators and counselors for levels 6 - 12. It addresses all mandated learning and performance targets while providing a concrete prompt. Students will save this work annually in the creation of a writing repository from which to pull when completing their future submitted work. Scholarship awards ($2.7M), FAFSA completions (52.5%), college course credits earned (183) and students demonstrating academic proficiency through certifications (26) or by being selected for an apprenticeship (1) are all increasing. Westminster High School was named in an Upward Bound grant awarded to Front Range Community College to support 60 students in the preparation for and completion of college. Work on identifying the first cohort began fall 2017. Partnerships with higher educational institutions and apprenticeship employers are redefining the career and technical education programs of the district as well as providing off-site professional development for students. The integration of professional credentials into demonstrations of professional proficiency are expanding across CTE programs as well.
Title I, Part A Narrative Question 6

6. Describe the process the LEA will implement to develop, approve, monitor, and adjust improvement plans for schools identified for comprehensive (CS) and targeted support and improvement (TS).

Narrative Text for 2018/2019:

District leadership will meet with each identified school to address the CS and TS issues for each school. The school will use the most recent needs assessment provided by AdvanceEd. Each identified school adjusted the UIP with the support of their building supervisor, to address the identified causes for the determination. WPS applied for and received the EASI grant to support the identified schools. A consultant from Marzano Research will be training admin and teachers on Collaborative Teams that Transform Schools/The Art and Science of Teaching. Other topics TBD.

Select if the LEA/BOCES is providing an update to this question in the plan.

Title II, Part A Narrative

Title II, Part A Narrative Question 1

Complete the tables below to describe how the LEA will prioritize Title II, Part A funds to schools implementing comprehensive or targeted support and improvement activities, and among those schools, have the highest percentage of children identified as low-income.

<table>
<thead>
<tr>
<th>Improvement Activity Item(s)</th>
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**School/District:** Westminster Public Schools

**Title II funds targeted to school?** No

**Method for targeting funds:** Grouping CS TS schools for common supports

**Human Capital Needs:**

**Proposed Activity:**

The CS and TA identified schools are being served with EASI grant funds.

**Intended Outcome:**

The CS and TA identified schools are being served with EASI grant funds. Schools identified were for IEP and low graduation rates. The school leadership and select staff were identified to attend the DU Turnaround Success Program paid by EASI grant funding. Purpose was to build leadership capacity to identify problems and potential solutions. Each schools UIP's action steps were to identify and implement multiple strategies for RTI, PLC's, and Math. We have received feedback on the strategies from CDE to incorporate in the upcoming UIP. Schools are continuing to implement and evaluate outcome. Each identified school is writing a plan, with the help of the district and
stakeholders to address their identified needs. The plans will be submitted with their UIP on their submission date.

**Timeline:**

**School/District:** Westminster Public Schools

**Title II funds targeted to school?** No

**Method for targeting funds:** Grouping CS TS schools for common supports

**Human Capital Needs:**

School Leadership Training and Professional Learning

**Proposed Activity:**

DU Turnaround Success Program (2 years) coursework on Leadership development.

**Intended Outcome:**

REV 8/29/19 - The CS and TA identified schools are being served with EASI grant funds. Schools identified were for IEP and low graduation rates. The school leadership and select staff were identified to attend the DU Turnaround Success Program paid by EASI grant funding. The purpose was to build the leadership capacity to identify problems and potential solutions. Each schools UIP's action steps were to identify and implement multiple strategies for RTI, PLC's, and Math. We have received feedback on the strategies from CDE to incorporate in the upcoming UIP. Schools are continuing to implement and evaluate the outcome.

**Timeline:**

On-going - 1 to 3 years

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**Use of Title II, Part A Funds**

**Title II, Part A General Information**

The purpose of Title II, Part A is to provide grants to State educational agencies and subgrants to local educational agencies (LEA) to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders. § 2001.

All activities supported with Title II, Part A funds shall be in accordance with the purpose of this title and address the learning needs of all students including children with disabilities, English learners, and gifted and talented students.

If any low-income and/or minority children enrolled in schools assisted under Title I, Part A are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, § 1111(g)(1)(B), the LEA must prioritize Title II, Part A funds to improve the equitable access to effective, qualified, and experienced teachers for these students. Where applicable, note in
responses to the questions below what activities are being leveraged to improve the LEA’s compliance with section 1111(g)(1)(B) of Title I, Part A.

**Title II, Part A funds can be used for the following activities:**

- Providing high quality, evidence based professional development opportunities
- Developing or improving evaluation and support systems for teachers, principals, and other school leaders
- Recruiting and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers
- Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders
- Reducing class size to a level that is evidence based
- Increasing the ability of teachers to effectively teach children with disabilities

- Increasing the ability of principals or other school leaders to support early childhood educators
- Supporting the instructional services provided by effective school library programs
- Developing feedback mechanisms to improve school working conditions
- Carrying out other evidence based activities that meet the purpose of Title II, Part A

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**Title III Immigrant Set-Aside Narrative**

**Use of Title III and Title III Immigrant Set-Aside Funds**

**Title III Funds**

**Title III General Information**

The purpose of Title III, Part A is to help ensure that English learners (ELs), including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English; assist ELs to achieve at high levels in academic subjects so that all ELs can meet the same challenging State academic standards that all children are expected to meet; assist teachers (including preschool), principals and other school leaders, SEAs, LEAs, and schools in establishing, implementing, and sustaining effective language instruction educational programs (LIEPs)/English language development (ELD) programs designed to assist in teaching ELs; assist teachers (including preschool), principals and other school leaders, and LEAs to develop and enhance their capacity to provide effective instructional programs designed to prepare ELs to enter all-English instructional settings; and, promote parental, family, and community participation in LIEPs/ELD programs for parents, families, and communities of ELs. § 3102.

**Title III, Part A**

Activities funded under Title III must include activities in support of high quality LIEP/ELD programs and parent, family and community engagement, as well as provision of high quality professional development. Activities may include:

- Upgrading ELD program objectives
- Improving ELD programs
- Providing community participation programs, family literacy services, and parent outreach and training activities
- Providing tutoring and intensified instruction
Title IV, Part A Narrative

Title IV, Part A Narrative Question 1

Complete the table below to describe how the LEA intends to use Title IV, Part A funds for activities in the three content areas, Well Rounded Educational Opportunities, Safe and Healthy Students and Effective Use of Technology.

Effective Use of Technology Special Rule: At least 85 percent of funds allocated for the Effective Use of Technology must be used to support professional learning. No more than 15 percent of funding in this content area may be spent on devices, equipment, software applications, platforms, digital instructional resources, and/or other one-time IT purchases.

<table>
<thead>
<tr>
<th>District/School:</th>
<th>70 - Westminster Public Schools</th>
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</thead>
<tbody>
<tr>
<td>Content Area:</td>
<td>Well Rounded Education</td>
</tr>
<tr>
<td>Proposed Activity:</td>
<td>Reimbursing low-income students to cover the cost of accelerated learning examination fees to remove the barrier of cost for low-income students enrolled in AP or IB classes who wish to take the exams.</td>
</tr>
<tr>
<td>Intended Outcome:</td>
<td>To provide opportunities for students of low incomes to participate in the learning exams and to be reimbursed for expenditure. This will encourage most students to take the exams.</td>
</tr>
<tr>
<td>How will LEA Evaluate Activity Effectiveness?</td>
<td>WPS High School keeps an audit of the number of students taking the exams.</td>
</tr>
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<tr>
<th>District/School:</th>
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<tbody>
<tr>
<td>Content Area:</td>
<td>Safe Healthy Students</td>
</tr>
<tr>
<td>Proposed Activity:</td>
<td>REV 8/29/19 - Activity focus' on developing healthy living habits, the art of collaboration, cultural literacy, critical thinking and communication skills.</td>
</tr>
</tbody>
</table>
Intended Outcome:
The outcome of Celebrate the Beat is to expose students and help students use the skills that support the objectives stated above. Consistent practice in the classroom is encouraged.

How will LEA Evaluate Activity Effectiveness?
Classrooms teachers monitor discipline with data collection and observation. Teachers collect and report data to admin. They also consistently adjust instruction in order to reach their objectives.

REV 8/29/19 - The residency is evaluated at the end of the 3-week cycle and the project culmination is a performance.

District/School:
70 - Westminster Public Schools

Content Area:
Safe Healthy Students

Proposed Activity:
Rachel's Challenge will be introduced to buildings across the district. Rachel Scott's father presents a program that teaches students the importance of having a learning environment that supports one another and motivates students to be aware of cultural community.

Intended Outcome:
The intended outcome is to teach students how to care for one another and to learn how to develop a healthy school culture. The program gives teachers and students the tools they need to understand and implement this understanding.

How will LEA Evaluate Activity Effectiveness?
Building principals encourage classroom teachers to implement this program into their daily classroom activity. The lessons are monitoring by the building principal and the school supervisor.

District/School:
70 - Westminster Public Schools

Content Area:
Well Rounded Education

Proposed Activity:
Marzano Academies will be providing research supported professional development to WPS teachers. Professional Development will be inclusive of strategies as defined in The New Art and Science of Teaching for learning goals, using assessments, lesson planning, constructing knowledge application lessons, engagement strategies, implementation, and making system changes to their classrooms. PD will be provided on a monthly basis to teachers during planning time after school. Building teacher capacity around instructional design and learning strategies has been identified in the district UIP. PD
will consist of multiple modalities such as lecture, classroom observations, cooperative grouping for interpreting assessment data, and unpacking standards for the purpose of designing lessons.

**Intended Outcome:**
Outcome is to provide PD to staff for the development of skills such as lesson planning, reading and math strategies, and understanding how to implement change in the classroom.

**How will LEA Evaluate Activity Effectiveness?**
The district has created a principal tracker which is a tool that the principal uses to monitor the identified action plans in the UIP., specifically, understanding and using the Art and Science of Teaching

**District/School:**
70 - Westminster Public Schools

**Content Area:**
Well Rounded Education

**Proposed Activity:**
Development and training of the curriculum of integrated music and art into the Proficiency Scales of WPs.

**Intended Outcome:**
To develop and provide training to staff of the innovation school of the arts.

**How will LEA Evaluate Activity Effectiveness?**
The principal and school supervision will track the progress of implementation and student results in the district developed principal tracker tool. The principal and supervisor will analyze the collected data and use the data to adjust practice.

**District/School:**
70 - Westminster Public Schools

**Content Area:**
Effective Use Of Technology

**Proposed Activity:**
Purchase Service (Professional Development): Online Learning environments with materials to support the courses which provide teachers with complete, organized system that would ensure quality instructions and academic success.

**Intended Outcome:**
To develop and implement a Competency Based professional development pathway for WPS licensed and support staff.
How will LEA Evaluate Activity Effectiveness?
Monitor the use and success of the pathways.

District/School:
70 - Westminster Public Schools

Content Area:
Safe Healthy Students

Proposed Activity:
Work with school based crisis response team to design school specific plans to mitigate school violence.

Intended Outcome:
District crisis manager will work with school based crisis teams on reviewing and implementing each plan for mitigating crisis.

How will LEA Evaluate Activity Effectiveness?
School plans are monitored and adjusted as needed by the district crisis team.

Title IV

Title IV General Information
The purpose of Title IV, Part A is to improve students' academic achievement by increasing the capacity of States, LEAs, schools, and communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students. § 4101.

Activities supported with Title IV, Part A funds must be planned in consultation with parents, teachers, principals and other relevant stakeholders. The LEA must also engage in continued consultation with these stakeholders to improve supported activities. Descriptions of funded activities must address program objectives and intended outcomes.

LEAs receiving $30,000 or more in Title IV, Part A funds must:

- conduct a comprehensive needs assessment every 3 years
- use at least 20% of the funds to support activities related to well-rounded educational opportunities
- use at least 20% of the funds to support safe and healthy students
- use a portion of the funds to support the improvement of the use of educational technology and
- Prioritize the funds toward high-need schools in the district.

Activities to Support Well-Rounded Educational Opportunities:

- STEM programs
- Music and art programs
• Foreign language offerings
• Opportunity to earn credits from institutions of higher learning
• Reimbursing low-income students to cover the costs of accelerated learning examination fees
• Environmental education
• Promoting volunteerism and community involvement

Activities to Support Safe and Healthy Students:

• School based mental health services
• Drug and violence prevention activities that are evidence-based
• Integrating health and safety practices into school or athletic programs
• Nutritional education and physical education
• Instructional practices for developing relationship-building skills
• Prevention of teen and dating violence, stalking, domestic abuse, and sexual violence and harassment
• Establishing or improving school dropout and reentry programs

Activities to Support the Effective Use of Technology:

• Building technological capacity and infrastructure
• Carrying out blended learning opportunities
• Providing professional development on the use of technology to enable teachers to increase student achievement in STEM areas
• Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences
• Providing educators, school leaders, and administrators with the professional learning tools, devices, content and resources to:
  o Personalize learning
  o Discover, adapt, and share relevant high-quality educational resources
  o Use technology effectively in the classroom
  o Implement and support school and districtwide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning