Title I SWP Rubric

The purpose for this rubric is to examine if your Title I Schoolwide Plan meets the Title I, Part A Schoolwide Program Requirements in section 1114 of the Every Student Succeeds Act. This rubric can be used as a tool to develop a new plan or revise an existing one.

Considerations 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)]

Component 1			
	Starting Out (1)	**Developing (2)**	**Deepening/Sustaining (3)**
Comprehensive Needs Assessment	Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs.	Includes performance and/or performance data gathered from a limited number of sources.	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 school system (e.g., diagnostic review) and perception data, gathered from several sources.

Component 1			
	Starting Out (1)	**Developing (2)**	**Deepening/Sustaining (3)**
Comprehensive Needs Assessment	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).	Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in 111(c)(2) of ESSA.	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).
Comprehensive Needs Assessment	Examine s student deficits.	Examines students' strengths and needs.	Examines student, teacher, school and community strengths and needs.
Comprehensive Needs Assessment	School administrators have not clearly identified and communicated the school's priorities.	School leadership may be taking on too many or too few priorities, or priorities, or priorities may not ne at the right level of magnitude, to produce positive, measurable results.	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.
Comprehensive Needs Assessment	Evidence does not show that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students.	Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students in general.	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.

Component 1			
	Starting Out (1)	**Developing (2)**	**Deepening/Sustaining (3)**
Parent Engagement	Strategies to increase parental engagement have not been identified and implemented or they may not be aligned with the needs assessment.	Strategies to increase parental engagement have been identified and implemented and may be loosely aligned with the needs assessment.	Strategies to increase family and community stakeholder engagement, particularly among those who represent the most at-risk students, based upon results of the needs assessment have been identified and implemented.
Parent Engagement	Parents and community stakeholders are advised of school decisions, including the creation 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 who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in abroad spectrum of school decisions, including the development and monitoring of the Title I schoolwide plan.
Parent Engagement	The Title I schoolwide plan is posted in English on the school's website.	The Title I schoolwide plan is available in multiple languages and formats.	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.

Component 2

Schoolwide Plan Strategies (Academic)

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)]

	Starting Out (1)	Developing (2)	Deepening/Sustaining
	Strategies provide a basic curriculum intended for all students.	Strategies provide an enriched and accelerated curriculum for most students with plans in place to differentiate for struggling students.	Strategies provide a detailed, enriched, and accelerated curriculum for every student, including those representing all subgroups, according to their needs.
	Improvement activities may be purposefully designed, but are not aligned to the comprehensive needs assessment.	Improvement activities address some findings of the comprehensive needs assessment, but may not result in significant improvements in student learning.	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.
	No process is in place to identify students who are experiencing difficulty mastering the State's standards.	The school has a process in place to identify students experiencing difficulty mastering the State's standards.	The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards.

	Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.	Effective, and additional assistance is provided for students experiencing difficulty meeting State standards.	Timely, effective, and additional assistance is provided for students experiencing difficulty mastering the State's standards.
	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 ELL are unable to access the curriculum in a meaningful way.	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 ELL are able to access the curriculum in a meaningful way.	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.
	Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.	The school uses clear criteria and processes for making decisions regarding students' participation in tiered supports.	The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
	The school does not have well-developed and implemented system of multiple tiers of support.	The school provides intensive supports for students in need.	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).
	There is little collaboration between the general education program and support programs such as Title I, ESL, and Special Education.	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.	Support structures and programs (e.g., Title I, ESL, Special Education) are integrated into the s school's tiered intervention process to provide collaborative support for student learning.
	The school offers limited extended learning opportunities.	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 a range of extended learning opportunities within and beyond the school day and the school year.

Component 3

Schoolwide Plan Strategies (Academic & Non-Academic)

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.

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).

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.).

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.

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

	Starting Out (1)	Developing (2)	Deepening/Sustaining (3)
	School has not yet implemented adequate supports for the physical, cultural, and socioeconomic needs of students.	Support for the physical, cultural, and socioeconomic needs are appropriate for most students.	Support for the physical, cultural, and socio-economic needs of every student reflects a commitment to equity and an appreciation of diversity.
	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 ensures grade-level learning experiences for all students	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 is not successfully preparing all students for high school graduation.	Instructional planning ensures all students are prepared for high school graduation.	Instructional planning (P-12) incorporates prepared graduate competencies to ensure student success in postsecondary and workforce settings.
	The school has identified academic and behavioral supports but does not effectively implement them to support students.	The school implements academic and behavior supports to support struggling students.	The school implements a comprehensive system of tiered academic and behavioral supports to enable students to master grade-level expectations.
	Most staff receive training that may or may not be related to the school's identified needs.	Most staff receive training aligned with the school's identified needs, to meet the needs of most students.	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.
	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.	The school reviews the qualifications of its staff and is working to increase the effectiveness of its staff.	The school implements processes that support recruitment and retention of high-quality professional staff.
	Collaboration and communication seldom occurs between the regular elementary school program and preschool programs.	Collaboration efforts have begun between the elementary and preschool programs.	Collaboration is evident between the elementary school and preschool programs (i.e. Head Start, Even Start).
	Specific strategies for helping students' transition into the regular elementary setting have not been identified or 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 elementary setting have been identified and implemented.
	Preschool instruction may not adequately prepare every student for Kindergarten.	Preschool instruction addresses academic and self-regulation skills, but may not consistently be aligned to	Preschool instruction builds academic readiness skills, develops background knowledge, increases self-regulation,

		expectations for Kindergarten students.	and introduces academic vocabulary to prepare every student for kindergarten.

Adapted from: Colorado Department of Education, January (2017).