# Title I, Part A Schoolwide
## Program Plan Requirements and Rubric

COLORADO
Department of Education

## About This Document

The Title I, Part A  Schoolwide Program Plan Requirements and Rubric is designed to ensure a schoolwide plan is fully developed according to the requirements in section 1114 of Title I, Part A of the Every Student Succeeds Act.  This document can be used as a template to develop a new plan or as a tool to evaluate the development of an existing plan.

### Statutory Requirements to Consider Before Developing a Schoolwide Plan

- A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of Title I, Part A funds, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and English learners. [1114(a)(2)(B)]

- If appropriate and applicable, the plan shall be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under the Every Student Succeeds Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). [1114(b)(5)]

## TITLE I-A SCHOOLWIDE PROGRAM PLAN REQUIREMENTS

| 1. Parent and Stakeholder Involvement |
|---|
| • Describe the process for involving stakeholders and how their input was used to develop the schoolwide plan. |
| |
| • The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [1114(b)(2)]  <br><br> • The plan shall be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [1114(b)(4)]  <br><br> • Each school must meet the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. [1116(b-g)] |

| Meets Expectations | Developing | Does Not Meet Expectations |
|---|---|---|
| Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the needs assessment have been identified and implemented. | Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the needs assessment. | Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the needs assessment. |
| Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of | Parents and community stakeholders who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I schoolwide plan. | Parents and community stakeholders are advised of school decisions, including the creation of the Title I schoolwide plan. |

| | | |
|---|---|---|
| the Title I schoolwide plan. | | |
| The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students. | The school vision and mission for student success is communicated to families and based on the beliefs and values of the school community. | The school vision and mission for student success may not reflect the beliefs and values of the school community or may not be embraced by families or community members. |
| The Title I schoolwide plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school. | The Title I schoolwide plan is available in multiple languages and formats. | The Title I schoolwide plan is posted in English on the school's website. |

| **2. Regular Monitoring and Plan Revision** |
|---|
| • Describe how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement to determine whether the schoolwide program has been |

effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and how the school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- The plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. [1114(b)(3)]

| Meets Expectations | Developing | Does Not Meet Expectations |
|---|---|---|
| School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I schoolwide plan based on short- and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation. | School leadership uses state assessment results to annually evaluate the Title I schoolwide plan. | School leadership does not have a regular process to monitor and adjust the Title I schoolwide plan. |
| The monitoring and revising of the Title I schoolwide plan includes regular analysis of multiple types of data (i.e., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning. | The monitoring and revision of the Title I schoolwide plan is based upon limited types of data and adjustments are not aligned to outcomes. | Some monitoring of the Title I schoolwide plan takes place, but there is not a process to regularly adjust the plan to increase student learning. |
| School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas. | School leadership and instructional staff use summative and sporadic formative assessments to provide information about student achievement and growth, and growth gaps for individual grade levels and content areas. | School leadership reviews student achievement and growth data. |

## 3. Comprehensive Needs Assessment

- Provide the outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.

- An eligible school operating a schoolwide program shall develop a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging Sate academic standards and any other factors as determined by the local educational agency. [1114(b)(6)]

| Meets Expectations | Developing | Does Not Meet Expectations |
|---|---|---|
| Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources. | Includes performance and/or non-performance data gathered from a limited number of sources. | Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs. |
| Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners). | Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in 1111(c)(2) of ESSA. | Includes analysis of the student body as whole or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in 1111(c)(2). |
| Examines student, teacher, school and community strengths and needs. | Examines student strengths and needs. | Examines student deficits. |
| School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the needs assessment, for school improvement. | School leadership may be taking on too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results. | School administrators have not clearly and transparently identified and communicated the school's priorities. |
| Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for all students, particularly those most at-risk. | Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students in general. | Evidence does not show that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students. |

## 4. Schoolwide Plan Strategies - Required

- Describe the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest-achieving students. Include a description of how and when the strategies will be implemented. Be sure these strategies are linked to areas identified in the comprehensive needs assessment.

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. [1114(b)(7)(A)(iii)]

| Meets Expectations | Developing | Does Not Meet Expectations |
|---|---|---|
| Strategies provide a detailed, enriched, and accelerated curriculum for every student, including those representing all subgroups, according to their needs. | Strategies provide an enriched and accelerated curriculum for most students with plans in place to differentiate for struggling students. | Strategies provide a basic curriculum intended for all students. |
| Improvement activities are purposefully designed to address the findings of the comprehensive needs assessment in a way that will result in significant improvements in student learning. | Improvement activities address some findings of the comprehensive needs assessment, but may not result in significant improvements in student learning. | Improvement activities may be purposefully designed, but are not aligned to the comprehensive needs assessment. |
| The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards. | The school has a process in place to identify students experiencing difficulty mastering the State's standards. | No process is in place to identify students who are experiencing difficult mastering the State's standards. |
| Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards. | Effective, additional assistance is provided for students experiencing difficulty meeting State standards. | Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing. |
| The school implements a comprehensive and coherent approach to meet the needs of students who are non-English-speaking and/or who have limited English proficiency. | The school has identified an approach to meet the needs of students who are non-English-speaking and/or who have limited English proficiency, and most LEP students are able to access the curriculum in a meaningful way. | The school has not identified an approach to meet the needs of students who are non-English-speaking and/or who have limited English proficiency, and LEP students are unable to access the curriculum in a meaningful way. |
| The school uses clear criteria and processes for making decisions regarding level and length of student | The school uses clear criteria and processes for making decisions regarding student participation in tiered | Processes vary by grade level, teacher, or academic program regarding decisions about student |

| participation in tiered supports. | supports. | participation in tiered supports. |
|---|---|---|
| The school provides multiple opportunities and interventions for students in need using a system that includes at least three tiers including best first instruction, Tier II (targeted/supplemental), and Tier III (intensive). | The school provides intensive supports for students in need. | The school does not have well-developed and implemented system of multiple tiers of support. |
| Support structures and programs (e.g., Title I, ESL, Special Education) are integrated into the school's tiered intervention process to provide collaborative support for student learning. | The school offers various support programs but they are not always integrated into a cohesive tiered intervention process to provide collaborative support for student learning. | There is little collaboration between the general education program and support programs such as Title I, ESL, and Special Education. |
| The school offers a range of extended learning opportunities within and beyond the school day and the school year. | The school strives to provide extended learning opportunities within the school day but has limited opportunities beyond the school day and school year. | The school offers limited extended learning opportunities. |

| Schoolwide Plan Strategies - Optional |
|---|
| • Schoolwide Plan Strategies may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. |
| |

| Meets Expectations | Developing | Does Not Meet Expectations |
|---|---|---|
| Support for the physical, cultural, and socio-economic needs of every student reflects a commitment to equity and an appreciation of diversity. | Support for the physical, cultural, and socioeconomic needs are appropriate for most students. | School has not yet implemented adequate supports for the physical, cultural, and socioeconomic needs of students. |

**Schoolwide Plan Strategies - Optional**

- Schoolwide Plan Strategies may include preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary students' access to coursework to earn post-secondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

| Meets Expectations | Developing | Does Not Meet Expectations |
|---|---|---|
| Instructional planning ensures equitable and challenging learning experiences that scaffold increasing depth, breadth, and cognitive complexity to prepare all students for success at the next level. | Instructional planning ensures grade-level learning experiences for all students. | Learning experiences may not be fully accessible for all students, or available supports may not be preparing all students for success at the next level. |
| Instructional planning (P-12) incorporates prepared graduate competencies to ensure student success in postsecondary and workforce settings. | Instructional planning ensures all students are prepared for high school graduation. | Instructional planning is not successfully preparing all students for high school graduation. |

**Schoolwide Plan Strategies - Optional**

- Schoolwide Plan Strategies may include implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Act (20 U.S.C. 1400 et seq.).

| Meets Expectations | Developing | Does Not Meet Expectations |
|---|---|---|
| The school implements a comprehensive system of tiered academic and behavioral supports to enable students to master grade-level expectations. | The school implements academic and behavior supports to support struggling students. | The school has identified academic and behavioral supports but does not effectively implement them to support students. |

**Schoolwide Plan Strategies - Optional**

- Schoolwide Plan Strategies may include professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects.

| Meets Expectations | Developing | Does Not Meet Expectations |
|---|---|---|
| All staff receive ongoing, job-embedded, research-based professional development, aligned with the school's identified needs, to meet individual needs of all students, but particularly the lowest achieving students. | Most staff receive training aligned with the school's identified needs, to meet the needs of most students. | Most staff receive training that may or may not be related to the school's identified needs. |
| The school implements processes that support recruitment and retention of high-quality professional staff. | The school reviews the qualifications of its staff and is working to increase the effectiveness of its staff. | The school makes teacher assignments based on the availability of staff, and does not have a plan to make changes in the way it assigns or hires teachers. |

| Schoolwide Plan Strategies - Optional |
|---|
| • Schoolwide Plan Strategies may include strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. |
| |

| Meets Expectations | Developing | Does Not Meet Expectations |
|---|---|---|
| Collaboration is evident between the elementary school and preschool programs (i.e. Head Start, Even Start). | Collaboration efforts have begun between the elementary and preschool programs. | Collaboration and communication seldom occurs between the regular elementary school program and preschool programs. |
| Specific strategies for helping students' transition into the elementary setting have been identified and implemented. | Specific strategies for helping students' transition into the regular elementary school setting may not be included in the school improvement plan. | Specific strategies for helping students' transition into the regular elementary setting have not been identified or implemented. |
| Eligible children are equipped with the prerequisite skills and dispositions for learning that will enable them to benefit from later school experiences. They are fully prepared for kindergarten. | Eligible children are equipped with the prerequisite skills and dispositions for learning that will enable them to benefit from later school experiences. | Eligible children are equipped with some or none of the prerequisite skills and dispositions for learning that will enable them to benefit from later school experiences. |

| | | |
|---|---|---|
| Preschool instruction builds academic readiness skills, develops background knowledge, increases self-regulation, and introduces academic vocabulary to prepare every student for kindergarten. | Preschool instruction addresses academic and self-regulation skills, but may not consistently be aligned to expectations for Kindergarten students. | Preschool instruction may not adequately prepare every student for Kindergarten. |

**Delivery of Services – Optional**

- If appropriate and applicable, a schoolwide program may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

| | | |
|---|---|---|

| Meets Expectations | Developing | Does Not Meet Expectations |
|---|---|---|
| An external provider with expertise in using evidence-based, effective strategies works within the school to improve student achievement. The provider has a proven record doing this work. | An external provider with expertise in using evidence-based, effective strategies works within the school to improve student achievement. | An external provider works within the school to improve student achievement. |

**Use of Funds for Dual or Concurrent Enrollment Programs – Optional**

- If appropriate and applicable, a secondary school operating a schoolwide program may use funds to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

| |
|---|

January 2017

| Meets Expectations | Developing | Does Not Meet Expectations |
|---|---|---|
| The school operates dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards. The effectiveness of these programs is regularly evaluated. | The school operates dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards. | The school operates dual or concurrent enrollment programs. |