Title I-A Schoolwide Plans

Question 1

Comprehensive Needs Assessment*

Describe how the school has completed a comprehensive needs assessment of the entire school based on information which included the achievement of children in relation to the state academic content standards. The summary should include information from multiple measures of data from all five key domains as shown in the ORIS needs assessment framework: Leadership, talent development, stakeholder engagement and partnerships, well-rounded coordinated learning principles, and inclusive policy and practice. If another needs assessment is used by the school, please still respond under the given domains. The data should be cross-analyzed to identify the needs of educationally disadvantaged students. ESSA Section 1114(b)(6).

How Comprehensive Needs Assessment was completed:
Kids Unlimited Academy conducted a review of all the current systems the school employs using a survey method at the end of the 2018/19 school year. These systems include but are not limited to academic, behavior, after school programming, family outreach, mental health services and stakeholder investment, and social media. These systems were looked at through the ORIS framework needs assessment with Parents, KUA board, Educators, Office employees, Afterschool Program Manager and the KUA Leadership team. iReady, SBAC,

KUA sent out a Parent Survey to allow parents the opportunity to voice approval and concern about the current systems at KUA. Principal Jani Hale and Assistant Principal Sunshine Price then conducted 2 meetings with the parents at KUA, gathering input on our academic framework, behavior systems and most importantly communication flow to parents leading the discussion based off of data collected in the Parent survey. Principal Jani Hale then took this data to KUA's site council and parent coalition for further discussion and refinement.

KUA sent out a Teacher Survey to allow KUA's educators the opportunity to voice approval and concern about the current systems at KUA. Principal Jani Hale and Assistant Principal Sunshine Price then organized the data in sub categories of working and not working systems at KUA.

KUA also conducted a Middle School Student Survey led by the middle school Student Council. The student council and Principal Jani Hale looked at the data and compiled it into two piles, concern and positive.

KUA also conducted an Office Survey/Afterschool Programming to allow KUA's office employees and afterschool programming employees the opportunity to discuss the needs of the
building. Part of this survey included pick up and drop off, attendance, afterschool programming flow, afterschool programs, substitute coordination. Principal Jani Hale and Assistant Principal then organized the data into a high needs list.

On October 14th, 2019, the KUA’s leadership team (5 teachers representing, early elementary, late elementary and middle school, Title 1 Coordinator, Teacher coach/Curriculum coordinator, Office manager, Assistant Principal, and Principal) met to go over the data using the ORIS framework. Each member was given an opportunity to look at the data individually and create “sticky notes” of importance for placement on an indicator. The team then had a healthy discussion of the most important needs of the school based on the data and attempted to narrow the indicator focus to 4 and attached all sticky notes of concern to a specific indicator.

On November 7th, 2019 the leadership team met again to narrow the objectives for the 4 indicators chosen. The team used a method described by an ORIS specialist in a Title 1 PLC. This method used attempts to establish 1 to 3 objectives under each indicator that accurately address the needs of the school in the most effective way. Each person in the leadership team has the opportunity to address why a specific need is important. After this 4 hour activity the team established 4 indicators and objectives to meet the indicator of choice in a 3 year plan.

Question 2

Based on the school’s needs assessment, what are the identified priorities/goals that the school will focus on this year.

Goal 1: Indicator 3.2 Communication Systems to Gather and Share Information

If we establish or better our current communication systems for our parents, stakeholders, and community, our teachers will be able establish meaningful relationships with parents, our parents will be able to feel more connected to the educational experience of their student, our stakeholders will be able to connect and speak about the opportunities that KUA employs, and our community will be able to connect to the programs offered at KUA.

Objectives:

- Teachers will create individual webpages or bi-monthly newsletters to be posted on the KUA website and sent home.
- KUA will finalize a new website and deploy it to the community.
- KUA communication team will utilize Instagram and Facebook as a method to communicate the positive programs and school life to community members and parents.
- Webpages, Facebook, Instagram and bi-monthly newsletters will communicate academic programs, behavior systems, social activities and programs.
Goal 2: **Indicator 2.2 Professional Learning**

If we are held accountable to utilize the Professional Development trainings, our teachers will be able to see and share methods of instruction that are effective for the population of students at KUA, our administration will be able to assess teacher effectiveness and establish meaningful coaching plans, our students will benefit from the shared knowledge, our leadership team will be able to identify Professional Development that fits the needs of the school.

Objectives:
- Create a PD calendar that is teacher led based on our past training with Anita Archer, SMc math curriculum consultants.
- Administration will create a walkthrough calendar monthly to check for PD use, and teacher effectiveness.
- Administration will create a walkabout calendar for teachers to showcase effective PD.

<table>
<thead>
<tr>
<th>2020</th>
<th>2021</th>
<th>2022</th>
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<tbody>
<tr>
<td>KUA school webpage, Instagram, Facebook being utilized and promoted to both the community and parents</td>
<td>All KUA teachers will have either a classroom webpage or bi-monthly newsletters established</td>
<td>KUA webpage, Instagram, Facebook, teacher webpages, bi-monthly newsletters will be in use and ready for analysis of effectiveness</td>
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<thead>
<tr>
<th>2020</th>
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<th>2022</th>
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<tbody>
<tr>
<td>Fall of 2020 leadership team will have created a PD calendar</td>
<td>Administration will utilize the walkabout calendar to establish teacher collaboration</td>
<td>Administration will utilize walkthrough and walkabout calendars to create effective coaching plans for teachers.</td>
</tr>
<tr>
<td>Administration will create a walkthrough calendar</td>
<td>PD calendar will be created for the year based off of new PD and PD that has been seen as effective</td>
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<td>Administration will create a walkabout template for use</td>
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**Goal 2:** Indicator 2.2 Professional Learning

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Goal 3: **Indicator 4.4 Data-Informed Decision Making**

If we establish guided PLC’s, create assessment review calendar, create a system for 100/80/20 data meetings for both behavior and academics, establish a new social emotional curriculum with a behavior team overseeing our teachers will be able to improve their capacity for adjusting teaching methods, understand vertical alignment, identify tier 1, 2, and 3, students, this will allow our students academic and behavior needs be met more effectively and will provide our parents an opportunity to witness success for their student. This will be tracked using iReady data, SWISS data and SBAC data.

Objectives:
- Administration/Teacher coach will attend and oversee grade level PLC’s on a weekly basis
- Assessment calendar is created for each school year
- 100/80/20 template will be created
- 100/80/20 meetings will be established and reviewed for effectiveness
- RULER behavior system will be PD for all employees
- RULER behavior social emotional curriculum will be established as school norm
- Advisory groups/community building time will be overseen by administration
- Behavior team established
- Behavior room established with clear boundaries for use

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<th>2021</th>
<th>2022</th>
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<tbody>
<tr>
<td>Assessment calendar is created</td>
<td>RULER social emotional curriculum is established.</td>
<td>All systems are established and reviewed for effectiveness</td>
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<tr>
<td>100/80/20 template is created for pilot</td>
<td>100/80/20 meetings are norm</td>
<td></td>
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<tr>
<td>Teachers are trained in RULER and pilot social emotional curriculum</td>
<td>Advisory/community building time is established for review</td>
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<tr>
<td>Behavior team is established along with room for use</td>
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<tr>
<td>Advisory groups/community building time is established</td>
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Question 3

3.A. Leadership

Please describe how the district has provided ongoing support for the implementation of the school's plan. In addition, describe how the district annually reviews the school's plan and provides feedback. ESSA Section 1114(b)(3)

KUA is a public charter school and most employees are employed by Kids Unlimited. Our Title staff and SPED staff are employed by the Medford School District. All medford employees attend monthly PLC meetings to discuss the implementation of school plans and gather PD for bettering the school environment. KUA also receives annual monies that can be allocated for the betterment of the school environment. KUA also prepares a presentation for the Medford School District to review the school’s plan and discuss future collaboration.

3.B. Talent Development

Please describe how professional development will be provided to school personnel to improve instruction and the use of data. ESSA Section 1114(b)(7)(A)(iii)(IV)

KUA provides both in building PD and out of building PD. 70% of its current teaching staff has received a week long training with Anita Archer and 90% of the teaching staff is currently receiving PD and feedback from our SMc curriculum math consultants. KUA currently uses iReady as a data analysis tool and plans to establish 100/80/20 meetings to help educators better utilize the data. KUA is also planning on a two day training with RULER social emotional systems to help establish a behavior program. KUA also outlines a PD calendar that is teacher led to integrate techniques learned from Anita Archer and SMc consultants training that are effective.

PD utilized by KUA employees 2019/2020

- Constructing meaning
- Positive Discipline
- Restorative Justice
- Collaborative Problem Solving
- GLAD
- OCEE
3.C. Stakeholder Engagement

Please describe how parents are informed of their school’s participation in Title I and its requirements. In addition, describe how parents are informed of their rights and opportunities to be involved. In your response, please provide the date of your annual Title IA meeting. ESSA Section 1114(b)(2)

September of every year KUA has an Open House with booths for all of our programs. Title 1 runs a booth brochures for the upcoming year and a flier for the Title 1 meeting for parents. It is also a time to meet the Title 1 team who works with students. October 17th 2019 KUA hosted its annual informational night for parents to discuss their rights and responsibilities and present KUA’s Title 1 approach. The Title team also presents its current budget and the plans for how we will use the money for the year.

KUA also uses its Parent Conferences in the fall and spring to discuss the parent/student/teacher compac. This document is signed during the fall conferences and reviewed during spring conferences.

KUA has an annual incoming kinder conference in the spring of each school year with each new incoming family. This is a scavenger hunt activity to get to the school. Title 1 is a part of the scavenger hunt where families meet the team and gain an understanding of Title 1 and its impact.

KUA also posts all documents on its webpage under the Title 1 tab.

3.D. Well-Rounded Learning System

Please describe methods and instructional strategies that will be used in the school to strengthen the academic program, increase the quality and amount of learning time, and provide opportunities for enriched and/or accelerated learning. ESSA Section 1114(b)(7)(A)(i)

KUA provides an extended school day from 7:30 - 3:00 each day. During this day KUA provides a 30 minute reading enrichment period and a 30 minute math enrichment period. The enrichment periods are leveled small group settings where students receive additional opportunities for learning. These settings allow for accelerated learning and review of concepts for retention.

KUA also provides PE, Art, Music for all grade levels each day. This opportunity allows for grade levels to incorporate CORE instruction into other aspects of the students day.

KUA provides a 45 minute content area study hall for the middle school. This time period allows for students to work on accelerated work, project learning, retention of previous skills.
KUA also utilized several computer based programs: IXL, Imagine Math and Raz kids.

3.E. Instructional Strategies

Please describe strategies that will be used to address student needs

1. Counseling, school-based mental health programs, and or/ specialized support services or mentoring.

La Clinica school based site is currently in our building. La Clinica provides counseling services and mental health programs for students. Currently KUA is in the process of looking at how to hire several skills trainers to help support students' mental health needs. KUA is also establishing a behavior team of 4 that will help support and implement the new social emotional system RULER.

2. Preparation for and awareness of post-secondary education opportunities and/or entrance into the workforce. (e.g. career and technical education, transition to high school).

KUA is K-8. All incoming 6th graders have a moving up ceremony with families. During this ceremony they look at their new classrooms, receive orientation from 6th grade teachers and look at a typical schedule.

ALL 8th grade students receive a term of Passport to High School during the spring term. They tour all high schools, high school students speak about their experience, SART and Planned parenthood present and several life skills lessons are taught. All local high schools present to families so they can gain a better understanding of what high school will look like for their families.

3. Implementation of a tiered model to prevent and address problem behavior, as well as early intervention systems for students struggling academically.

At the elementary level all students K-5 are assessed using iReady. Kindergarten through 2nd grade are also assessed using a phonics screener. Based on these assessments students are leveled and grouped for reading enrichment and math enrichment. Math enrichment and reading enrichment provide an additional narrowed pre-assessment based on groupings. After 8 weeks each group has a post test and data is input by the Title 1 team. The data is then discussed in grade level team meetings and groups are adjusted accordingly.

At the middle school level all students 6-8 are assessed using iReady. Based on this data students are leveled and grouped for CASH (content area study hall). During this period students receive support for retention or acceleration. Every Friday students utilize the time to meet with the teacher and make up work that was not finished for a certain subject.
If students need additional support they will be referred to the SL team where they are monitored more closely and parents are notified of additional interventions. At this point students are monitored with a very narrowed intervention. If a student does not make adequate growth a secondary intervention is implemented. If after two interventions the student is not making adequate growth the SL team discusses options and makes a recommendation for that student, which could include a recommendation for Special Education Services.


Currently KUA has pre-kindergarten for four and five year olds. This program is housed across the street and provides an environment that is attached to the school. Students who attend the pre-k will have priority for kindergarten at KUA.

In the spring KUA provides a scavenger hunt activity for all incoming kindergarteners to meet new teachers and familiarize themselves with the building. This is also a time for new families to orient themselves. During this parents are encouraged to sign up for our week long kindergarten kaleidoscope experience at KUA. This is an opportunity for students to experience the classroom and learn how to navigate their room through engaging activities. Lastly KUA kindergartners have a half day start for the first week of school.

3.F. Inclusive Policy and Practice

Please describe what strategies will be used to provide all students with opportunities to meet challenging state academic standards. Include strategies to reach economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners. ESSA Section 1111(c)(2) ESSA Section 1114 (b)(7)(A)(i).

KUA provides a 30 minute reading enrichment period and a 30 minute math enrichment period. The enrichment periods are leveled small group settings where students receive additional opportunities for learning. These settings allow for accelerated learning and or review of concepts for retention.

ELD students meet to increase language skills with an ELD specialist 45 minutes per day. All Title 1 EA’s push into grades K-5 during their reading blocks to assist with small group learning. KUA also has a full time SPED teacher to meet the IEP minutes for students on IEPs.

KUA allocates the first 20 minutes of the school day for advisory groups. This is a community building time for students to greet one another, share and play a quick game before the day starts. In the middle school level the groups are smaller and the advisor plays a larger role in helping the students manage middle school situations. They also learn to greet, share and play a quick game each morning.
All students have access to a chromebook in the building and KUA provides several programs for use. IXL (math, LA, Science, SS), Imagine math and Imagine blueprint and Raz Kids are all available for all grade levels.

KUA also provides an after school enrichment program for all grade levels until 5:15 each day. Enrichment includes opportunity for dance, taekwondo, culinary and more in a structured environment.

KUA also has a family literacy center where families can check out books, access computers, attend parenting classes, take home activities, GED support, language support. It also serves as a community outreach connecting families with resources in the community and self sufficiency.

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**Annual Title I-A Documentation**

In addition, there is required school-level Title I-A documentation that will be submitted by the school to ODE. -Title I-A Annual Meeting documentation (refer to link below) -Parent Engagement Plan (reviewed and revised with parent input annually) -Parent-School Compact (reviewed and revised with parent input annually) -Building Parent Capacity documentation (refer to link below) -Verification of staff qualifications (refer to link below) -Para-professional highly qualified documentation (refer to link below) In addition, there is required district-level Title I-A documentation that will be submitted to ODE. These documents are: -Comparability Report Calculations (refer to link below) -Equitable Distribution of Teachers (refer to link below) [https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Pages/ESEA-Monitoring.aspx](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Pages/ESEA-Monitoring.aspx)