



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.

In grade level teams we met to examine our most current data in order to determine the cause of low achievement in reading, writing and math. The process for dissecting the data followed a data team process in which teachers used the benchmark data, interim assessments and PARCC data to notice and name trends and patterns both within their grade level team as well as across the school. Teachers broke down the data for each of the core subject areas and looked at it by student. Student names were placed on an excel sheet and categorized by their performance level descriptors. Alongside the students' PARCC data teachers looked at students' current beginning of year assessments including the Benchmark Assessment System (BAS) and District Interim Assessment (Acuity) and how they aligned or did not align with the summative data. This allowed for planning with each student in mind, so teachers could begin to differentiate instruction for individuals and groups of students. Teachers have also looked at student ACCESS language levels to support planning that addresses students' language levels alongside ELA and Math which allows for planning for precise and rigorous instruction.

The ILT team alongside grade level teams collaboratively considered three to five years of data related to academic performance trends. The historical data that was included in this intensive review included student quarterly achievement data over a three year period from Acuity (district interim assessment), PARCC academic achievement and growth data, ACCESS data, DRA2 & Benchmark Assessment System (BAS) data, PALS and CMAS data. The team also reviewed qualitative data such as observations during walkthroughs/learning walks, exit tickets, TELL survey data, district Differentiated Support Systems data and reports from the evaluation process. The teams continually engaged their grade level colleagues to incorporate all perspectives. This process was facilitated through whole and small group structures to engage all staff in the same practice and experience (root cause analysis including five why's).

The process was also shared with our licensed and classified staff who are not a part of regular PLC's through a chart paper analysis in which all staff could provide additional feedback on the UIP planning processes including the identification of the root causes, development of MIS, target setting, and action planning.

From this, learning and feedback statements were written and then examined and analyzed based on the data mentioned above to determine the trends, areas of growth and areas of challenge. The data was then shared with all staff and parents through our SAC and PTO meeting for further gain input from all stakeholders. The group of parents represented within our SAC and PTO include a wide range of parents from many demographic backgrounds, language backgrounds as well as community involvement through our Community Corps Liaisons and Family Liaison.

The SPF will be posted on the Kenton website once approved. Information regarding the Priority Improvement rating and the Accountability Clock have been provided in our monthly courier in both Spanish and English. The information regarding the SPF rating and accountability clock have also been shared through the PTO/SAC meetings in multiple languages to support comprehension of the plan.

The school vision and mission were created at the end of the 2015-16 school year and were developed in conjunction with students and staff through our implementation of The Leader in Me. We then shared the vision and mission with our parents, community and additional stakeholders during our annual Leadership Day visit in May 2016.

- 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)]

- 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)]
- 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 the Title I schoolwide plan.	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 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 UIP will be evaluated in an on-going and formative manner through the use of multiple measures of data including; attendance, behavior, enrollment, transition, and academic data. During monthly SAC/PTO meetings, school leadership, including families and community stakeholders, will review the targeted next steps from the timeline of action steps within the UIP.

Quarterly proficiency data is collected and will be shared at the beginning of each new quarter alongside the grade level goals to progress monitor the academic growth and achievement of our students. District Interim Assessment data will be reviewed across grade level teams and shared with parents/ guardians during conferences.

Individual student level data will be shared via student-led conferences 2 times per year and during READ Act conferences 1-2 times per year alongside parents/guardians. Perception data will be collected annually through the district parent/guardian survey. Quarterly report cards will include individualized comments to inform parents of students areas of strengths and next steps related to grade level standards.

Perception data will also be collected monthly during our parent workshops and parent coffees to ensure we are addressing the learning needs of our parents/guardians and community members.

As each piece of data is collected a review of the data will occur across the leadership team and key members of the SAC and staff. From this review adjustments will be made to ensure that we are addressing the key needs and concerns of our community and putting in place mid-point action steps.

An annual review of the Title 1 schoolwide plan will occur alongside summative and formative data in the spring and to make adjustments to the plan for the 2017-18 school year.

- 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	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.



implementation.		
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.

Due to our performance rating change we are scheduled to have an RMC late winter 2017.

RMC has performed audits of both the priority improvement and turnaround buildings in Aurora Public Schools. I have worked with other principals in those buildings looking at improvements. We plan to have community meetings and staff development around the changes pending the RMC audit.

The outcomes for the school’s comprehensive needs assessment prior to the upcoming RMC audit have included:

- Data dig—all staff members have participated in a data dig which entailed looking at schoolwide, classroom level and individual student summative data from PARCC, previous target and goal setting measures and a look at proficiency data related to core academic areas.
- Priority Improvement Areas—through the data dig it was identified that we have specific areas of concern related to the academic achievement of students K-5 in all content areas as indicated in the priority performance challenges and trends within the UIP. Another area of concern has been the disaggregated achievement of our FEP students in 5th grade within English Language Arts as well as 3rd grade LEP and 3rd grade male students in the area of mathematics. We also recognize our disaggregated group of free/reduced lunch price students scored at the 37th percentile for the MGP in the area of math which indicates a significant concern.
- Areas of strength have included a 95.3% average daily attendance rate for Kinder-5th grade students and minimal behavior disruptions leading to students spending more time in school. An additional area of strength has been the implementation of The Leader in Me which has enabled students, community and staff to embrace the 7 Habits of Highly Effective People/Kids. Additionally an area of strength is the high turnout of parents/guardians to our afterschool events including; student led conferences, Title 1 Math/Literacy events, READ Act Conferences, Back to School Night, Parent Workshops, Parent Coffees, PTO



The priorities identified through the UIP were narrowed to those aligned with the highest needs according to the data:

- Overall Academic Achievement
- Significant Reading Deficiency Areas
- Overall Academic Growth

- **If you have had a school audit (IE RMC), please describe the findings.**

- 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 State 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.

In order to accelerate student growth and achievement we will systematically employ a school-wide Standards Based Data-Driven Instructional system. When teachers understand how to deeply and thoroughly analyze student data using a standards-based teaching/learning cycle then teachers will be able to understand the gaps students have within the standards and how to make instructional adjustments to meet their varied needs. We will use a data team cycle which will allow for teachers time for pre-analysis of the interim assessment to develop understandings of grade level proficiency. Communities of Practice will support the data team cycle which will result in observable instructional changes in the classroom through lessons created based on individualized student data. The lessons will identify areas for enrichment and acceleration of learning for students with gap in understandings using progress monitoring tools including the District Interim Assessment, pre/post assessments and monitoring notes.

The use of an MTSS model is in place at Kenton Elementary in which we are thoroughly tracking the data of students who have reached Tier 2 or Tier 3. The MTSS team meets twice monthly to review current and upcoming students through our progress monitoring trackers. We review current interventions, first instruction, student attendance and behavior and language development.

Students in Tier 2 receive targeted intervention based on root cause analysis using research-based resources and strategies and typically taught by an instructional coach. Students received 4-5 days/30-45 minutes of instructional intervention at their targeted level with ongoing progress monitoring through running records, goal-setting alongside PALS data for students on READ Act plans. Students are also homogeneously grouped to meet their phonics and phonemics skill gaps and the use of a research based resource, 95 Percent, is used to teach these targeted interventions within a designated block 5 days a week for student in grades Kindergarten-3rd grade. Students in 4th and 5th grade also receive phonics and phonemic awareness interventions on an as needed basis through the use of the 95 Percent resource. Teachers in grades 1st-3rd offer optional after school tutoring to students identified on a READ Plan to further support their gap areas.

When students need to move beyond Tier 2 instruction to Tier 3 instruction the MTSS team meets prior to determine the next level and specificity of intervention. Additional stakeholders are included in all processes of the MTSS model including parents/guardians, instructional coaches and special education teachers. Through the MTSS process and use of the district flowchart the targeted next steps are determined which could include further intervention, relooking at the possible root cause, use of curriculum based measures to gather additional data or moving forward with a review by the Exceptional Services Providers.

All ELL students receive targeted instruction in tiered language grouping during the school day as a dedicated block of 40 instructional minutes. Within this block students practice English alongside language models, through the use of a dedicated resource (ELAchieve Units of Study) and through a thematic approach. Students engage in reading, writing, speaking and listening practice to fully support the development of English as a second language.

In order to accelerate student growth and achievement, we will implement a school-wide observation and feedback system. When observation and feedback cycles are used to increase teacher understanding of the rigor of the academic standards then teachers will plan lessons that address student strengths and gaps and the highest leverage feedback will be provided. All administrators and instructional coaches will use components of Leverage Leadership to provide bite-sized and systematic feedback to teachers.

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 participation in tiered supports.	The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.	Processes vary by grade level, teacher, or academic program regarding decisions about student 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	The school offers various support programs but they are not always integrated into a cohesive tiered	There is little collaboration between the general education program and support programs such as Title



tiered intervention process to provide collaborative support for student learning.	intervention process to provide collaborative support for student learning.	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		
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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	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.



kindergarten.		
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Delivery of Services – Optional		
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- 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.

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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		
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- 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.

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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.