

Consolidated Grants Application 20-21

Consolidated Application

Program Detail: Constituency Participation

The District held Program-Specific Committee Meetings, using timely and meaningful consultation as required in ESSA, where Consolidated Grant planning occurred and a representative from each committee attended the larger Consolidated Grant Planning Meeting

List here the committees, and dates of each committee meeting:

The district has multiple groups that plan, monitor and adjust different programs and activities related to federal grants. These working groups include a combination of educators, staff, administrators, ACSD #1 School Board, students, parents, and different community members. The different working groups include Instructional Facilitators, ELL Team, Juvenile Board for Youth Justice (aka Single-point of Entry), Technology Team, Schoolwide Title I Teams, LEAD Team, CTE Advisory Team, Re-opening Cross Functional Response Teams, and others. Site-based groups utilize a Plan, Do, Study, Act process within a PLC framework to implement, monitor progress, evaluate and adjust plans based on data. The ACSD1 Strategic plan, ACSD1 Policies and procedures, along with various Wyoming laws, WDE rules and regulations are used for decision making in addition to local expectations. These meetings occur at multiple dates and times throughout the school year depending on each group's schedule.

Our consolidated grant planning meeting was held virtually on May 19, 2021. Feedback was gathered at the meeting, and the consolidated grant plan with a feedback survey was posted on the district website after June 15th when the plan's first draft was completed. Feedback and responses were incorporated into 21-22 consolidated grant planning.

The District held one or more Consolidated Grant Planning Meeting(s).

Consolidated grant planning meetings were advertised in the Laramie Boomerang and on the district website, announced during the March and May Board of Trustee meetings, and emails regarding them were sent to different representatives. The meetings occurred on Wednesday, March 24, at 3:00 PM and Wednesday, May 19, at 3:30 PM Both meetings were held virtually to meet Albany County and WY social distancing expectations. Feedback was gathered at the meetings. We met with charter school representation on June 3 and 4.

Required Constituency Represented: Name(s) of Participant(s)

Parents/Guardians: Kate Kniss; Debra Littlesun; Abby Markley; Kay Mobley; Justin Pierantoni; Kevin O'Dea; Dave Hardesty; Steve Slyman; Bill Hankins; Lisa Theis; Rea Shipman; Steve Hamaker; Amanda Knadler; Stefanie Hunt; Emily Cuin; Danielle Kunkel; Kim Sorenson

Students: We did not have any students attend these meetings due to COVID and a meeting time clash with clubs and activities.

Parents/Guardians of Title 1 students: Kay Mobley - Parent of student of Schoolwide Title 1A school student; Dave Hardesty - Parent of student of Schoolwide Title 1A school student; Debra Littlesun- Parent of student of Schoolwide Title 1A school student; Stefanie Hunt- Parent of student of Schoolwide Title 1A school student

Does your district have migrant students? No

Parents/Guardians of Migrant students: Debbie Fisher - Asst. Superintendent of Curriculum and Instruction

Does your district have ELL students? Yes

Parents/Guardians of ELL students: Kari Farley - Title III support and district ELL parent representative

Parents/Guardians of students eligible for special education: Steve Hamaker; Debra Littlesun

Does your district have approved charter schools? Yes

Charter Schools: John Cowper - Principal Snowy Range Academy; Jeff Verosky - Director/Principal Laramie Montessori Charter School

Does your district have private schools? Yes

Private Schools: Holly McKaney - Principal of Laramie Christian Academy

Does your district have home school participants? No

Home Schools: MK- Homeschool parent (They did not want to be identified more than that.)

Local Government (please also specify the name of the agency represented): The district reached out to representatives from local government agencies, yet, no one attended.

State Agencies (ex.: DFS) (please also specify the name of the agency represented): Laurel Ballard - Wyoming Department of Education

Medical Profession: The district reached out to local members of the medical profession, yet, no one attended.

Law Enforcement: The district reached out to local members of the medical profession, yet, no one attended.

Community-based Organizations (please also specify the name of the organization represented):
Pam Zamora - Cathedral Home

Teachers: Dixie Brackman; Emily Owsley; Austin Lipson; Kari Farley; Abby Markley; Kate Kniss; Kay Mobley; Danielle Kunkel; Maggie Glos; Angela Starceвич; Amanda Knadler; Emily Cuin

Title I Staff: Christopher Livingston - Slade ES; Kirsten Schultz - Slade ES; Rea Shipman - Spring Creek; Colleen Posey - Linford ES; Amanda Knadler - Spring Creek

Special Education Staff: Steve Slyman - Director of Individualized Instruction; Amber Berry - Special Services; Bill McKay - Special Services; Jocelyn Jordan - Special Services

School Administrators: Debra Fisher - Assistant Superintendent Curriculum & Development; Barb Farley - Principal of Centennial & Harmony; Brady Humphrey - Assistant Principal Laramie High School; Scott Shoop - Principal Whiting HS; Stacie Anfinson - Principal Rock River Elem./Middle/High School; Kevin O'Dea - Principal Laramie Middle School; Margaret Hudson - Principal UW Lab School; Justin Pieratoni - Principal Indian Paintbrush ES; Dave Hardesty - Principal of Linford ES; Tanya Wall - Principal of Spring Creek ES

Pupil Services, including School Nurses: Bill Hankins - Whiting HS; Bill McKay - Special Services; Jocelyn Jordan - Special Services; Lisa Theis - Laramie MS

Librarians: Stefanie Hunt - Linford ES

School Counselors: Jessica Huhn-Taylor - Whiting High School

Paraprofessionals: Rae Thomas - Linford ES

Only for districts applying for Title I-D, Subpart 2: Local Correctional Facilities or Other Local Programs That Serve Delinquent or At-Risk Youth - Steve Hamaker - Director Big Brother Big Sisters

Native American Coordinator (If applicable): Debra Littlesun - Business Manager at the UW Art Museum

Homeless Coordinators (Ex: Homeless Liaison, HUD Representative, Shelter Coordinator): Lisa Theis - District McKinney-Vento Liaison

Program Detail: Rural Schools

Rural Schools Data

Please enter the number of students in your district attending a public school of under 100 students and located 15 or more miles from a major attendance center.

K-5th:	6th-8th:	9th-12th:	TOTAL
<input type="text" value="76"/>	<input type="text" value="13"/>	<input type="text" value="34"/>	<input type="text" value="123"/>

Program Detail: GEPA Narrative

Describe the district's plan for serving children living in local institutions for neglected or delinquent children, and include a description of transition plans for students going to, or returning from, institutions.

The district has become part of the single entry program coordinated with the county health, law and justice system. Planning for children living in local institutions for neglected or delinquent youth are served in our schools as determined by the school system and the serving institution's personnel (Cathedral Home and/or the Laramie Youth Crisis Center) as well as community agencies involved. Transition plans for entering from or going to these or other institutions are developed through mutual decisions by institutional personnel, school administrators, and the intake team. We also collaborate with the Laramie Youth Crisis Center to provide the Albany County Expelled and Suspended students program (ACES) to District students who are suspended or expelled from school. Laramie Youth Crisis Center personnel provide family counseling as part of the services to students and their families. We have developed and implemented a program, I-CARE, as a transition step between the District and institutionalization (and vice versa) for special education students. School Success Liaisons provide a safety net of services to students at-risk for dropping out during transition.

Neglected and delinquent children in community day school programs.

Children living in local institutions for neglected or delinquent youth are served in our schools as determined by the school system and the institution's personnel (Cathedral Home and/or Youth Crisis Center) and coordinated with state and local agencies. Transition plans for entering from or going to these institutions are developed through mutual decisions by the institutional personnel and school administrators and counselors.

Eligible homeless children.

ACSD1 works to identify homeless students within the boundaries of the Albany County School District #1 and to eliminating barriers to enrollment or academic success. Screening questions have been added to the district on-line enrollment form to assist in identification. Secretaries and registrars are trained to look for signs that students are from homeless families when they enroll. Transportation and other support personnel also receive training in what to look for in homelessness. All K-12 teachers and other school personnel are trained (requirement for employment) annually regarding Homeless Awareness and McKinney-Vento legislation which

better enables staff to identify when a student may be experiencing homelessness. If a student is identified as such, the District will serve these students, providing a quality education for them, providing whatever related services are necessary, will automatically qualify them for the free-and-reduced lunch program, and will provide transportation for him/her. If a student has been identified as homeless, the personnel making the identification informs the principal, and the principal then notifies the District's Homeless Liaison or one of the designated School Success Liaisons at each grade span that serve as part of the Homeless Liaison's identification team in the schools. This team meets monthly to plan for the needs of the homeless students. A focus on training of families on how and where to get assistance is a priority. The team will investigate to determine the student's eligibility for homeless assistance services. If the investigation reveals homelessness, the Homeless Liaison will make a record of identification and then work with the at-risk team and the school to ensure the student's needs are being met.

Children who may be English Learners (EL). The plan in this question must include the method for identification and placement of LEP students (i.e. home language survey and EL screener), the staff, materials, and facilities identified to be used in the 'core' English language instruction program, and methods and procedures the school district will use to measure the effectiveness of the program.

What questions are asked on your district's home language survey?

We ask demographic information, and the following three questions: 1. What language did your child learn when he or she first began to talk? 2. What language does your child most frequently speak at home? 3. What language is spoken by you and your family most of the time in your home?

What English Language Proficiency Assessment will the district be using for students in each grade level cluster?

K and 1st Semester of 1st Grade: WIDA MODEL Oral

1st with previous formal schooling: WIDA MODEL

1st-12th Grades: WIDA Screener

What type of EL programs are provided by your district? (for example: dual immersion, ESL pull-out, content-based ESL, sheltered instruction, structured english immersion, heritage language, etc.)

English Language Development Pull-Out, Sheltered English Instruction, Push-in Instruction/Co-teaching, Dual Language Immersion, Content Based ESL, Specifically Designed Academic Instruction, Newcomer Class, Secondary EL Class
Program is determined based on student needs. Student progress is monitored and adjusted to address student progress in acquiring ELL Skills.

What staff (how many instructors including teachers and paraprofessionals) are used in your Core ELL program?

The district employs 4 FTE ESL endorsed teachers. The district hires a coordinator who is responsible for all assessment reporting and oversight of each student's programming.

What materials are used in your Core ELL program? (Do not include materials that are purchased to supplement your Core ELL program, only include ELL curriculum, etc. that is used for English Language Acquisition and/or access to mainstream content that is part of your Core ELL program)

National Geographic Reach, Scott Foresman Reading Street for ELLs, WIT & Wisdom, Raz-Plus ELL Edition, Learning A to Z

What facilities are used in your Core ELL program? (For most this will be your regular classroom, but if you have a designated/dedicated ELL classroom that is used by all ELLs, you should include this information.)

Each site has a schedule modification and a location for ELL services. Some services are provided in the regular classroom if applicable. We also offer extended day instruction for ELL students and their families.

Children with disabilities.

The District has extensive Child Find and Special Education programs to identify and meet the needs of qualified students under IDEA or Section 504/ADA. A Section 504 Case Manager monitors services to students who qualify under Section 504. The District conducts a yearly screening of all incoming kindergarten students in the fall to identify students who may warrant a more in-depth look at skills and abilities. The District employs special education case managers to work in each of our schools to assist in the referral, identification, and placement of students with disabilities. Evaluation groups, composed of highly qualified staff, conduct comprehensive evaluations to identify all areas of need even if not commonly associated with a specific disability. IEPs are implemented as designed, and progress is routinely monitored and reported to parents. Qualified students are reevaluated every three years (or sooner if need warrants). The district utilizes scientifically researched-based materials and strategies to the extent available and provides staff development to ensure implementation with fidelity.

Children who received coordinated early intervening services prior to referral to special education services.

Each school has an established School Based Intervention Team (SBIT). The SBIT is a team of educators at each site trained to work together as effective problem-solvers. SBIT teams focus solely on creating strategies to help children be more successful in general-education classrooms and to assess whether a student responds to identified interventions. The schools are able to

respond effectively and efficiently to the identified student need. There is an established process/procedure that teams follow which includes contacting parents. The teams explore reasons for a student's learning or behavior difficulties, identify student strengths, and brainstorm interventions. During the implementation of interventions, student progress is tracked and follow-up meetings are held to determine what is and what isn't working. If data indicates a referral to special is warranted, the teams follow established District procedures at that point.

Migratory children served under Title I, Part C, or who were formerly eligible for services under Part C.

Albany County School District One does not have any identified qualifying work for migrant workers within the county and its communities. The District makes every effort to find and identify any student who enrolls who may be a child of a migrant worker. All new enrollees complete the district's Home Language Survey upon entry. This serves as a screener for identification of potential English language learners and migrant students within the district. Qualified ELL teachers will next administer the required language screener (W-APT/ Model) to all students who are identified as speaking languages other than English. A set of standard interview questions will also be asked of students during the language screening to ascertain whether the student and their family move often for seasonal or temporary agricultural or fishing employment. Responses that identify the student as potentially migrant will prompt further contact with the family and an identification of migrancy if appropriate. The District will serve these students and their families, providing a quality education and whatever related services are necessary to ensure that students are able to maximize their educational opportunities while in our district.

Youth at risk of dropping out.

The District offers a number of programs to promote student commitment to completing high school, including after-school tutoring programs. The District also employs School Success Liaisons with expertise in drop-out prevention, who make contact with students who have dropped out of school or are contemplating dropping out of school, in order to encourage them to stay in school, and to determine what barriers may need to be overcome in order to allow them to continue going to school. District personnel identify strategies to prevent students from dropping out of school. As our most extensive program, the District continues to operate Whiting High School as an alternative high school to serve students who have been identified as at-risk of dropping out of school. Whiting High School is a grade 9-12 school offering smaller class sizes, individualized instruction to meet the needs of at-risk students attending the school, as well as a Teen Nursery program for single mothers. The District has developed a process, School-Based Intervention Teams (SBIT), for assessing students who appear to have difficulties in the classroom and determines the types and levels of interventions that are needed to help them to be successful in school.

The District has implemented more academic interventions at the secondary level to support at-risk youth. The schools employ a response-to-intervention model and staff use researched-based curriculum and instructional practices in an effort to meet individual student needs and result in better outcomes for students. These supports assist in reducing the number of students in the general population and students with disabilities who drop out of school.

Immigrant Student: This refers to individuals who are aged 3 to 21, were not born in any state, and have not attended one or more schools in any one or more states for more than 3 full academic years. A student does not need to be an EL to qualify as an immigrant student. How will your district provide services to Immigrant Students?

An immigrant student is age 3 to 21, was not born in any state, and has not attended schools in one or more states for more than three full academic years. In Albany County School District, we identify students in this category through the following procedures:

1. Information on student enrollment form
2. Check school of last attendance when reviewing student transfer documentation

Should we identify a student with immigrant status, services will be provided to these students based on need in the areas of ELL, literacy, numeracy, IDEA, orientation to our government and school systems, society and career, college counseling, etc through the additional support of our district's wraparound service providers.

Title I-A - Basic

Program Detail: Program Information

1. Select each of the criteria used by your school(s) to qualify students for Title I-A services.

- Attended Even Start / Head Start Preschool State Assessment
 District Assessment(List Assessments - 245 of 250 maximum characters used)

Approaching maximum character limit.

ACSD1 utilizes the MTSS process to gather data from goal-based common formative/summative assessments and diagnostic/progress monitoring assessments such as NLM Cubed, ADD + Vantage, Fast Bridge, etc. to recommend students for Title IA services.

- Teacher Referral(List Assessments - 240 of 250 maximum characters used)

Approaching maximum character limit.

PLC teacher teams use the Plan Do Study Act process to create and gather data from goal-based common formative assessments to refer students for Title IA services. Teachers also refer students to SBIT that uses the assessments listed above.

- Parent Referral(List Assessments - 142 of 250 maximum characters used)

Parents may request additional supports by sharing concerns with teachers and other staff members during conversations and annual conferences.

- Other Assessment(s)(Describe - 0 of 250 maximum characters used)

- Other Criteria(Describe - 0 of 250 maximum characters used)

What written policy or procedure do you have that will ensure that Parent and Family Engagement activities occur within your LEA and schools?

ACSD1 Strategic Plan along with policies 7003 and 7004 outline expectations for schools to ensure parent and family engagement activities within the district and in schools.

Additionally, each fall, Title IA schools and staff are trained by the State and Federal Programs staff on parent/family involvement planning, activities, and related

documentation requirements. Noted in policy 7004 and highlighted during training is the expectation for parent and community participation in planning, gathering of feedback after events, related sign in sheet documentation, and the development of and parent notification on school compacts. Parent compacts are developed and shared with parents on back-to-school nights with explanations of processes and permission signature pages. Each school typically holds a minimum of two family/parent nights annually with advance planning, agendas, training activities, sign in sheets, feedback forms to assist the school in better meeting the needs of parents and students. Parents or guardians provide additional feedback in district surveys, school surveys, and regular interaction with their student's teachers, principal, or other staff.

Please describe the Parent and Family Engagement activities that happen within your LEA and schools.

Parent and family engagement activities occur on a regular basis. These activities are planned at both the district and school levels based on data and input from parents and staff. Family and parent engagement remains a critical focus especially in moving forward from the changes required by the COVID-19 pandemic to keep parents/students informed, engaged, and to support student growth. Parent-family engagement activities are facilitated by school staff, program staff (i.e. ELL, Title 1A), homeless liaisons, teachers, and community members. 21-22 focus areas will center on positive learning relationships, mindfulness, building resiliency, and adapting to change in a healthy manner. These areas will be in addition to academic skill building and support activities training for parents and students to complete as supplemental learning at home.

How do you annually evaluate your program? What data do you use in your evaluation?

PLC/data meetings occur weekly that bring educators together to maximize expertise in identifying root causes, making adjustments, altering variables (time, group size, intensity of instruction, targeted intervention/enrichment strategies, and more) for individual and groups of students. As school improvement and individual student goals are attained, the goals are revised and plans are updated. Routine monitoring of progress is conducted. Each Title I site meets a minimum of two times annually with parent groups to assess effectiveness and needs in their programs including programs and services. Additionally, the District uses multiple processes to both monitor and assist schools in identifying needs including student sub-groups, planning, transitions, collaboration among schools, and coordinating resources including staffing. At the end of the year, Title 1 principals evaluate their Title 1 plans to evaluate progress towards meeting goals with data from weekly meetings and progress monitoring along with input from Title 1 staff and other building stakeholders.

How do you annually determine the effectiveness of your program?

Program effectiveness utilizes both macro data indicators and micro data metrics that are reviewed by grade-level PLC teams, school leadership teams, and by the district. Metrics include multiple measures including state assessment (WY-TOPP) results, district assessments including NLM Cubed and others to measure growth, and local PLC developed common formative assessments. The assessment data is analyzed for individual students, student sub-groups, grade level, etc. Results are used in multiple ways but most importantly to assist in instructional decisions to move each individual student forward and determine areas for overall system improvement. The evaluations of effectiveness are done using a PLC approach at multiple levels from the classroom, program, grade level, school, and district. PLCs rely on review, feedback, and identification of next steps the involve multiple people collaborating to Plan (write goals and check-ins), Do (provide instruction by implementing various strategies), Study (review data and success criteria from check-ins), and Act (provide intervention opportunities and additional instruction to students who do not meet the goals yet.) Schools will also be able to track effectiveness in the spring of 2022 by comparing students' growth from these WYTOPP scores to the baseline scores earned in the spring of 2021 after the COVID-19 pandemic.

Describe the process you use to perform equipment inventory.

Equipment inventory starts with fiscal processes that include requisitions, ordering, confirmation of equipment receipt. Once equipment is received it is entered into a district database (barcoding/tagging). Orders are received at the district's central receiving location, tagged, and then routed to department or school locations. Equipment valued at \$500 or more, and small and attractive items such I-PADs that may be less than \$500 are all inventoried. When a Purchase Order for equipment utilizing Title I funding is generated, processed, and received by the Federal Programs office, the item(s) are placed on an inventory that is updated and monitored by the Federal Programs Bookkeeper at Central Office. Purchase Orders are retained and archived for reference as hard copies and within the ALIO fiscal management system. (In January 2022, the district will transition to the Skyward fiscal management system.) Sites also maintain copies of the equipment inventory and are responsible to label and track all Title I equipment at the site level. Title I equipment inventories at both the site and Central office level are updated annually with location and condition of items noted. If and when equipment needs to be surplusled or discarded, the district's surplus procedure is followed, with the building principal/supervisor initiating and approving the item for removal and disposal, before the item can be removed. If the item still has a useful life and is in good repair, it is offered to other TI sites or other federal programs and the item is transferred from the original building inventory to the receiving building/program inventory.

Describe the process used to ensure that minority and low income students are not being

taught at higher rates than other students by ineffective, inexperienced, or out of field teachers.

ACSD1 administration (district administrators, department chairs, and principals) place an emphasis on hiring high quality candidates. In addition, other metrics are monitored including staffing data for each attendance center to review teacher and other staff certification, level of experience, and performance. ACSD 1 administration will make adjustments, if needed, based on the different data areas. The district provides parent notice to parents, when in rare circumstances, students are taught by a teacher that is "out of area" or a long-term substitute. A commitment by ACSD1 has been to provide staff with a cadre of high-level instructional coaches for all teachers. Educators and support staff that are new teachers/support staff, new to the district, starting in new program areas, or have identified performance concerns are prioritized for coaching, so minority and low-income students are not being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers.

What policy does the district have to support transition of students from middle to high school, and high school to post-secondary activities?

Transitions for students across the district, whether entry into a new grade level, new building (grade span), or transitioning to post-secondary are addressed through multiple areas of focus and processes. Communication with students and parents begins well before the transition period. At the middle school and high school levels, the district works with parents and students beginning in sixth grade for transition year to year that prepares for post-secondary opportunities. Naviance and other programs are used that begin with helping students identify strengths and interests. Next, students have multiple career exploration opportunities including information on what courses and skills will help develop the characteristics needed for the next step whether it is transitioning from 5th grade to middle school or 8th grade to 9th grade or 12th grade to post-secondary. The district provides opportunities to learn about the next step, visits when practical, and technology resources prior to transitions. In addition, the district utilizes different methods to encourage student exploration including teacher encouragement, school experiences, community experiences, and virtual field trips or in person field trips. School counselors and others engage students and parents in preparation for transitions. Policy 3004: Special Services describes the personnel who support student transition. Policies 4008 and 4030 describe the requirements for transitioning from one level to the next.

Describe the activities the district uses to support efforts to reduce the removal of students from classrooms as a means of discipline.

Multiple efforts are used to keep students in the classroom. Professional development (PD) is provided to staff in an effort to decrease lost student learning experiences. This PD includes training from the Crisis Prevention Institute (CPI), Trauma Informed Instruction, Relationship

Building Strategies, Feedback for Learning, High Leverage Learning Practices (HLPs), Positive Based Interventions and Support (PBIS), mental health strategies for staff, students, and families, and Safe and Civil Schools. Additionally, the district and schools review discipline data and rates to identify needs and adjust procedures to regulate student behavior issues and keep students in class. ACSD1 maintains additional staffing including school psychologists, counselors, social workers, intervention staff, School Success Liaisons, and others to support student success and to work with students and families. This includes collaborations and partnerships with community-based resources including DFS, LPD- SRO, Local Juvenile Justice Groups, Laramie Youth Crisis Center-CHC, Big Brother-Big Sisters of Laramie, Single Point of Entry, Wrap Around Family Supports, and local medical providers especially ones who offer mental health supports. If a student does receive OSS, an ACES program enables the student to remain current on schoolwork and learning with support on site by ACSD1 staff members. In addition, multiple stakeholders partake in education and training to identify and mitigate root causation issues thereby reducing situations that require the removal of students from classrooms as a means of discipline. Policy 4019 outlines the specific, extreme circumstances when suspension and/or expulsion is deemed necessary.

Program Detail: Schoolwide Program Information

Does your district have one or more buildings with a school wide plan? Yes

Describe how the School plans are reviewed and updated by the Schoolwide Title I within your district.

For the 21-22 school year, the following schools are district and state approved school wide programs: Centennial E.S., Harmony E.S., Rock River E.S., Slade E.S., Spring Creek E.S., and Velma Linford E.S. Leading into the 21-22 school year, the district will host a Title 1A meeting where the grant coordinator will review schoolwide expectations for the upcoming school year including processes regarding the reviewing and updating of plans. Building leadership teams review assessment, attendance, behavior, and other data. Teams use this data to address instructional, professional development, and special populations' needs and to determine primary areas of focus and the instructional strategies necessary to improve those areas. This information is communicated to parents/guardians, staff, the district office, and school board. A variety of stakeholders review and update the schoolwide plans annually. This systematic approach coordinates programming, brainstorms methods to increase parent and community involvement, determines equitable distribution of resources, and improves structures and processes that focus on all students meeting or exceeding performance targets.

Describe the evaluation and decision-making process for the Schoolwide Title I Programs within your district.

Throughout the year, principals of schoolwide Title 1 schools gather data and stakeholder input to evaluate how the programs are working and make decisions for the coming year. Building

grade-level PLC and SBIT teams utilize MTSS processes to monitor student progress and create action plans which are reviewed, revised, monitored, and updated to implement school actions and meet program goals. Building teams also analyze data in the short term and longitudinally to track trends over time. Schools use common assessments, NLM Cubed, Add+Vantage, WY-TOPP, and other assessments depending on purpose (program evaluation, diagnostic for student need, etc.). Parents/guardians provide input through surveys and evaluations after parent engagement events. At the end of the school year, principals submit a plan detailing their goals and activities for their programs in the coming year to the district Assistant Superintendent of Curriculum and Instruction/Grant Manager/Grant Coordinator to ensure that all grant guidelines and requirements are fulfilled and that programs align with the district's strategic plan.

Describe how your district ensures that teachers participate in the evaluation of and decision-making for the Schoolwide Title I Programs.

The district's PLC process depends on the stages of Plan-Do- Study-Act (PDSA) and the involvement of teachers working through those stages. Data from this process contributes to the evaluation and decision-making for Schoolwide Title I Programs. PLC teams meet on a regular basis with instructional facilitators assisting in the PLC process and discussions. The PLC processes in addition to MTSS processes provide educators with timely and direct participation in decision-making at the individual student level, grade level, and schoolwide program level. Some schools include Title 1 teachers and support staff in the grade level meetings while others communicate to Title 1 educators through their instructional facilitators. In addition, school teams that include teachers and Title 1 staff meet on a consistent basis to review student data, school data, and district data and to develop school improvement plans along with other stakeholders. These groups also monitor and adjust student plans to provide timely action if a strategy is working or not working as planned.

Program Detail: Allowable Activities

Indicate which Instructional Activities your district plans to utilize.

Evidence-based reading program: ACSD1 uses Wit & Wisdom as the core program at the elem. levels. K, 1, and 2 also use Wilson's Foundations as the core reading foundational skills program. IFs support program use at the elem. schools by providing PD. Teacher teams create and revise common district assessments to monitor student progress. These programs are supplemented with research-based materials depending on student needs. Additional programs/materials include Geodes; 3rd grade Foundations; Story Champs; Learning A-Z; LLI

Evidence-based math program: ACSD1 core program is Origo Math. Instructional Facilitators (IFs) support program use at the elementary schools by providing PD. (During the 21-22 school year, the district will begin an in-depth study and review of new math core programs for adoption during the 22-23 school year.) Scientifically based research (SBR) programs/materials that

supplement Origo Math include (but are not limited to) Math Recovery, Moby Max, and Origo interventions.

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- Reading/Literacy Instructor
 - Math Instructor
 - Diagnostic and/or Formative Assessments to Inform Instruction
 - Educational Consultant
 - Teacher Mentoring Program
 - Other, please specify.(0 of 500 maximum characters used)

Indicate which Tutoring/Extended Day Activities your district plans to utilize.

Depending on student needs, additional tutoring, before or after school may be provided to support English Language Learners, students in housing transition, and students who need extra support while attending Title 1A schools. Tutors focus on the areas of English Language Arts, math, and other subjects (if deemed necessary) to support students' academic progress at each Title IA school.

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- Extended-Day Program(Please provide details - 0 of 500 maximum characters used)
 - Extended-Year Program(Please provide details - 0 of 500 maximum characters used)
 - Summer Program
 - Other, please specify.(0 of 500 maximum characters used)

Indicate which Early Intervention Activities your district plans to utilize.

- Extended Kindergarten Program(Please provide details - 0 of 500 maximum characters used)
- Pre-School Program
Select the option being used by your program:
 - Head Start Performance Standards
 - Even Start Model
- Other, please specify.(380 of 500 maximum characters used)

Due to TANF grant reductions, some Title IA funds will be used to support the preschool programs at Slade ES and Linford ES. These programs have limited enrollment and are open to TANF qualifying preschool applicants and those children who meet other indicators including homelessness, foster care, ELL, etc. These indicators help prioritize participation based on student needs.

Indicate which Professional Development Activities your district plans to utilize.

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- State/National Meetings (Please provide details - 0 of 500 maximum characters used)
 - State/National Conferences (Please provide details - 491 of 500 maximum characters used)

ACSD1 staff are regular participants in State, Regional, and National conferences in relation to identified program, school, and district improvement plans. ELL-WIDA PD, Homeless Students, Neglected/Delinquent students, Standards and Assessment PD, are WY focused PD. National conferences assist in PD related to NAEHCY, ELL, Intervention Strategies, PBIS/MTSS/PLC implementation, learning behaviors including SEL, targeted intervention strategies, and high impact instructional strategies.

Professional Development: ACSD1 uses a blended approach to meet PD needs in an ongoing manner. Primary PD is provided by instructional facilitators (IFs) and other school staff with expertise. IFs play a critical role in providing embedded weekly PD at the school levels regarding School Improvement Plan (SIP) goal areas, instruction, and other High Leverage Practices (HLPs). Sometimes, additional PD work occurs with consultants. PD activities are evaluated and modified to meet identified district and SIP goals.

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- Professional Memberships/Subscriptions(Please provide details - 0 of 500 maximum characters used)
 - Curriculum Mapping(Please provide details - 262 of 500 maximum characters used)

Grade-level teacher teams including teacher representatives from Title 1A schools meet throughout the year in the content areas of ELA, math, and science to discuss curriculum mapping and create/revise district common assessments based on the curriculum mapping.

Which Parent and Family Engagement activities your district plan to utilize?

- After-School Meetings
- Family Literacy Activities
- Curriculum-Centered Meetings
- Parent Training
- Parent Communication
- Parent Liaison/Coordinator
- Other, please specify.(105 of 500 maximum characters used)

Besides offering Family Literacy activities, Title 1A schools also provide Family Math activities as well.

Response to Intervention activities

ACSD1 schools continue to use PLC processes including PDSA and MTSS/PBIS to provide focused interventions and enrichment opportunities for students. PLC teams meet on a weekly basis to review data, identify students' needs, and share instructional strategies and methods. Title IA schools also have additional interventionists to assist in providing interventions. These interventionists are either members of the teams or they meet with the IF to review what was discussed in the meetings.

Services for specific student groups

ELL: Supplemental supports for ELL students are provided in addition to the ELL program that is funded with general funds. These supplemental supports assist in providing additional interventions, assistance, and support for identified ELL students that are struggling in language acquisition. This includes providing students the opportunity to use SBR resources at school and beyond school to help students bridge the original language to English.

Homeless students: Students who are experiencing housing transition (SEHT) are provided focused supports by ACSD1. They begin with early identification of family and student needs. Identified Student Success Liaisons work with students, families, and the community to meet basic needs first and then to provide students with educational opportunities and additional supports if needed. Minimizing barriers to educational access is a priority. Early identification and supports applies to district preschoolers.

Neglected and Delinquent students: ACSD1 and the community provide many supports for neglected/delinquent students. Within the district, counselors, school psychologists, social workers, school success liaisons, and dropout prevention staff work with students, families, and the community. Focus areas include relationships, communication, collaboration, prevention, and providing supports to help students reduce negative educational impacts with SEL supports, health resources, Trauma based structures, and community connections.

Program Detail: Staff

	Number of Title I Targeted Assistance Program FTE Staff	Number of Title I Schoolwide Program FTE Staff
Administrators (non-clerical)	0.00	0.70
Instructional Support Paraprofessionals	1.00	4.00
Non-Instructional Support Paraprofessionals	0.00	0.00
Teachers	1.00	8.08
Support Staff (clerical and non-clerical)	0.00	2.00
Other (specify) <input type="text" value="Homeless and Neglected"/>	0.00	0.30

Program Detail: School Improvement

Does the district have any schools identified as Comprehensive Support and Improvement? Yes

List the schools identified as CSI. Whiting High School - Alternative High School

Provide a written summary of the steps the district will take to support each school identified in improving student outcomes at these schools.

WHS is supported to improve student outcomes in multiple ways. This includes communication with parents, staff, and students to identify interest and needs. Support is also provided with designated staff by the district, PD supports, coordination of support services, and providing

opportunities for innovative programs to recover drop out students, credit recovery options, and PD. A focus on dropout prevention via a specialist, additional counseling supports, and community partnerships remain a focus of school improvement efforts and improving students' academic skills and related learning behaviors. Also, WHS is supported in development of other instructional resources to support the variety of instructional needs for WHS students. Strategies include leveraging technology to increase student engagement, increase learning opportunities and credit recovery opportunities, connecting with community mentors, and developing flexible programs around student schedules and needs. The district assists with data, community connections, coaching, planning, and ongoing monitoring of progress.

Provide a summary of the results of the resource allocation review. WHS as a high school has access to similar resources as Laramie HS and Rock River HS. This year they will have more resources allocated to them due to their increase in Free/Reduced Population

Will the district be offering school choice to students at these schools? No

Does the district have any schools identified as Targeted Support and Improvement? Yes

List the schools identified as TSI. Rock River Elementary School (Free/Reduced lunch)
Whiting High School (Free/Reduced lunch)

Provide a written summary of the steps the district will take to support each school identified in improving student outcomes at these schools.

RRES is supported by the district in multiple ways to improve student performance and success. ACSD1 provides consultants to help support the PLC process and Social and Emotional learning to help improve student success and school culture. RRES's work will focus on using the PLC, MTSS, PDSA processes. They will also receive instructional coaching and PD to support educators and other staff in order to address students' academic, social, and behavioral needs

Title I-D - Subpart 2

Program Detail: Narrative

Provide a summary description of the district's planned use of the Title I, Part D, Subpart 2 grant funds and major milestones in project implementation.

ACSD1, in partnership with different community organizations, works to provide different supports for high-risk youth. One focus area, especially with the shifts to virtual learning, is to improve student attendance especially students missing 15% or more school days. Big Brothers Big Sister (BBBS) of Albany County will be contracted for early attendance interventions including home visits, parent/student outreach and training to address causes of poor attendance.

Data to be reviewed are attendance rates, attendance referral rates for attendance to the county attorney, and school attendance rates. Another focus is to support a social work position. This position will provide support for high-risk neglected and potentially delinquent students and their families. A focus for early interventions for students in grades K-6 to develop key skills including trauma resiliency in students. The district will utilize Behavior Advantage to track Special Education and Tier 2 and 3 General Education behavioral data. Programs will continue to focus on resource materials and digital supports to assist students in remaining on track or returning to being on track with credit recovery. At Whiting High School (WHS), an alternative high school, funds will be used to support student transitions by providing linkages to school and community supports. WHS students, who are parents, are offered onsite daycare to improve attendance, learn job-skills, and to improve parenting skills. The Covid-19 mitigation and remote learning impacted our students and adults. PD will be sustained in trauma response, Safe and Civil Schools, and SEL support strategies for our vulnerable and high-risk students. Community collaboration remains an ongoing focus to help prevent, intervene, and build student skills. Funds will be utilized to support curricular materials and related technology for students to continue learning, stay current in classes, and credit recovery while they are at LYCC/ACES.

Describe the transition and planning services the district will provide for children and youth entering to and returning from a facility. This includes locally operated facilities such as juvenile detention or correctional facilities, community day programs, group homes, or other facilities where transition planning ensures continuous services and success for neglected and delinquent students.

The district has a team of transition staff that work with all students when they transition back to a school setting. This team meets with multiple stakeholders (parents/guardians, students, counselors/teachers/staff, and others as indicated by individual situations) to develop and implement entry plans to support student success. Additionally, funds will be utilized to support curricular materials and related technology for students to continue learning, stay current in classes, and credit recovery while they are at LYCC, ACES, and ICARE.

Describe the services that will be provided in the district's dropout prevention programs to be funded through this grant for students at risk of dropping out or returning from a locally operated correctional facility.

There is a drop-out prevention specialist whose sole focus work is on dropout prevention programming. The specialist helps in triaging barriers to school success including intensive school counseling, outside therapy referrals, internal and external wrap-around services, and flow-in and flow-out transition planning, and long-term success planning.

Describe the program's coordination with existing social and health services, for students returning from correctional facilities, at-risk students and other participating children or youth including prenatal health care and nutrition services related to the health of parent and child,

parenting and child development classes, child care, targeted re-entry and outreach programs, referrals to community resources, and scheduling flexibility.

ACSD1 coordinates with multiple agencies including state agencies, local agencies, and community agencies to support students that have a variety of risk factors. Flexible scheduling is provided to allow students to address different needs including counseling needs, parenting needs if they have a child, or similar obligations. This includes coordination with the community juvenile drug court to address student addiction issues. Coordination with special services for students on IEPs is an important component of transition back to programs. The ACES program assists families and students by providing supports and referrals to other supports including DFS, SNAP, Diversion, PEAK Wellness, and others. District social workers and school success liaisons coordinate support services and mentoring programs. Addressing both health care and mental health care needs continues as a focus to address student health needs, depression, suicide prevention, and social behaviors continues.

Describe any partnerships with institutions of higher education or local businesses to facilitate post-secondary and workforce success for children and youth returning from correctional facilities.

ACSD1 has established partnerships with UW, LCCC, Laramie Care Center, Iverson Hospital, and Zenith Business Solutions to provide job seeking preparation, job site training, advance certification, and related CTE opportunities. WHS initiated an entrepreneurial program, as have other high schools, to provide students with relevant learning opportunities to prepare for post-secondary success. Title ID assists students in accessing these different opportunities including requisite expenses related to background checks, and related supplies and materials to provide at-risk youth with access to the learning opportunities. Day care is provided to single parents including training in childcare, nutrition, and providing a nurturing environment.

Describe the program's coordination with federal, state, and local programs, such as the Title I of the Workforce Innovation and Opportunity Act and vocational programs.

The district coordinates with law enforcement, juvenile justice, DFS, Big Brothers Big Sisters and other community and state agencies. Albany County has a single-point of entry to assist in providing "wrap-around" services for students that receive citations or have other offenses. These groups meet regularly to keep everyone informed and provide programming and planning for our students with workforce and opportunities for success. Our district CTE program offers opportunities for internship/job coaching for students. In addition, we are utilizing programs to reduce drop-out rates with graduation coaches and to encourage students to return to school for their GED or credit recovery towards their diploma. The district's CTE and Perkins programs coordinate with different community groups including the Dept. of Workforce Services to provide opportunities in related CTE programs.

Describe any formal agreements with local institutions or correctional facilities, including facilities operated by Indian tribes.

MOUs are established for information sharing among local law enforcement, county agencies, and state agencies including the Juvenile Services Committees and Board. A formal MOUS that is renewed annually exists between the District and BBBS to increase coordination and assistance to families. ACSD1 also has several partnerships and agreements with community organizations including Family Promise, Laramie Interfaith, BBBS, and others. Community collaboration and information sharing occurs with agreements related to Single-point of Entry and Child Protection Teams enable information sharing and response coordination. LYCC is used in conjunction with our ACES program to transition youth back into school from correctional facilities. There is a team effort among the staff at LYCC, ACES, DFS, the court system, probation and parole, BBBS diversion program, and the school district. Social workers assist in facilitating coordination to support student success.

Describe how the district will find alternative placements for youth who are unable to participate in the regular program.

The District works to provide students with alternative placements in district as much as possible. For some students, a change in school settings coupled with related instructional supports and social-emotional supports can be successful. Fortunately, ACSD1 is able to support multiple settings to provide options for significantly at-risk youth (examples: Schools with small class sizes, schools with behavioral support programs, etc.). The ICARE program supports youth needing significant emotional, social, and behavioral supports. WHS is an alternative school setting to assist students that struggle in other high school settings. Each school and grade level utilizes a PLC, MTSS, and/or PBIS structure to address and support students including specialized programs and supports within the school. Additionally, the ACES program provides a small group and alternative setting for students in the short term or the long term due to significant disciplinary challenges. The focus remains providing multiple supports with community coordination and supports to assist students to attain high school graduation or GED.

How will the district collect the federally required program evaluation data (student demographic data, attendance data, reading and math pre and post-tests, post-graduate data, etc.)?

The district utilizes several resources to assist in the collection of required program data. These include several WDE collection systems (example: WyCTE, and multiple data reports), district-based systems including PowerSchool and SpedAdvantage, and internal databases or spreadsheets. The district is continuing to establish a MOUS with Cathedral Home for Children regarding ACES and LYCC data sharing that maintains student/family information security. Other MOUS provide for the sharing of information among school district and community agencies to complete the different federal reports.

Has the district submitted the WDE-568?

Planned submission no later than 7/15/21

Please describe the results of the end-of-year evaluation. What conclusions did the district draw from the WDE- 568? What changes, if any, will be made to the Title I-D program as a result of the evaluation? If the district is unable to use the WDE 568 for program evaluation, describe the results of the district's alternative evaluation.

Data review is ongoing including work by district and school leadership teams, school success liaison team, school and district administration, and community committees. Trauma experiences remain a common factor in many instances of students that may be neglected or exhibiting delinquent behaviors. ACS D1, especially with current situations in the nation and world, continues the focus to address this through building relationships with students/parents/family, classroom strategies to assist students with trauma backgrounds, mental health and SEL supports for students, parents, and families, multiple pathways to recover credit, and providing different learning options. School attendance and truancy will continue to be addressed using SBR strategies to address early issues. ACS D1, with its community partners, continues to provide strategies and supports to parents. Success is indicated with several practices including ACES, "wrap-around", drop-out prevention coach, and structuring credit recovery to meet students at current skill levels. Due to the COVID 19 pandemic and the building spacing requirements, these services were employed in a limited capacity until the return of full-time, in-person learning of all district schools which occurred on March 22, 2021.

As appropriate, describe how the district will coordinate with facilities working with delinquent children and youth to ensure that those children are participating in an education program comparable to one operating in the local school the child would otherwise attend.

ACS D1 coordinates when students are transitioning to a facility or returning from a facility. The Special Services office serves as the primary point of contact. This office communicates with school staff including school success liaisons to communicate regarding student needs, programming while at ACS D1, and how to work towards comparable programming with transitions. This also occurs when students return to district settings.

Describe how the district program will facilitate successful transition of children and youth returning from correctional facilities, and, as appropriate, the types of services the district will provide to those youth and other at-risk children and youth.

The district has a team of transition staff that work with all students when they transition back to a school setting. This team meets with multiple stakeholders (parents/guardians, students, counselors/teachers/staff, and others as indicated by individual situations) to develop and implement entry plans to support student success.

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities, and, as appropriate, other at-risk children and youth expected to be served by the program, AND a description of how the district will coordinate existing educational programs to meet the needs of these students.

ACSD1 and the community works together to provide and address the different issues that may cause challenges for youth. ACSD1 will employ for the 21-22 a crisis response coordinator to assist the district and work with different entities in these regards. As noted, multiple collaborations are in place including Single-point of Entry, District representation at juvenile court hearings, juvenile drug court programs, "Wrap-around", BBBS attendance interventions, County Prevention of Suicide and Substance Abuse (CoPSSA), and others. The district and representatives work with At-risk youth including those returning from other programs by early communication which includes identifying factors to be addressed and steps that can be taken to address the different challenges. This includes coordination with parents, family members, service providers, organizations, DFS, legal system representatives, local mental health supports, and the district. The focus is to identify strategies to set the student up for transition success, academic success, and community success. ACSD1 notices the following characteristics of students returning from correctional facilities and at-risk youth: anxiety caused by the return to a public learning environment, non-compliance with school rules and procedures, disengagement, apathy, and erratic behaviors caused by substance abuse.

Describe how the program will include parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

Programs work with parents and family members in multiple ways. ACSD1 will continue to improve communication with families and expect and encourage teachers, principals, and other staff to make contact to build relationships with families and parents. School counselors, school success liaisons, service providers, and others coordinate and facilitate parent meetings, home visits, and parent training to meet student and family needs. Coordination also occurs among school staff, parents, and community resources to address a variety of needs including dropout prevention, food insecurity, social-emotional learning, and training/learning opportunities.

Describe how the program will coordinate with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

A strength of the Albany County Community is collaboration among multiple entities including ACSD1 to meet the needs of juveniles. ACSD1 and these community groups coordinate, collaborate, and address juvenile justice systems and processes. The district has representatives serving on different juvenile justice committees and subcommittees. These working groups meet multiple times during the school year including weekly meetings of the child protection team and the single-point of entry for juveniles that have come into contact with law enforcement. This

multidisciplinary group includes law enforcement, county attorney officer representatives, BBBS, Cathedral Home representatives, DFS, and others. The team reviews circumstances, background information, and makes a recommendation. These collaborations are focused on supporting students and families.

Describe how the program will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities, as appropriate.

A district team assists in coordination to meet students' educational needs when they return from an out of district placement. The team is coordinated by Mr. Slyman or a person he designates to lead the team. The team communicates with probation officers, courts, the school, parents/guardians, and other educational staff as needed for students returning to the district. The team consists of the team leader, school principal or assistant principal, IEP educators, school counselors, parents/guardians, and individuals representing community supports if needed. This same team will monitor a student's academic and social progress to assist the student to recover credits if needed, track the student's educational growth towards plan goals, and provide continued or additional supports as required.

Describe the efforts the district will make to ensure that correctional facilities working with children and youth are aware of a child or youth's existing IEP.

The Office of Individualized Programs (Special Services) has designated staff to ensure the transfer of student records including IEP information when a student transfers to or returns from a facility. The Director of Individual Instruction or designee coordinates and attends meetings with the correctional facility and related court hearings or meetings.

Program Detail: Staff

	Number of Title I - D, Subpart 2 FTE Staff
Administrators (non-clerical)	0.0
Instructional Support Paraprofessionals	0.00
Non-Instructional Support Paraprofessionals	0.00
Teachers	0.00
Support Staff (clerical and non-clerical)	0.00
Other (specify) School Success Liaison	1.00

Title II-A - Teacher Quality

Program Detail: Program Information

Please provide (1) a description of the activities to be carried out by the district with funds provided by this grant, and (2) how these activities will be aligned with challenging State academic standards.

ACSD1 understands the value of ongoing, embedded, and sustained PD to support student acquisition of challenging state academic standards and skills. In order to provide high quality, timely, and ongoing PD, the district utilizes this funding source to employ instructional

facilitators. Instructional facilitators assist staff by helping them adapt to changes rapidly and engage in quality strategies and practices (PLC, MTSS/RTI, High Leverage Instructional Practices) regardless of the instructional setting or format. Instructional Facilitators also help teachers unpack Wyoming's challenging academic standards and understand the WYTOPP blueprints. Instructional facilitators will continue to support the focus areas of understanding the Wyoming State Standards, improving district/school culture to meet the needs of all students, and help staff undertake state initiatives. Instructional facilitators will design activities to provide PD related to creating safe and healthy learning environments and maximizing instructional opportunities for student learning. Funds will also support the coordination, planning, participation, facilitation, and communication related to PD activities, classroom implementation, PD evaluation, and ensure IIA goals are met or exceeded.

Please provide (1) a description of the local educational agency's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and (2) opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

ACSD1 continues to focus on the strategic plan and the use of critical processes to improve the system and the impact from professional growth. The school board, district administration, schools, and different community groups analyze various performance indicators to evaluate the impact of different PD and related activities. Administrative funding helps support ongoing and systemic review and evaluation of grant activities and impacts. ACSD1 utilizes a digital system to track PD called My Learning Plan. This is utilized for documentation, budgeting, and PD evaluation. PD is structured to be ongoing, sustained, job-embedded, and collaborative professional learning. It continues to focus on the most important needs of the district. On occasion, supported PD may also include conferences, use of consultants, and train the trainer formats. ACSD1's PD focus is a team approach that frequently includes principals, teachers, and community members learning and improving together. New staff members participate in induction activities and are supported by on-site Instructional Facilitators. Educators are provided multiple opportunities to develop capacity including opportunities for meaningful teacher leadership. These opportunities include serving on assorted school and district committees and engaging in grade-level PLCs. Teachers participate in committees that deal with studying curriculum and standards, establishing successful PBIS opportunities, determining the best goals and interventions for students brought through the MTSS process, and assisting principals with building goals, SIPs, and leadership decisions.

Describe how the local educational agency will prioritize II-A funds to schools (1) that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Title I, and (2) have the highest percentage of children age five to 17 below the poverty level, neglected and delinquent children age five to 17 in programs not served by COPS and (3) have the largest populations of children age five to 17.

The District strategic plan has identified at-risk population as an area of focus along with the WY Accountability in Education Act (increased graduation rates, college & career readiness) as a priority. The district prioritizes funding based on data collected with our Free and Reduced lunch percentages. Title I funds, A&D are utilized in combination with other funds to ensure our most at-risk students and other students receive high quality learning opportunities from high quality staff. These funds allow for extra support and programming to meet the needs of high poverty and delinquent student populations. These funds are used to target students by supporting our Core programs with students needing extra support or are at-risk. Administrative funding helps support ongoing and systemic review and evaluation of grant activities and impacts including providing support to prioritized populations (identified in question stem). To support the instructional coaching, especially at our schools in comprehensive support or targeted improvement, and at schools with students with the highest needs, additional funding is being transferred from IV A funds into IIA funds. These transferred funds will sustain present coaching levels, while offering additional support at the above identified schools. ACS D1 understands that our most at-risk populations have experienced challenges academically, emotionally, and socially with the challenges due to the loss of learning opportunities from the COVID-19 pandemic. IIA funds will be prioritized to help teachers incorporate quality and engaging instruction that are trauma responsive for students and will help students close their gaps and make growth. District and school teams review data to identify priorities and essential actions to address different needs.

Consultation - In developing the application described above, describe how the district performed the required meaningful consultation with:

- *Teachers, principals, other school leaders*
- *Paraprofessionals (including organizations representing such individuals)*
- *Specialized instructional support personnel*
- *Charter school leaders (in a local educational agency that has charter schools)*
- *Parents*
- *Community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this grant*

Include in the narrative (1) how the district sought advice from the individuals and organizations described above regarding how best to improve the district's activities to meet the purpose of this grant, and (2) how the district's activities were coordinated with other related strategies, programs, and activities being conducted in the community.

It begins with ongoing review of data on key indicators of meeting goals of the strategic plan. The strategic plan was developed through a process that included significant community input, teacher input, staff input, parent input, and student input. The strategic plan guides decisions made by the school board, district administration, school administration, key working groups, PLCs, and classroom decisions. Within a given school year, many working groups participate in

the discussions, planning, collaboration, coordination, and implementation of the different activities. The district LEAD team made up of district level administrators with an established rotation of school leaders meets weekly. These discussions include community issues, district issues, communication on upcoming district and community PD, and more. The district leadership and principals meet weekly on a different date. These meetings include planning, preparation, and ongoing administrative PD related to focus areas from the strategic plan (PLC/MTSS/PBIS/Feedback and Evaluation). Both public charter schools (SRA and Laramie Montessori) leaders participate in a principal meeting once a month. In addition, principals are participants in different committee meetings including consultation meetings with the Grant Coordinator and Manager. The Assistant Superintendent of Curriculum and Instruction meets every Friday with the instructional facilitators (IFs) for planning, feedback, and PD related to culture development, coaching, instruction, curriculum, assessment, and PD evaluation. The instructional facilitators bring information from the school level to these sessions. Ifs support and provide PLC teams with collaborative shared learning and feedback opportunities for teachers and other staff who make up the teams. District and school staff are involved with different community groups to help coordinate efforts with IIA activities and the community. An example is support for work with early childhood professional development for local preschools and K-1 educators. ACSD1 works with LCCC and UW to partner on PD including WYCOLA (Wyoming Coaching Laboratory), Technology Integration, and other activities.

A description of how and with what frequency the local educational agency will use data and ongoing consultation described in question 4 to continually update and improve activities supported under this grant.

ACSD1 has a professional development team that regularly reviews different indicators to evaluate the effectiveness and impact of PD activities and also identifies opportunities to improve. This effort is coordinated by the Assistant Superintendent of Curriculum and Instruction and a PD coordinator. Individual participants in district professional development activities evaluate the PD using digital tools, and this data is reviewed by different teams including school administration, the PD team, and district administrators. Site-based leadership teams review data and adjust PD on a regular basis in relation to school improvement goals and plans. Summative WY-TOPP data will be used to set goals for the upcoming school year to ensure that teachers have the appropriate PD to support students, so the students will continue to make growth and fill gaps caused by the COVID 19 pandemic. The district principal team will also be working on aligning MTSS processes and determining what is "tight" and "loose" in our system to guarantee that all students and staff receive the support they need to succeed.

Are funds to be used for hiring effective teachers to reduce class size? No

Are funds to be used for professional development activities? Yes

Please describe how activities (1) have evidence of impact on student achievement, (2) are sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and (3) how the activities will be regularly evaluated for their impact and the evaluations used to improve the quality of the activities.

Instructional facilitators track short cycle data and analyze WYTOPP modular, interim, and summative data with building leadership and grade-level PLC teams in order to determine the impact of instruction on student achievement and develop supports for teachers so they can deliver high quality instruction. This professional development consists of weekly and monthly job-embedded, purposeful, and intentional conversations that improve staff efficacy and skills and determine how to best meet the needs of all students including our most at-risk learners. Because the discussions occur so often, the activities and strategies utilized can be evaluated, revised, and adjusted to improve their effectiveness and ensure that staff receives the highest quality PD available. In addition to the site-level learning, quarterly district-level PD activities ensure that the entire system receives the same opportunities, so all students receive the same benefits of high-quality instruction.

Program Detail: Staff

Class size reduction teachers
Master teachers who provide or coordinate professional development services for other teachers
Substitute teachers for (a) class size reduction teachers or (b) teachers attending professional development activities
Other (specify) _____

Number of Title II - A FTE Staff	
0.00	
11.00	
0.00	

Title III - ELL

Program Detail: Program Information

Check the box for each Regular Term Core EL Instructional Program that you will deliver.

Bilingual Programs:



Dual Immersion

Which languages are covered under this program?

English and Spanish are covered in ACSD1's Dual Language Immersion program.



Transitional Bilingual



Heritage Language Preservation



Other, please specify:

English Learner (EL) Programs:



English as a Second Language



Sheltered English Instruction



Sheltered English Immersion



Other, please specify:

For questions 4-13 select the additional allowable activities the district will use Title III – English Language Acquisition funds to support. Provide accompanying details to that demonstrate how the funded activities will meet the intents and purposes of this grant program.

Describe how Title III funds will be used to improve LIEPs by upgrading curricula, instructional strategies and materials/software/technology/internet access, and assessment procedures.

Title III funds will be used to provide materials for educator book studies on effective EL strategies. They will also be used to enhance our district BrainPop account to include Spanish access which will allow native Spanish-speaking students the opportunity to build background knowledge in their native language prior to English instruction. Funds will continue to be used for Reading A-Z Plus ELL Edition which provides teachers online access to thousands of leveled books and texts in multiple languages. Finally, funds will also be used to purchase new Kindergarten WIDA Online screener kits for ESL teachers.

Provide tutorials, academic or career and technical education.

Licenses to digital resources that support ELs in improving their comprehension and fluency in English will be supported using Title III funds. These digital resources include, but are not limited to, Rosetta Stone, Reading A-Z Plus ELL Edition, BrainPOP for ELLs, and BrainPOP Espanol. These support students' skill development through multiple modalities. Additionally, digital resource materials provide academic and vocational education support especially at the secondary level.

Provide intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators for ELs.

ACSD1 will provide several English Learners with an opportunity to develop literacy skills in their first language. This will be done by hosting after school tutoring with local native speakers and online programming, including but not limited to RAZ-Plus, BrainPOP Espanol, and Rosetta Stone.

Describe how Title III funds will be used to support the development and implementation of effective preschool programs.

ACSD1 ESL personnel provide guided assistance to preschool teachers with English Learners in their classes. Title III funds will be used to continue to provide collaboration opportunities and sharing of district resources with community-wide preschool programs.

Describe how Title III funds will be used to support implementation of school wide programs.

English Learners and their teachers will have access to individualized instructional resources to assist with language acquisition. Team involvement and coordination at all levels occur

through PLC, MTSS, and PBIS processes. In addition, instructional facilitators, at district schools, coach teachers, facilitate grade level PLCs, and help coordinate interventions to support language acquisition of ELs.

Describe how Title III funds will be used to improve the instruction of ELs, which may include ELs with a disability, by providing for:

Acquisition or development of educational technology or instructional materials

Several digital tools and resources are used to assist ELs to grow and be successful. These resources include RAZ-Plus ELL Edition, BrainPOP ELL, BrainPOP Espanol, and Rosetta Stone. Title III funds are only utilized if the instructional resource or educational technology to support ELs' growth is supplemental (in addition to curriculum and resources purchased with district general funds).

Incorporate the resources described in 9a and 9b into curricula and programs.

District coordinators, instructional facilitators, and educators including ESL teachers meet during PLC meetings and at other times to collaborate and coordinate how the additional supplemental resources may be used to support ELs with other curriculum and programs. The use of different resources, whether digitally-based, print-based, or strategy-based, are utilized to promote English language development within the ESL program, PreK-12 general and special education classrooms, and to provide differentiated instruction based on the students' WIDA levels.

Describe how Title III funds will be used to provide community participation programs, family literacy services, parent and family outreach, and training activities for ELs and their families that will improve the English language skills of ELs and assist parents and families in helping their children to:

Assist parents and families in helping their children to improve academic achievement and become active participants in the education of their children.

ACSD1 provides families advice and support in helping their children to improve academic achievement and become active participants in the education of their children during EL family night events. Additionally, the district will use Title III funds to provide English language acquisition classes to interested EL family and community members.

Program Detail: Staff

Anticipated Staff Information for Title III - ELL - Upcoming/Current School Year

In the following chart, please provide the number of full-time equivalent (FTE) staff funded through Title III - ELL during the upcoming/current school year by job category.

	Number of Title III - ELL FTE Staff
Administrators (non-clerical)	1.0
Instructional Support Paraprofessionals	
Non-Instructional Support Paraprofessionals	
Teachers	4.00
Support Staff (clerical and non-clerical)	
Other (specify) <input type="text"/>	

End of Year Reporting: Narrative

Information on this page should describe activities concluded during the school year prior to the school year identified on this grant application (i.e. if this is the 2017-2018 grant application, the information you report here should be about activities conducted during the 2016-2017 school year, not activities you are planning for the 2017-2018 school year).

Describe the programs and activities conducted with these funds during the two immediately preceding fiscal years, which shall include a description of how such programs and activities supplemented programs primarily funded with State or local funds.

2020-2021: Title III- EL funds were used for supplemental instructional resources for EL instruction. Supplemental instructional resources included EL specific digital resources for use by students and classroom teachers to provide instructional strategies, resources, and practice opportunities for language acquisition. These included BrainPOP, Fast ForWord, and Rosetta Stone. The district also purchased a year-long license to TalkingPoints, a bilateral communication tool that instantly translates a text message into a family's native language. This was used to disseminate information to EL families and for EL families to ask questions of the ESL teachers. Additionally, funds were used to support a professional development presentation entitled, Capturing Kids Hearts, which will positively impact the relationships between teachers and English Learners. Finally, the district used Title III funds to promote technology use for ESL teachers and EL students by purchasing a laptop, web cameras, a conference microphone, and headsets with microphones.

2019-2020: Title III funds were utilized to provide parent/family engagement opportunities in Fall 2019 and virtual engagement opportunities again in May 2020. This included purchasing resources for students and their families to practice English acquisition activities at home. Supplemental digitally-based and adaptive individualized ESL instructional resources were purchased to support student English acquisition including ELL SBR Fast ForWord, BrainPOP ELL, and Rosetta Stone licenses. Title III funds were utilized to provide ongoing and sustained PD on effective ELL instruction, collaboration, and related strategies. At monthly ELL team meetings engaged in a book study of "Unlocking English Learners Potential".

What Title III funded programs and activities carried out by the district have been implemented successfully and have resulted in the improvement of English language acquisition and academic achievement of English learners?

ACSD1 served an average of 106 English Learning students during the 2020-2021 school year and monitored 46 former EL students who had achieved English Language Proficiency based on ACCESS for ELLs. ACSD1 used general funds to support four ESL teachers and an ESL & DLI coordinator. Title III funding was used to provide supplemental enrichment and/or

remediation resources to support English acquisition and progress on WY standards. The ESL Instructional Team met with the Title III director, ELL Coordinator, and assistant superintendent at least monthly throughout the year. These meetings, utilizing a PLC structure, analyzed ELL student data, identified strategies for students, involved a solution-focused process to address challenges, shared PD regarding WIDA standards and assessments, worked on their book study of "Unlocking English Learners Potential...", and reviewed ESL curriculum and resources. Supplemental instructional resources supported with Title III funds included Reading A-Z Plus ELL Edition, BrainPOP ELL, Rosetta Stone, Talking Points, and other digital or print resources to support ELL students. These resources supported building background knowledge, academic vocabulary, writing, and reading as well as family communication. Resources also provided additional practice opportunities at home and the opportunity for students to provide responses orally and in writing. ESL instruction is coordinated with grade level curriculum and additional supplemental resources are supported with other consolidated grant activities. The combination of grade level curriculum aligned and coupled with ESL instruction and supplemental supports strive to assist emerging bi-lingual learners towards English proficiency.

What measures does the subgrantee have in place to evaluate the effectiveness of Title III funded language programming?

ACSD1 uses several processes to evaluate the effectiveness of ESL programming including activities and programming supported with Title III funds. School level and grade level PLC teams review EL students' assessment data to monitor student progress. The PLC teams also identify next actions and progress monitoring indicators. Assessments include NLM CUBED, Add+Vantage math, grade level common assessments, formative assessment, and assessments related to adopted programs. In addition, the ESL District Team meets at least monthly to review, analyze, and evaluate program impacts, strategies, and steps to address program issues and to identify quality resources. In addition to using individual ELL student data, data is reviewed by program, school, and district. Additional school and district-level teams use the PLC and PDSA process to review program impact, identify areas for growth, set data targets, and identify strategies to meet goal areas. At all levels, data includes ACCESS for ELLs, WY-TOPP, WAEA and other state assessments.

What professional development activities were provided to enhance the ability of teachers and other school personnel to understand and use curricula, assessment measures, and instruction strategies for EL students? Also, please include the dates of the professional development activities and the time allocated to the training activities.

ACSD1 uses professional development (PD) practices that result in intensive and sustained PD for all staff. This includes the use of instructional coaches, collaborative learning processes by educators and support staff, and on occasion, conferences and meetings that align with established areas of PD focus. The ESL Instructional team met at minimum monthly

throughout the last two years. PD by the ELL team was at minimum 15-30 minutes at each of the meetings. These PLC meetings included PD on WIDA assessments, ESL instructional strategies, a book study of "Unlocking an English Learners' Potential", ESL tools and resources, and data reviews. Staff were registered to attend 2019-2020 state and regional ESL conferences, but unfortunately, Covid-19 resulted in the cancellation. ELL teachers also provided just-in-time PD with classroom teachers. These individualized sessions ranged from 15 minutes to 45 minutes with many individuals participating in multiple meetings. These learnings focused on analyzing lessons for ELL supports, identifying different WIDA levels with related supports, and instructional strategies to assist ELs' learning. The team met from 2 to 3:30 pm on the following dates: 9/4; 10/5; 11/9; 12/7; 1/11; 2/8; 3/11; 4/5; 5/3.

Describe how Title III funded professional development being provided to eligible personnel is research-based and effective in:

Increasing subject matter knowledge:

The ELL instructional and administrative team continued collaborative learning around the book, "Unlocking English Learners' Potential". Research demonstrates that when collaborative and structured learning through the PLC and PDSA processes increase educator learning, student learning also increases. Another area of focus over the last couple years has been assisting all educators, from administration to paraprofessionals, in providing effective feedback to students and each other. Hattie's mega-research identifies effective feedback as having a significant effect size for student learning, including EL students.

Increasing teacher knowledge and skills:

Due to the COVID-19 pandemic, the district allotted more Title III funds than usual to accommodate teachers' and students' technological needs. ESL teachers were provided with access to web cameras and a conference microphone to communicate with each other and students. Teachers were also provided training focused on virtual teaching and resources by the district and offered personalized support, as needed. In addition, the rich collaboration and shared learning in PLCs provided ideas, suggestions, and skills that improved teacher knowledge and skills. The embedded coaching, whether from the ESL Coordinator, IF, colleague, or principal with high quality feedback, provided support as strategies were used while encouraging individual, group, and school feedback.

Providing sufficient intensity and duration to have a lasting impact on teachers' classroom performance:

ACSD1 uses intensive and sustained PD practices for all staff. This includes the use of instructional coaches, collaborative learning processes by educators and support staff, and on occasion, virtual conferences and meetings that align with established areas of PD focus. The ESL Instructional team met at minimum monthly throughout the 2020-2021 school year. PD by the ELL team was at minimum 15-30 minutes at each of the 90-minute meetings and was ongoing. These PLC meetings included PD on WIDA assessments, ESL instructional strategies, a continuation of the book study of "Unlocking English Learners' Potential",

reviewing where to access available EL tools and resources, and data reviews. Staff would have attended state and regional ELL conferences but unfortunately these programs/conferences were not scheduled this year due to COVID-19. ESL teachers also provided just-in-time PD with classroom teachers. These individualized sessions ranged from 15 minutes to 45 minutes with many individuals participating in multiple meetings. This learning focused on analyzing lessons for EL supports, identifying different WIDA levels with related supports, and instructional strategies to assist English language learning.

What Title III funded activities were conducted to promote EL parental and community involvement? Include the dates and times of each of the activities.

Due to the COVID-19 pandemic, ACSD1's typical EL family nights were drastically changed. While in past years the district would host two to three family nights per year, this year there was only one on May 11, 2021. To conduct this family night, the ESL team sent out a needs assessment, in 16 home languages via the TalkingPoints app and a paper survey, to determine what type of information parents/family members would regard as the most beneficial to them at the time. From there, the ESL team collaborated and created an hour-long presentation that covered the following topics: the importance of maintaining your child's first language; Community services, such as health, mental-health, transportation, and clothing resources; how to access student grades, attendance records, and school information; how to interpret my child's ACCESS test scores; and information about the Covid-19 vaccine and how to get it. In addition to the presentation, EL families were provided a free meal available for pick-up or delivery. The free meal this year was provided by ACSD1's community partner, The Laramie Soup Kitchen.

Number of EL students who tested proficient (composite score of 4.6 or more) on the ACCESS for ELs assessment and were transitioned out of language instruction education programs into classrooms where instruction is not tailored for EL students: 0.0

Number of EL students who previously tested proficient on ACCESS for ELs, but were returned to language instruction programs either due to testing below proficient or transitional on a later administration of the ACCESS for ELs or through some other WDE approved district level process. 1.0

Number and percentage of students who have been exited from language instruction programs during the school year just completed, i.e. those testing proficient (composite score of 4.6) on the ACCESS for ELs assessment:

Total number of students exited: 8.00

Percentage of exited students 8.00%

Number and percentage of English learners in the programs and activities who are making progress toward achieving English language proficiency.

Number of students: 60.00

Percentage of students: 57.00%

Number and percentage of English learners who have not attained English language proficiency within 5 years of initial classification as an English learner

Number of students: 22.00

Percentage of students: 21.00%

Describe the process that your district has in place for monitoring students who are in Year One and Year Two Monitor status. Include an evaluation on the district's monitoring process.

ACSD1 has an established monitoring protocol for students in years 1-4 of monitoring status. This is a coordinated effort among classroom teachers, ELL Instructional Team, and school administrators. At the beginning of each school year, ESL teachers notify the students' teachers that they are in monitoring status and which year of monitoring status. Students' progression towards grade level standards are checked weekly or more frequently using the PLC process and during ELL Team meetings. Twice a year (at the end of first and third quarters), the ESL team sends an in-house form for classroom teachers of monitoring students to complete. They answer questions regarding the students' academic progress and whether or not they have any concerns about their language development. ESL teachers analyze the data/feedback from their own schools and make contact with any teachers who have concerns. Next, they offer individualized support to those teachers and students. Students who continue to struggle can be re-assessed and brought back into ESL services. An entire team effort for effective communication, academic and social support continues to be a focus for school counselors, principals, staff, and parents. Ongoing PD and support for classroom teachers to help support EL students and those that are in monitoring is ongoing throughout the school year.

Provide an explanation for variations in end of year reporting numbers in the monitoring and accountability tables. For example, 3 students in monitor year 1 moved out of state, 2 students enrolled from another school district, etc.

Due to COVID-19 and the absence of the statewide WY-TOPP assessment in the 2019-2020 school year, the monitoring data is the same that was provided for the end-of-year reporting for the 19-20 school year. The only differences that can be observed are that last year's monitored student numbers were moved vertically down a row to their current grade level and horizontally to the next monitoring year. Therefore, monitoring year 1 students is blank due to there being no WYTOPP testing in 2020.

End of Year Reporting: Monitored Students (Year 1)

Students in Year 1 of exiting an LEP Program:

		Column #1	Column #2	Column #3
Subject	Grade	# Monitored	#Proficient & Advanced	# Below Proficient
Mathematics	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
Total		0	0	0
English Language Arts	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
Total		0	0	0

End of Year Reporting: Monitored Students (Year 2)

Students in Year 2 of exiting an LEP Program

		Column #1	Column #2	Column #3
Subject	Grade	# Monitored	#Proficient & Advanced	# Below Proficient
Mathematics	3	0.00	0.00	0.00
	4	3.00	0.00	0.00
	5	1.00	0.00	1.00
	6	5.00	1.00	4.00
	7	3.00	1.00	2.00
	8	0.00	0.00	0.00
	9	3.00	2.00	1.00
	10	0.00	0.00	0.00
Total		15	4	8
English Language Arts	3	0.00	0.00	0.00
	4	3.00	0.00	0.00
	5	1.00	0.00	1.00
	6	5.00	1.00	4.00
	7	3.00	0.00	3.00
	8	0.00	0.00	0.00
	9	3.00	1.00	2.00
	10	0.00	0.00	0.00
Total		15	2	10

End of Year Reporting: Accountability (Year 3)

Students in Year 3 of exiting an LIEP Program:

		Column #1	Column #2	Column #3
Subject	Grade	# Monitored	# Proficient & Advanced	# Below Proficient
Mathematics	3	0.00	0.00	0.00
	4	1.00	1.00	0.00
	5	2.00	2.00	0.00
	6	0.00	0.00	0.00
	7	3.00	2.00	1.00
	8	0.00	0.00	0.00
	9	0.00	0.00	0.00
	10	0.00	0.00	0.00
Total		6	5	1
English Language Arts	3	0.00	0.00	0.00
	4	1.00	1.00	0.00
	5	2.00	2.00	0.00
	6	0.00	0.00	0.00
	7	3.00	2.00	1.00
	8	0.00	0.00	0.00
	9	0.00	0.00	0.00
	10	0.00	0.00	0.00
Total		6	5	1

End of Year Reporting: Accountability (Year 4)

Students in Year 4 of exiting an LIEP Program:

		Column #1	Column #2	Column #3
Subject	Grade	# Monitored	# Proficient & Advanced	# Below Proficient
Mathematics	3	0.00	0.00	0.00
	4	0.00	0.00	0.00
	5	1.00	1.00	0.00
	6	0.00	0.00	0.00
	7	9.00	3.00	6.00
	8	2.00	0.00	2.00
	9	1.00	0.00	1.00
	10	0.00	0.00	0.00
Total		13	4	9
English Language Arts	3	0.00	0.00	0.00
	4	0.00	0.00	0.00
	5	1.00	1.00	0.00
	6	0.00	0.00	0.00
	7	9.00	3.00	6.00
	8	2.00	0.00	2.00
	9	1.00	0.00	1.00
	10	0.00	0.00	0.00
Total		13	4	9

End of Year Reporting: Professional Development

1. Type of Professional Development Activity

Please check all that apply.

- Instructional strategies for EL students
- Understanding and implementation of assessment of EL
- Understanding and implementation of ELP standards and academic content standards for EL students
- Alignment of curriculum in language instruction educational programs to ELP standards
- Subject matter knowledge for teachers
- Other

2. Participant Information

Indicate the number of participants in each of the following categories who participated in one or more of the types of professional development listed above.

Content classroom teachers	<input type="text" value="0.0"/>
ELL teachers	<input type="text" value="4.0"/>
Principals	<input type="text" value="0.0"/>
Administrators (other than principals)	<input type="text" value="2.0"/>
Other school personnel/non-administrative	<input type="text" value="1.0"/>
Community-based organizational personnel	<input type="text" value="0.0"/>
Total	<input type="text" value="7"/>

Additional Comments

Date of Comment (mm/dd/yyyy): 6/10/2021

Add any additional comments you have for Title III-EL in the space below. Please indicate the specific page(s) you are referencing in your comments.

Due to the COVID-19 pandemic, students did not take state and federal assessments for accountability in April/May 2020. Because we did not have assessment scores for the 2020 school year, we used score data from the 2019 school year on the following pages in the End of Year Reporting tab: Monitored Students (Year 2); Accountability (Year 3); Accountability (Year 4). This was per guidance from Jessica Fancher at WDE.

Title IV-A - SSAE

Program Detail: Program Objectives

Describe the program objectives and intended outcomes of activities to support a well-rounded education. Explain how these activities will be periodically evaluated for effectiveness based on the objectives and intended outcomes.

Well-rounded education and supports remain a key component of the ACSD1 strategic plan. Identified activities include college and career planning utilizing Naviance resources to help students identify interests and pathways and work towards post-secondary opportunities. CTE programs remain a focus to provide additional enriched learning opportunities that are not available with only the use of general funds. The district will continue to prioritize Social-Emotional Learning in order to improve student resiliency and skills to build healthy responses when faced with anxiety, change, frustration, or traumatic events. Project Lead the Way and similar programs will be supported with additional PD and resources. All activities are evaluated at the district and school levels by district committees and building-level teams.

Describe the program objectives and intended outcomes of activities to support safe and healthy students. Explain how these activities will be periodically evaluated for effectiveness based on the objectives and intended outcomes

Student health and safety is a continued focus for Title IV planning. District staff receive PD to help them learn strategies to reduce and respond effectively to bullying or harassment and help support students through crisis interventions, crisis response, trauma-supportive strategies, and violence mitigation and prevention. Support for school dropout prevention activities will continue. Another important factor for student health and safety is to continue to improve teachers' relationship building skills with the implementation of Capturing a Kids Heart principles. ACSD1 will continue to focus on activities to address drug and violence prevention through a wrap-around approach which coordinates with community-based resources to provide supplemental supports to address substance-use, depression, mental well-being, PBIS, SEL, and crisis response. Counselors utilize the 2nd Step Bullying Prevention and Child Protection units in order to support student social and emotional learning. The impact of these activities is evaluated using school and district data, community single point of entry data, referral data, and safety and engagement surveys to students, parents, staff, and community. All activities are evaluated at the district and school levels by district committees and building-level teams.

Describe the program objectives and intended outcomes of activities to support the effective use of technology. Explain how these activities will be periodically evaluated for effectiveness based on the objectives and intended outcomes

Efforts will continue to assist students to become more effective at using technology for their learning. ACSD1 will continue to implement PD for educators on how to design, utilize, and model learning with digital resources for students. This PD will be embedded, individualized, and ongoing. The impact of these activities will be evaluated through usage statistics of different

digital platforms, students' engagement and participation, feedback surveys done with students, parents, and staff, and achievement data indicators. We will also focus on teaching students to become better digital citizens.

If your district received more than \$30000 in funding describe the Needs Assessment process. Include an overview on who attended the discussion when it was conducted and what the results of the assessment were.

ACSD1 decisions are guided by the strategic plan which was developed using an intentional planning process that incorporated data reviews and input from multiple stakeholders including students, parents, community, staff, and others. The strategic plan identifies needs and associated metrics to measure progress towards meeting strategic plan goals. The ACSD1 School Board oversees and reviews progress monthly during work sessions and public meetings. The district utilizes district level and school level Professional Learning Communities to conduct ongoing data review, monitor program/activity progress, adjust actions, and assess the impact of programs, activities, and trainings. The district and schools include parents and community through periodic meetings where similar work occurs. Multiple community working groups which include ACSD1 representatives are also involved in conducting needs assessments and related actions. In relation to consolidated grants, the consolidated grant planning group is responsible for bringing needs, suggested activities, and indicator data from the other working groups. This team then reviews and makes recommendations in relation to adjustments needed during the school year and for advance planning in relation to the next grant application. This team met virtually two times during the 20-21 school year (March and May). This group, which includes school representatives, community representatives, district staff, students, and parents, reviews the needs assessment and recommendations from the different working groups and assists in determining priorities.

Program Detail: End of Year Summary Narrative

Describe the programs and activities conducted with these funds in the previous school year.

Well-rounded focused on CTE, college-career guidance and counseling, and SEL. Funds provided supplies, materials, and equipment to support CTE, STEM and concurrent enrollment courses. Due to Covid19 spacing requirements, the needs assessment was updated, and funds were utilized to support SEL, CTE, STEM, and concurrent enrollment courses in both a remote learning digital based environment for those students who chose virtual learning and those who chose the hybrid in-person learning because we offered the options of in-person instruction, blended instruction, and fully remote learning during the school year. Safe & Healthy: We addressed issues including drug and violence prevention, bullying/harassment prevention, violence prevention/crisis management and conflict resolution. Capturing a Kids Heart PD and activities provides staff the tools to build relationships with students and families. Funding was also used for technology resources to serve all students whether in a remote, blended, or in-person learning environment. These resources enabled learning activities for students,

provided safe & healthy PD, and allowed teams to review data, adjust implementation, and evaluate and plan while bridging barriers of location, travel distance, and participant safety and health. This year required on-going evaluation, flexibility, and adjustment more than previous years. CBVI educators utilized both the Zoom application and CANVAS online course platform to provide effective instruction while building relationships with parents and students who chose to participate in virtual learning due to the COVID19 pandemic. Site-based educators utilized Zoom for meetings and PD when rising COVID19 cases made meeting in person impossible. Funds were used to provide hotspots for students who requested digital learning but did not have digital access. Because of the COVID19 restrictions, students, parents, and staff all improved their utilization of technology to advance student success.

What measures were in place to evaluate the effectiveness of the Title IV-A programs?

ACSD1 embeds the use of PLCs at district and school levels. Additionally, different district, school, and community committees meet on a regular basis to review data and evaluate activity impacts. A range of data is utilized depending on the focus of the different activities. Some examples of data are the following: formative and summative assessment data and perception data gathered with surveys. Safe and healthy reviews key indicators including student behavioral data, ratio of related supports to number of students, suspension/expulsion data, and number of reported bullying and harassment reports. Surveys are used with students, parents, and educators. Related technology data is utilized including regular district surveys to gauge students, parents, and staff's needs, supports, and effectiveness at accessing technology. Because of shifting circumstances due to the COVID 19 pandemic, district teams were constantly evaluating stakeholders' needs and the effectiveness of programs and activities.

Describe the overall effectiveness of the programs and activities implemented in the previous school year. Include information on how the district can continue to improve the programs or address shortcomings under this program in the future.

This was an extremely challenging year. Instructional Facilitators provided emotional support for staff and guidance to ensure parallel instruction between the learning occurring in-person in the classroom and the CBVI courses for students learning at home. Information was sent to parents regarding social and emotional health and how to best support their students during remote learning. Naviance assisted students in career exploration and planning continued and was a critical component to help students and families think beyond the immediate and towards the future and ensure that the Senior class of 2021 successfully graduated. We continued to prioritize school safety through early intervention and supports to address behavior issues and to improve addressing root causes. We prioritized the mental health and trauma-responsive needs of students, families, and staff. Our use of digital technology for learning expanded. Our next steps are to continue to grow the use of digital technology to ensure and expand access to programs across the district, address student needs, offer increased choices, and improve learning. ACSD1 will continue to utilize our strategic plan and related metrics to identify strengths and growth

opportunities to benefit students, parents, and the community in order to ensure that programs remain effective and that we will always continue to improve.

[Close Printer Friendly Page](#)**Applicant:** 0101 Albany #1**Application Sections** Title I-A - Basic **Application:** 2021-2022 Consolidated Grant App - 00-[Display Changes](#)**Cycle:** Original Application**Project Period** 7/1/2021 - 6/30/2022

The application has been submitted. No more updates will be saved for the application.

Budget Summary (Read Only)

Code	Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	TOTAL
10	Administration	35,165.00	18,557.00				53,722.00 3.82 %
20	Coordination of Services			10,000.00			10,000.00 0.71 %
35	Homeless	24,329.34	11,413.64	25,000.00	25,000.00		85,742.98 6.10 %
36	Instruction (Public)	570,844.47	299,400.00		70,766.00		941,010.47 66.96 %
37	Instruction (NonPublic)				20,034.00		20,034.00 1.43 %
43	Neglected	2,000.00	683.22				2,683.22 0.19 %
49	Parent / Family Involvement				14,052.53		14,052.53 1.00 %
54	Pre-school Activities						
60	Public School Choice						
72	Section 1116 (e) Services						
81	Summer School Activities	100,000.00	25,000.00	21,036.84	9,387.83		155,424.67 11.06 %
82	Support Services			5,000.00			5,000.00 0.36 %
86	Pupil Transportation						
90	ELL Activities			25,000.00	4,966.00		29,966.00 2.13 %
91	Extended Day Activities				1,500.00		1,500.00 0.11 %
92	Facilities						
93							
94	School and Community Support						
96	Staff Development			33,500.00			33,500.00 2.38 %
134	Schoolwide Activities						
146	Other Well-Rounded Education Activities						
Total Direct Costs		732,338.81 52.11 %	355,053.86 25.27 %	119,536.84 8.51 %	145,706.36 10.37 %		1,352,635.87 96.26 %
Approved Indirect Cost X 3.8900 %							52,617.00 3.8900 %

Code	Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	TOTAL
Total Budget							1,405,252.87

[Close Printer Friendly Page](#)**Applicant:** 0101 Albany #1**Application Sections** Title I-D - Subpart 2 **Application:** 2021-2022 Consolidated Grant App - 00-**Project Period** 7/1/2021 - 6/30/2022[Display Changes](#)**Cycle:** Original Application

The application has been submitted. No more updates will be saved for the application.

Budget Summary (Read Only)

Code	Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	TOTAL	
10	Administration							
36	Instruction (Public)			10,319.95	10,319.95		20,639.90 30.85 %	
43	Neglected	2,000.00	470.00	10,319.96	10,319.95		23,109.91 34.55 %	
49	Parent / Family Involvement			10,319.95	10,319.96		20,639.91 30.85 %	
54	Pre-School Activities							
81	Summer School Activities							
86	Pupil Transportation							
Total Direct Costs		2,000.00 2.99 %	470.00 0.70 %	30,959.86 46.28 %	30,959.86 46.28 %		64,389.72 96.26 %	
Approved Indirect Cost X 3.8900 %								2,504.00 3.8888 %
Total Budget								66,893.72

[Close Printer Friendly Page](#)**Applicant:** 0101 Albany #1**Application:** 2021-2022 Consolidated Grant App - 00-**Cycle:** Original Application**Project Period** 7/1/2021 - 6/30/2022**Application Sections** Title II-A - Teacher Quality ▾[Display Changes](#)

The application has been submitted. No more updates will be saved for the application.

Budget Summary (Read Only)

Code	Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	TOTAL
10	Administration	44,028.00	22,907.00				66,935.00 12.30 %
20	Coordination of services						
55	Professional Dev. (Public)	321,968.00	88,091.27				410,059.27 75.33 %
56	Professional Dev. (Nonpublic)						
158	Evaluation and support systems						
159	Recruiting/hiring/retaining effective teachers						
160	Hiring qualified individuals from other fields						
161	Evidence-based class size reduction						
162	Personalized professional development			20,047.00	26,953.57		47,000.57 8.63 %
163	Teach children with disabilities and EL						
164	PD - instruction in the early grades						
165	PD - formative assessments						
166	In-service training for school personnel						
167	Identify and support gifted and talented						
168	Supp. effective school library programs						
169	PD - prevent/recognize child sexual abuse						
170	STEM instruction and instructional leadership						
171	Improve school working conditions						
172	PD - Integrate academics, CTE, WBL						
173	Other allowable II-A activities						
Total Direct Costs		365,996.00 67.23 %	110,998.27 20.39 %	20,047.00 3.68 %	26,953.57 4.95 %		523,994.84 96.26 %
Approved Indirect Cost X 3.8900 %							20,383.00 3.8899 %
Total Budget							544,377.84

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Applicant: 0101 Albany #1**Application:** 2021-2022 Consolidated Grant App - 00-**Cycle:** Original Application**Project Period** 7/1/2021 - 6/30/2022**Application Sections** Title III - ELL [Display Changes](#)

The application has been submitted. No more updates will be saved for the application.

Budget Summary (Read Only)

Code	Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	TOTAL
10	Administration						
20	Coordination of Services						
22	Curricular Materials				5,906.05		5,906.05 35.74 %
36	Instruction (Public)				7,500.00		7,500.00 45.39 %
37	Instruction (NonPublic)						
46	Non-Public Services						
81	Summer School Activities						
87	Tutorials						
56	Prof. Development (Public)				2,500.00		2,500.00 15.13 %
Total Direct Costs					15,906.05 96.26 %		15,906.05 96.26 %
Approved Indirect Cost X 3.8900 %							618.00 3.8853 %
Total Budget							16,524.05

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Applicant: 0101 Albany #1
Application: 2021-2022 Consolidated Grant App - 00-
Cycle: Original Application

Application Sections Title IV-A SSAE Printer-Friendly

Project Period 7/1/2021 - 6/30/2022

The application has been submitted. No more updates will be saved for the application.

Budget Detail BUDGET BREAKDOWN (Pennies are now available. Use Decimal Places, e.g., 32.84)

[Instructions](#)

Total Allocation Available for Budgeting

: Goal 1: Provide all students with access to a well-rounded education.

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total TitleIV Funds	Delete Row
20-Coordination of Services	25220.00	11733.00	0	0	0	\$36,953.00	<input type="checkbox"/>
55-Professional Development (public)	12399.09	6423.00	0	0	0	\$18,822.09	<input type="checkbox"/>
174-Activities to Support Well-Rounded Instruction	0	0	0	18298.06	0	\$18,298.06	<input type="checkbox"/>
176-Activities to Support Safe and Healthy Students	4000.00	939.00	0	0	0	\$4,939.00	<input type="checkbox"/>
178-Technology Infrastructure	0	0	0	2466.80	0	\$2,466.80	<input type="checkbox"/>
179-Equitable Services	0	0	0	973.13	0	\$973.13	<input type="checkbox"/>
	0	0	0	0	0	\$0.00	<input type="checkbox"/>
	0	0	0	0	0	\$0.00	<input type="checkbox"/>
	0	0	0	0	0	\$0.00	<input type="checkbox"/>
Sub Total	\$41,619.09	\$19,095.00	\$0.00	\$21,737.99	\$0.00	\$82,452.08	

: Goal 2: Improve school conditions for student learning.

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total TitleIV Funds	Delete Row
176-Activities to Support Safe and Healthy Students	0	0	0	22201.09	0	\$22,201.09	<input type="checkbox"/>
178-Technology Infrastructure	0	0	0	2466.80	0	\$2,466.80	<input type="checkbox"/>
	0	0	0	0	0	\$0.00	<input type="checkbox"/>
Sub Total	\$0.00	\$0.00	\$0.00	\$24,667.89	\$0.00	\$24,667.89	

: Goal 3: Improve the use of technology in order to improve their academic achievement and digital literacy of all students.

Activity Description	100 - Salaries	200 - Benefits	300 - Purchased Services	400 - Supplies & Materials	500 - Capital Outlay	Total TitleIV Funds	Delete Row
177-Activities to Support Effective Use of Technology	0	0	0	10368.07	0	\$10,368.07	<input type="checkbox"/>
178-Technology Infrastructure	0	0	0	1233.40	0	\$1,233.40	<input type="checkbox"/>
	0	0	0	0	0	\$0.00	<input type="checkbox"/>
Sub Total	\$0.00	\$0.00	\$0.00	\$11,601.47	\$0.00	\$11,601.47	

***** TOTALS *****	\$41,619.09	\$19,095.00	\$0.00	\$58,007.35	\$0.00	\$118,721.44	
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Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting

(F) Total budgeted above

(B) Capital Outlay Costs	\$0.00
(C) Allowable Direct Costs (A-B)	\$123,339.44
(D) Indirect Cost Rate %	3.8900
(E) Maximum Indirect Cost (C*(D/1+D))	\$4,618.00

(G) Budgeted Indirect Cost	4618.00
(H) Total Budget (F+G)	\$123,339.44
Remaining (A-H)	\$0.00