

## Cross-Program Questions

### 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). 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.

### Response Guidance

- *How district and building leaders, teachers, parents, and community members are engaged in the process of determining the comprehensive needs of the LEA and schools.*
- *How data is used in the comprehensive needs assessment, how decisions are made for prioritizing needs, and how frequently state and/or local data are reviewed or evaluated.*

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 CELF standards such as DIBELS Next (3 times a year, DIBELS Deep, Burst, IDEL, WIDA, Spanish 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. 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 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 students 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.

### 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). The LEA may use the

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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.

### Response Guidance

- *How district and building leaders, teachers, parents and community members were selected and engaged in determining the comprehensive needs of the LEA and schools.*
- *Relevant trends based on grade-level, student group, regions, etc. as appropriate.*

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 the purpose of 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 equitably represent input for the purpose of sustaining culture and academic success.

The schoolwide plans have identified level, student groups, and areas of concern from their needs assessments as well.

### 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?**

### Response Guidance

- *The strategies to engage every parent and family in development of the LEA plan and specific strategies that target families and/or community of ELs.*
- *How teachers were given sufficient opportunity to self-identify needs.*
- *How the prior and planned uses of ESEA funds were communicated clearly to all applicable stakeholders.*
- *The LEA's process to identify and prioritize the greatest area(s) of need from stakeholder input when all identified needs could not be reasonably addressed with available ESEA funds.*
- *How the LEA considered and communicated the strengths and needs of the following subgroups of students, as appropriate:*
  - *Low-income students*
  - *Lowest achieving students*
  - *English learners*
  - *Children with disabilities*
  
  - *Children and youth in foster care*
  - *Migratory children*

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- *Children and youth experiencing homelessness*
- *Neglected, delinquent, and at-risk students identified under Title I, Part D*
- *Immigrant children and youth*
- *American Indian and Alaska Native students*

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.

## Cross-Program Question 4

- 4. Describe how the LEA evaluates the implementation and effectiveness of supports and services provided through ESEA programs and determines when to modify, continue or terminate such services, or the guidance and support the LEA provides to schools when that determination is made at the school level.**

### Response Guidance

- *How district and building leaders, teachers, parents, and community members are engaged in the evaluation/modification process.*
- *How data is used in program evaluation, how decisions are made for prioritizing needs, and how frequently state and/or local data are reviewed or evaluated.*
- *The measurable implementation benchmarks and goals for activities.*

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.

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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 those teachers are evaluated by the state evaluation tool as stated above. The method of delivery of those Title teachers is evaluated in consultation with the Title I Director and the building principal. Each building has 3 week data cycles where they review student data in teams, with the building principal. Adjustments are made to both the data delivery method and the students and reevaluated 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.

## 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?

#### Response Guidance

- *How the parent and family engagement policy will consider the specific demographics of every family within the LEA and specific strategies that target families and/or community of ELs.*
- *How all parents and family members are or will be engaged in the annual evaluation and/or modification of the parent and family engagement policy.*
- *How the program will involve parents 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.*
- *The LEA's expectations and objectives for genuine, meaningful, and relevant parent and family partnerships at the LEA and school level.*
- *How the parent and family engagement policy and/or proposed activities are coordinated and leveraged with other state, local, and federal programs in the LEA, Title III consortium region and/or in member district(s).*
- *How Title III funds will supplement family and community engagement efforts specifically targeted to families and/or communities of ELs in the LEA, Title III consortium region and/or member district(s).*
- *If using Title III funds to support the community engagement requirement, include these activities in the budget.*

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.

## 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.

#### Response Guidance

- *The data used to identify students and the frequency with which data is evaluated.*
- *How the process to identify students not meeting or at risk of not meeting CAS and CELP standards considers the strengths and needs of the following subgroups of students, as appropriate:*
  - *Low-income students*
  - *Lowest achieving students*
  - *English learners*
  - *Children with disabilities*
  
  - *Children and youth in foster care*
  - *Migratory children*
  - *Children and youth experiencing homelessness*
  
  - *Neglected, delinquent, and at-risk students identified under Title I, Part D*
  - *Immigrant children and youth*
  - *American Indian and Alaska Native students*
- *How the LEA supports collaborative and systematic processes in schools to identify children most in need of receiving services under a Targeted Assistance program.*

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.)
- DIBELS Deep Diagnostic (1x a year when identified as SRD)
- BURST (BOY and MOY Benchmarks, PM when required by BURST resource which may vary depending on need.)
- CR Success Phonics Surveys (1x a year)
- Scantron (BOY, MOY and EOY Benchmarks)

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- 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)
- o 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, 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 students 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. During

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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.

## Title I, Part A Narrative Question 2

2. **Based on your comprehensive needs assessment and process for identifying students not meeting or at risk of not meeting CAS and CELF standards, select the allowable activities below that will be supported with Title I, Part A funds.**

View Guidance

### Curriculum

- Curriculum for additional interventions
- Professional development to teach curriculum with fidelity
- Supplemental curriculum
- Other:

### Assessment and Evaluation

- Continuous improvement
- MTSS
- Progress monitoring
- Mid-year review process with each school
- UIP feedback and guidance
- Online programs (e.g. Schoolcity, SME, Study Island, Reading A-Z, etc.)
- Blended learning
- Data and evaluation team

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Early warning systems

Other:

## Instruction

College and career awareness preparation

Preschool

Full-day kindergarten

Instructional materials

PBIS

Extended instructional time during the school year

Instructional interventionist

Behavior specialist

Intensified instruction (may include materials in a language that the student can understand, interpreters, and translators)

Instructional coaches

Supplemental tutoring through external provider

Preschool supports

Technology

Summer school

Job-embedded professional learning

Dual-concurrent enrollment programs/courses



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- Efforts to reduce discipline practices that remove students from the classroom
- Career and technical education programs
- Credit recovery and acceleration
- Other:

## District or School Culture

- Creating a culture of high expectations
- School improvement (restructuring, reform, transformation, planning & design)
- Bullying Prevention
- Home school liaison
- Home visit programs
- Assemblies (e.g. suicide prevention, bullying prevention, etc.)
- Parent, family, and community engagement
- Family surveys
- Restorative justice programs
- Efforts to reduce discipline practices that remove students from the classroom
- Other:

## Student, Family and Community Supports

- Non-academic support (socioeconomic/emotional/cultural)

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- Dropout prevention and student re-engagement
- Engaging parents/families (may include materials in a language families can understand, interpreters, and translators)
- Family literacy
- College and career awareness preparation
- PBIS
- Services to facilitate transition from preschool
- Support for children and youth experiencing homelessness
- Classes for parents and families (e.g. ESL, HSED, citizenship, parenting, etc.)
- Internet safety
- Community liaison
- Parent liaison/family engagement coordinator
- Welcome center/community school centers
- Child care for parent engagement events
- Back-to-school kick-off
- PD for family engagement liaisons
- Homeless liaison
- Efforts to reduce discipline practices that remove students from the classroom
- Career and technical education (CTE) programs
- Other:

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## Professional Growth

- Differentiated, job-embedded professional learning opportunities provided by school or district staff
- Differentiated, job-embedded professional learning opportunities provided by external vendor
- Recruit and retain effective educators
- Teacher advancement initiatives
- Improvement of teacher induction program(s)
- Conference attendance (registration, travel, etc.)
- Curriculum specialists
- Improvement of teacher or other school leader induction program(s)
- Preparing and supporting experienced teachers to serve as mentors
- Preparing and supporting experienced principals to serve as mentors
- Other:

Other

### Title I, Part A Narrative Question 3

3. **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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## Response Guidance

- *How relevant stakeholders are engaged in the process of determining appropriate supports and services and how these will lead to increasing progress toward grade-level standards.*
- *The data used to identify and evaluate services, how decisions are made for prioritizing needs, and how frequently state and/or local data are reviewed or evaluated.*
- *How proposed supports and services are coordinated with and leverage other state, local, and federal programs, specifically those provided under the McKinney-Vento Homeless Assistance Act.*
- *The method utilized in determining the Title I, Part A Homeless Set-Aside amount and process for obtaining Homeless Education Liaison input.*
- *How children and youth experiencing homelessness are identified in all schools.*
- *How the process to identify progress toward meeting CAS and CELP standards considers the strengths and needs of the following subgroups of students, as appropriate:*
  - *Low-income students*
  - *Lowest achieving students*
  - *English learners*
  
  - *Children with disabilities*
  - *Migratory children*
  - *Neglected, delinquent, and at-risk students identified under Title I, Part D*
  
  - *Immigrant children and youth, and*
  - *American Indian and Alaska Native students*

### 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.

**Drop-Out 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.

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Springboard Before/After-School Services: Operates before/after-school programming 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

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Westminster Public Schools efforts that are aligned with District consolidated federal grant planning, and impact 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 the 2017-2018 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 also they perform essential MV office support (See Attachment C, TLC).

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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.

### Title I, Part A Narrative Question 4

4. **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).

### Response Guidance

- *How proposed supports and services will increase progress toward grade-level standards.*
- *How district and building leaders, teachers, parents and community members are engaged in the process of determining appropriate supports and services.*
- *How proposed supports and services are coordinated with and leverage other state, local and federal programs, if applicable.*
- *Describe how proposed supports and services considers the strengths and needs of following subgroups of students, as appropriate.*

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- *Low-income students*
- *Lowest achieving students*
- *English learners*
- *Children with disabilities*
  
- *Children and youth in foster care*
- *Migratory children*
- *Children and youth experiencing homelessness*
  
- *Neglected, delinquent, and at-risk students identified under Title I, Part D*
- *Immigrant children and youth*
- *American Indian and Alaska Native students*

### Title I, Part A Narrative Question 5

5. **How does the LEA plan to address any disparities that result in low-income and minority students being taught at disproportionate rates by ineffective, inexperienced, or out-of-field teachers? If any of these supports are being provided with Federal funds, indicate the budget line item.**



Check here if the plan to address any disparities that result in low-income and minority students being taught at disproportionate rates by ineffective, inexperienced, or out-of-field teachers is captured in the LEA's, or BOCES member districts' Unified Improvement Plan(s) (UIP). The LEA may use the space below to add any additional, relevant information applicable to the use ESEA funds that was not included in the UIP.

### Response Guidance

- *The process for identifying and addressing disparities.*
- *How proposed supports and services will lead to increasing progress toward grade-level standards.*
- *How district and building leaders, teachers, parents, and community members are engaged in the process.*
- *How proposed supports and services are coordinated with and leverage other state, local and federal programs, if applicable.*
- *How proposed supports and services may be differentiated for the strengths and needs of the following subgroups of students, as appropriate:*

- *Lowest achieving students*
- *English learners*
- *Children with disabilities*
  
- *Children and youth in foster care*
- *Migratory children*
- *Children and youth experiencing homelessness*
  
- *Neglected, delinquent, and at-risk students identified under Title I, Part D*
- *Immigrant children and youth*
- *American Indian and Alaska Native students*

### Title I, Part A Narrative Question 6

6. **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.**

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☑ If the LEA is not planning to use Title I, Part A funds to provide support to schools in effectively transition 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).

## Response Guidance

- *Transition services across grade levels, school buildings, facilities, etc.*
- *Transition services for students in Title I, Part A funded ECE programs to local elementary schools, if applicable.*
- *How district and building leaders, teachers, parents, and community members are engaged in the process of determining appropriate supports and services.*
- *How proposed supports and services are coordinated with and leverage other state, local and federal programs, if applicable.*
- *Describe how proposed supports and services will be differentiated for the strengths and needs of the following subgroups of students, as appropriate.*
  - *Low-income students*
  - *Lowest achieving students*
  - *English learners*
  - *Children with disabilities*
  
  - *Children and youth in foster care*
  - *Migratory children*
  - *Children and youth experiencing homelessness*
  
  - *Neglected, delinquent, and at-risk students identified under Title I, Part D*
  - *Immigrant children and youth*
  - *American Indian and Alaska Native students*

## Title II, Part A Narrative



# 2018-2019

1. **How will the LEA prioritize Title II, Part A funds to schools that are implementing comprehensive and targeted support and improvement activities and have the highest percentages of low-income students?**

NOTE - CSI and TSI schools have yet to be identified. A narrative response is not required at this time.

## Response Guidance

- *How schools with the highest percentages of low-income students were prioritized.*
- *How these supports will address the unique needs of these schools.*
- *How applicable stakeholders are involved in identifying the supports and services to meet those needs.*
- *How proposed supports and services are coordinated with and leverage other state, local and federal programs.*

Schools with the highest percentage of low-income students were prioritized using the free lunch formula. The Title II funds have allocations for two district wide coaches, one in math and one in English Language Arts. The coaches review the schoolwide plans, meet with principals and staff as well as the Title I Director to prioritize services for each school to increase the knowledge base of teachers, principals, or other school leaders on instruction and strategies to measure whether students are making gains.

Other support services include introductory training for new teachers on district mandated programs and protocols. A mentoring program is in place for providing support to new teachers in years one and two.

## Title II, Part A Narrative Question 2

2. **Select the allowable activities below that will be supported with Title II, Part A funds and describe selected activities.**

Note:

- The activities below represent allowable uses of Title II, Part A funds.
- The budget line items should reflect the activities selected.

## View Guidance

- Provide high-quality, personalized PD that is evidence-based

*Will the focus of the professional development be any of the following? Check all that apply. (No response is required for the sub-items below, except 'other'.)*

- Effectively integrate technology into curricula and instruction

- Use data to improve student achievement and understand how to ensure that individual student privacy is protected

- Effectively engage parents, families, and community partners and coordinated services between school and community

- Help all students develop the skills essential for learning readiness and academic success

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- Develop a policy with school, LEA, community, or State leaders
- Participate in opportunities for experiential learning through observation
- Increase the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and strategies to measure whether young children are progressing
- Select and implement formative assessments, design classroom-based assessments, and use data from such assessments to improve instruction and student academic achievement
- The techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness
- The use of referral mechanisms that effectively link students affected by trauma, and children with, or at risk of, mental illness to appropriate treatment and intervention services in the school and community
- Form partnerships between school-based mental health programs and public and private mental health organizations
- Address issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism
- Support identification of students who are gifted and talented and implement instructional practices that support the education of such students
- Train school personnel on how to prevent and recognize child sexual abuse
- Promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science
- Effective strategies to integrate rigorous academic content, CTE, and work-based learning (if appropriate)
- Other:
- Improving teacher induction programs
- Develop or improve a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that is based in part on evidence of student achievement, which may include student growth and shall include multiple measures of educator performance, and provide clear, timely, and useful feedback to teachers, principals, or other school leaders
- Develop and implement initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging Colorado academic standards, to improve low-income and minority students' access to experienced, in-field, and effective educators.
- Recruit qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of IHEs with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders

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- Reduce class size to a level that is evidence-based
- Develop programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners
- Provide programs and activities to increase the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators and other professionals to meet the needs of students through age eight
- Support the instructional services provided by effective school library programs
- Develop feedback mechanisms to improve school working conditions, including periodically and publicly reporting results of educator support and working conditions feedback
- Carry out other evidence-based activities that meet the purpose of Title II, Part A

## Title III Narrative

### Title III Narrative Question 1

1. **Select the allowable activities below that will be supported with Title III funds. In the space below, provide a description for the selected activities that explains how each activity at the LEA, Title III consortium region and/or in member district(s) is supplemental to the core programming for English learners (English Language Development (ELD) and content) and how each proposed activity will be used to expand, enhance, or modify existing ELD programs in the LEA, Title III consortium, region, and/or in member district(s).**

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#### Professional Development (required response)

- Conference (CoTESOL, CABE, CLDE Academy, etc...)
- Coaching
- Books/Training Materials
- This requirement is met through the support of State/local funds
- Other:

#### Parent, Family, and Community Engagement Activities (required response)

- Community Participation Programs
- Family Literacy Services
- Parent and Family Outreach and Training
- This requirement is met through the support of State/local funds
- Other:

#### Effective instructional activities

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- Tutorials
- Academic or Career and Technical Education
- Intensified Instruction (may include materials in a language that the student can understand, interpreters, and translators)
- Early Childhood ELD programs
- Dual/Concurrent Enrollment Programs/Courses

Improving the core programming for English learners by identifying, acquiring, and upgrading:

- Curricula/Instructional Materials
- Educational Software
- Assessment Procedures
- Other:

Other

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## Response Guidance

***In developing a response, the LEA, Title III consortium region and/or in member district(s) must include a description of the following requirements for each activity selected. This is information will be used to review the LEA plan.***

- *Activities must specifically address the linguistic and academic needs of EL students and/or their families.*
- *Activities must specifically address how each activity is supplemental to the core programming for English Learners (ELs).*
- *Activities must specifically address how each activity will be used to expand, enhance or modify existing EL programs.*
- *Activities funding purchased services or curricular resources must specifically address the parties involved, length of the relationship, and the purpose of the contract.*
- *If requesting funding for staff salaries, describe what staff are included as part of the core ELD program and funded out of state and local funds. Include a description of how the position was funded in previous years.*
- *If requesting materials, describe what curricular resource materials the LEA uses in the implementation of the ELD program.*
- *How relevant stakeholders were engaged in determining the use of Title III funds.*

1. Professional Development- conferences & training materials: Title III resources will be used to provide professional development opportunities for Westminster Public Schools CLD specialists and administrators. Included in these opportunities will be participation in TESOL, CoTESOL, CABE and the CDE CLDE Academy as well as various State Department workshops offered throughout the school year. Participation in these events will systematically build capacity to deliver more tailored and consistent professional development sessions for all

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specialists across the district. These sessions will bring greater consistency and to language instruction and assure that WPS CLDE PD is representative of the most recent research in the field. A cross section of our specialists will be selected to participate based upon differentiated need and ability to train colleagues.

Parent, Family, and Community Engagement Activities: Families of WPS ELs are invited twice yearly to engage in meetings and discussion about the district's CLD program. We participate in a multi-district parent academy to engage a larger stakeholder group. Title III dollars will be utilized to support these endeavors. CLDE administrators provide periodic updates to the Board of Education regarding services provided to our EL students and their families. The numerous family engagement activities provided through Title III resources support our community in understanding the interventions, instructional programs, curricular resources and general academic growth and achievement for our English Language Learners.

Effective instructional activities: Language Acquisition so that all WPS ELs will be successful in transferring from their 1st language to English. Expenditures will include 3 distinct research-based, scientifically proven curricula specifically geared toward elementary, secondary and newcomer students which include digital components, teacher resources, student resources and assessments. We will also utilize Title III funds to provide interpretation and translation for students and parents to facilitate such activities as conferences, parent meetings, etc. An example of WPS CLD assessment procedures supported by Title III funds is our PLC sessions to analyze and act upon language learning data from our 3 stakeholder-chosen curricula. This PLC process in which our specialists and administrators engage in monthly specifically addresses the linguistic and academic needs of individual ELs in WPS.

COMMENTS: Additionally, we intend to contract with PEBC which will be an enhancement to our previous PD programs to provide research-based professional development sessions with the following goals and outcomes:

- Creating a learning-focused culture and build capacity with CLDE Specialists to "train the trainers"
- Build a shared vision and strategies through whole group professional learning with a systematic approach to building capacity
- Collaborate to build common language, expectations, and instructional practices • Develop teachers' expertise and efficacy •
- Asset-mapping and backwards planning
- Build instructional skill and willingness for teachers to open their doors to each other
- Professional Development build around the CLDL framework
- Empower students and teachers to be self-directed learners Teachers will walk away from sessions with strategies to share with teachers and implement in their classrooms

Our professional development endeavors are supplemental to EL's core program because the core program is for all WPS students and this particular PD is solely intended for our CLDE endorsed specialists. The CLDE PD is an enhancement to our existing

Westminster Public Schools is committed to invite parents to become involved in their children's education. The central goal of this is to increase parent leadership and engagement opportunities with the intent of developing meaningful activities as a key stakeholder of the district. There are several ways that parents can become involved:

- District ELA Parent Advisory Committee

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- Coffee & Conversation/Cafecito y Conversación opportunities at each school with a menu of topics derived from parent surveys,
- English classes offered at each school (Curriculum-maestro en casa)
- College and Career Readiness Night/Noche de Preparación Para Colegio y Carrera, Achievement Gap Night/Noche Informativa Sobre La Brecha de Logros,
- How to Pay for College Without Going Broke/Como Pagar La Universidad Sin Acabar en Bancarrota,
- Complete Your FAFSA/Completa tu Solicitud Gratuita de Ayuda Financiera,
- Bilingual College Fair/Feria de Colegios Bilingüe
- College Tours/Visitas a La Universidad. (Year 1: a Fall & Spring Tour)

Additionally, these activities are supplemental in that they are solely intended for families of EL students.

This is an enhancement to our previous programming as the curricula to be employed is new just this year and the 45 minute block is a requirement for all ELs.

## Title III Narrative Question 2

2. **Describe the intended outcome(s) for LEAs, Title III consortium regions and/or in member district(s) and how each proposed activity that will be utilized to increase language proficiency and provide equitable access to grade-level content.**

### Response Guidance

*In developing a response, the LEA, Title III consortium region and/or in member district(s) must include a description of the following requirements for each activity selected. This is information will be used to review the LEA plan.*

- *How the activities' outcomes directly relate to increasing language proficiency and/or access to grade level content at the LEA, Title III consortium region and/or in member district(s).*
- *How the outcome of each proposed activity will be determined in the LEA, Title III consortium, region, and/or in member district(s).*

2. Intended Outcomes:

PD: Provision of job-embedded, research-based professional development for our CLD specialists will be utilized to increase EL's language proficiency and provide equitable access to grade-level content. This will be accomplished through engaging with professional partners and in-district resident experts as trainers and facilitators. The PD foci will be multi-faceted with the intention of identifying and servicing the unique language learning needs of our EL students.

Parent, Family and Community Engagement: WPS' CLD Community Activities will serve to increase EL's language proficiency and provide equitable access to grade-level content. The sharing of strategies and resources with our students' families will help promote academic language acquisition and provide a strong home-school connection. Parents will be made aware of their students' language levels and they will be provided activities and materials to promote accelerate English Language Proficiency.

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Effective Instructional Activities: Our new curricula will enhance our current practice of developing academic vocabulary and language thereby increasing language proficiency for all WPS ELs. Specialists will engage in the PLC process to analyze data garnered from the new curricula's assessment component to make informed decisions about instructional next steps and targeted intervention. CLD instructional activities and interventions will be scaffolded based on language proficiency levels to provide equitable access to grade-level content.

## Title III Narrative Question 3

- 3. Describe how the LEA or Title III consortium lead will provide required professional development (PD) for increasing the capacity of principals and other school leaders, administrators, and instructional staff working with English learners (both ELD and content areas) to meet the needs of EL, including offerings provided and supported by funds other than Title III.**

### Response Guidance

*In developing a response, the LEA, Title III consortium region and/or in member district(s) must include a description of the following requirements for each activity selected. This is information will be used to review the LEA plan.*

- *How the PD plan was developed and the targeted audience was selected.*
- *How the PD will specifically increase the capacity of the targeted audience.*
- *How the PD will be delivered throughout the 2017-2018 school year.*
- *How the PD plan leverages state, local and federal funds to provide effective PD for instructional and non-instructional staff working with ELs.*

3. Professional Development for school leaders and instructional staff: 'The LEA is using the UIP as the comprehensive needs assessment, and notable trends, needs and professional development activities are identified in the LEAs, member districts' Unified Improvement Plan(s) (UIP)). Yes, indeed. Leadership and instructional staff in WPS participate in monthly walk throughs that focus on content and language objectives to increase language as well as academic proficiency. In addition all new teachers to the district must participate in 30 hours of high quality CLDE training. Also, CLDE Specialists are expected to provide school-based training to all licensed staff regarding Culturally and Linguistically Diverse Education and the promotion of language proficiency. Our PD partners, PEBC will routinely provide additional training to specialists, new teachers and administrators. WPS' district UIP includes a Major Improvement Strategy and multiple Action Steps that directly relate to increasing language proficiency. An example of one such Action Step is CLD learning labs in which small focus groups will observe strategies to improve instruction and intervention for ELs of all levels. Another Action Step example is on-going monthly discussion and root cause analysis of ACCESS Data with an in-depth look at service models, materials being used, and types of instructional practices and an analysis of the effectiveness of each.

## Title III Immigrant Set-Aside Narrative Question 1

- 1. Describe how Title III, Immigrant Set-Aside funds will be used to pay for activities that provide enhanced instructional opportunities for immigrant children and youth in the LEA, Title III consortium region and/or member district(s).**

### Response Guidance

*In developing a response, the LEA, Title III consortium region and/or member district(s) must include a description of the following requirements for each proposed activity. This is information will be used to review the LEA plan.*

- *Activities must specifically address the educational opportunities of immigrant students and their families/communities in the LEA, Title III consortium region and/or in member district(s).*



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If LEA, Title III consortium region and/or member district(s) use funds for staffing positions, purchased services, or curricular resources the LEA should include a description of the following requirements:

- *Activities funding staff positions must specifically address how the position was previously funded.*
- *Description must include how relevant stakeholders were engaged in determining use of Title III funds.*
- *Activities funding purchased services or curricular resources must specifically address the parties involved, length of the relationship, and the purpose of the contract.*

Immigrant Set-Aside Funds: These will be utilized for activities that provide enhanced instructional opportunities for immigrant children and youth such as parent meetings and community engagement activities, provision of facilitators and trainers as well as supplies and refreshments for these meetings. Set-aside funds will also be utilized to purchase backpacks full of school supplies for immigrant children and youth.