

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.*

View Additional Guidance

Narrative Text for Year 1:

WPS uses data from the following assessments (frequency and clarification of the process for using the assessments is described below):

- o 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)
- 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 need's 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 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 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.

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

Title I, Part A Narrative Question 2

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).

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*

View Additional Guidance

Narrative Text for Year 1:

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 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. 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". 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 impact homeless from preschool through high school. The Title I Director and the MV Coordinator meet as needed throughout the school year. Compensation 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. 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: Professionals who attended a Parent Institute for Quality Education (PIQE) training in L.A. will utilize their learning in order to 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). 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. The district continues to use the liaison for implementing the existing plan of McKinney-Vento. Points of contact in each building have been identified the 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. 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 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).

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.*
 - *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*

View Additional Guidance

Narrative Text for Year 1:

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 4

4. **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 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*

[View Additional Guidance](#)

Narrative Text for Year 1:

WPS has made a system wide shift for efforts with academic performance and career planning protocol using student data, AVID strategies and authentic community certificated partnerships. Increase student and parent involvement through the use of “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. 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 II, Part A Narrative

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 Narrative Question 1

Complete the table below, describing the LEA's systems of professional growth and improvement, and how Title II funds will be used to supplement, not supplant, efforts supported with state and local funds.

[View Additional Guidance](#)

Title II, Part A Narrative

Title II, Part A Narrative Question 2

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.

[View Additional Guidance](#)

Improvement Activity Item(s)

Ref ID: 640 - *School/District:* 0070 - Westminster Public Schools (District Level)

Title II funds targeted to school? No

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

Human Capital Needs:

WPS is using the funds from the EASI grant to 1) provide a diagnostic to identify the specific needs of Ranum MS regarding both student achievement and teacher support systems.

Proposed Activity:

Ranum has included their plan into the UIP. under MIS #2. The key actions are to use the data provided by Cognia from the diagnostic review to do the following:

Cognia will provide weekly coaching sessions for all certified staff with an administrator or CLDE teacher.

Implement a teacher and principal mentor program to ensure effective performance in a CBS system

Use Marzano Research PD as a consulting partner to use teacher survey data to identify 5-8 elements from the

New Art and Science of Teaching for building focus and teacher goals.

Embed elements into weekly coaching sessions.

Intended Outcome:

Diagnostic Reviews for all schools identified with EASI grant funding

Identify the quality, fidelity, and implementation of high expectations and engaged learning

environments which include learner-centered instruction and data practices,

Timeline:

Diagnostic Reviews will be provided by COGNIA, previously AdvancEd. The reviews were scheduled

during COVID and will now be rescheduled once COGNIA can come into the schools. Ranum's review

was completed and the coaching has been in effect for 19-20 sy,

Ref ID: 642 - *School/District:* 0070 - Westminster Public Schools (District Level)

Title II funds targeted to school? No

Method for targeting funds:

Human Capital Needs:

Proposed Activity:

Cognia will do diagnostic reviews on all schools.

WPS and Cognia will collaborate with schools to write a plan for improvement to address identified needs.

Intended Outcome:

Outcome is identified and address needs identified by CDE

Timeline:

Cognia will perform reviews hopefully, in January 2021.

Rev. 10/20 lk REV. 8/12: Cognia completed the reviews in May and submitted the reviews to WPS in July.

Schools have recently received and are currently reviewing the results. Next steps are to meet with Cognia to develop a 2-year plan to address the needs of each school. The funding source is the EASI grant and Title funds will not be used. LK REV 8/12: Cognia reviews were completed in May of 2021 and we received the preliminary reports on June 30. Plans were shared with each school and the supervising Director. Cognia will be meeting with each school to review the outcomes. Each school is currently organizing a plan to address the areas of need with Cognia. The areas will then become the MIS Magor Improvement Strategies for each of the schools. This process should be completed by October 25th. LK

Title III, Part A Narrative

Title III Narrative, Question 1 - Professional Development

1. Complete the tables to describe how professional development is funded.

The LEA must provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not designed for only language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. The professional development must:

- Improve the instruction of ELs;
- Enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for ELs;
- Be scientifically research-based and of sufficient duration and intensity.
§3115(c)(2))

Professional Development Activities

Ref ID: 292 - *Location:* 0070 - Westminster Public Schools (District Level)

Funding Source: Combo

Other funding source(s): - [Other: General Fund]

Narrative:

- Using both Title III and general fund dollars Westminster Public Schools will provide ongoing and effective professional learning for staff who work with Emerging Bilingual students and their families. WPS employs 40 CLDE Specialists deployed across all district schools based upon EL to CLDE

Specialist ratios. In addition to providing direct English Language Development courses for ELs, CLDE Specialists provide coaching and job-embedded PD opportunities within their buildings on a regular basis. This coaching includes observing general education classes and collaborating with classroom teachers around how to promote comprehensibility of content through quality tier 1 instruction featuring best practices around sheltering instruction, formative assessment and scaffolding content as well as the provision of instructional resources that most appropriate for ELs. CLDE Specialists will also be trained by the district CLDE team to provide multiple professional development sessions geared toward needs identified by walk-throughs and survey data. In addition to what is described above, all new teachers hired in WPS (unless they are CLDE endorsed) must earn over 45 clock hours of CLDE focused professional learning within their 1st two years of employment in the district. This professional learning is provided by the district CLDE team both in the form of 7 three-hour face-to-face trainings and two eWorkshops all focused on making content comprehensible for and the educational program accessible to our Emerging Bilingual students. The above-described professional development endeavors are specifically designed to improve instruction for and assessment of Emerging Bilingual students. WPS has a strong focus on enhancing our teachers' ability to understand and implement curricula, assessments, and instructional strategies for English Learners and in so doing, effectively and actively increase our ELs' English Language Proficiency.

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.

Response Guidance

- *If the LEA allocation is greater than \$30,000, the LEA has:*
 - *determined proposed activities meet the needs identified in the need's assessment.*
 - *allocated funds to Well-Rounded Educational Opportunities, Safe and Healthy Students, and a portion to the Effective Use of Technology.*
- *Include sufficient detail to ensure alignment with the selected Activity content area.*

- *Include an outcome that is attainable and will yield reasonable results.*
 - *What are reasonable expectations of success at the beginning, middle, and end of an activity or intervention?*
 - *How will success be measured?*
- *Include a timeline for the evaluation and alignment with intended outcome.*

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.

Title IV, Part A Activities Item(s)

Ref ID: 2126

District/School:

9466 - Westminster High School

Content Area:

Well Rounded Education

Proposed Activity:

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.

Intended Outcome:

Provide opportunities for students of low incomes to participate in the learning exams and to be reimbursed for the expenditure. This will encourage students to take the exams.

How will LEA Evaluate Activity Effectiveness?

WHS keeps an audit of the number of students taking the exams and follows up with students/teachers regarding results.

Ref ID: 2127

District/School:

70 - Westminster Public Schools

Content Area:

Safe Healthy Students

Proposed Activity:

Celebrate the Beat: Activity focus is on developing healthy living habits, the art of collaboration, critical thinking, and communication skills.

Intended Outcome:

The expected outcome is to expose students to and help students use the skills that support the objectives as stated above. Consistent practice in the classroom is encouraged.

How will LEA Evaluate Activity Effectiveness?

Classroom teachers monitor discipline with data collection and observation. Teachers collect and report data to the administration. They also consistently adjust instruction in order to reach their objectives. The residency is evaluated at the end of the 3-week cycle and the project culmination is a performance.

Ref ID: 2128

District/School:

70 - Westminster Public Schools

Content Area:

Safe Healthy Students

Proposed Activity:

Rachel's challenge will be introduced to additional buildings across the district this year. Rachel Scott's father presents a program that teaches students the importance of having a learning environment that supports one another and motivates student 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 objective.

How will LEA Evaluate Activity Effectiveness?

Building principals encourage classroom teachers to implement this program into their daily classroom activities. The lessons are monitored by the building principal and the school supervisor.

Ref ID: 2129

District/School:

70 - Westminster Public Schools

Content Area:

Well Rounded Education

Proposed Activity:

Marzano Academies professional development workshops, keynote presentations, consultations with administrators, teachers, district-wide or for any school in the district, up, to 100-hours per year. Marzano Academies, Online Compendium of Instructional Resources

Intended Outcome:

Training for teachers to understand and implement the online compendium of Instructional Resources for a Competency Based Classroom.

How will LEA Evaluate Activity Effectiveness?

Building principal along with Marzano associates will observe and mentor classroom teachers and provide feedback on implementation.

Ref ID: 2185

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:

Providing teachers with the personalized learning tools which will help students and teachers use the technology effectively as well as supporting the connection between student and Tech.

How will LEA Evaluate Activity Effectiveness?

WPS consistently encourages and trains teachers to use the most effective and research based technological programs/devices. Principals and district leaders have access to all programs for

monitoring and reporting use and student progress. LK

Ref ID: 2207

District/School:

70 - Westminster Public Schools

Content Area:

Safe Healthy Students

Proposed Activity:

REV. 8/12 Training for campus security staff to determine the safest course of action in any situation to achieve a safe result. The focus is on prevention, critical thinking, and teamwork. 5 campus monitors will be trained. This item replaces the mentors which are paid for in Title II. LK

Intended Outcome:

The outcome is to have campus monitors, bus drivers, school staff, trained in critical thinking and teamwork when responding to an escalation on campus.

How will LEA Evaluate Activity Effectiveness?

The Director of Security will monitor the attitudes, behaviors, and success of the trained staff. Staff will also receive training certification.
