TITLE I SCHOOLWIDE COMPONENTS PLANNING TOOL

Please submit with the Intention for Services packet.

School: Davidson County High School

Principal's Signature: Kelly Hall Date: May 28, 2024

Component – Comprehensive Needs Assessment (The needs assessment must be of the entire school.)
Describe the process used by the school in the completion of a comprehensive needs assessment. State conclusions reached from the review of the needs assessment. Determine the goals that will be needed.

Comments:

- What data do you collect? Be sure you have process data, outcome data, demographic data, school-wide behavior and attendance data.
- How are teams or individuals collecting the data and sharing the findings?
- What conclusions have you drawn and goals set based on the data collection?
- What connections does the data have to overall school improvement outlined in the NCStar Key Indicators?

DCHS involves all stakeholders in the development of our Comprehensive Needs Assessment. Via school messenger, Student-Led Conferences, and the school website, parents were invited to complete a parent survey. Students were asked to complete the student survey after their Student-Led Conference. The surveys were created based on a collaborative effort of staff members. Staff completed a survey built by the principal and Title I Coordinator.

DCHS collects attendance, behavior, demographic, and academic data when analyzing the needs of our school and determining next steps. DCHS continues to be focused on creating a positive and safe environment for learning and developing needed skills for success after high school.

DCHS's goal is to focus on instructional strategies, examining and reviewing standards, and addressing social/emotional and academic needs of our students simultaneously. Goal is also to increase consistent support and

follow-up from administration and teachers to create a solid partnership with the home. Accurate data and timely follow-up must occur to provide the most appropriate support to best assist each individual student.

Evidence: The needs assessment includes all student and teacher data, parent and community needs, current or existing improvement efforts and activities. Data is disaggregated by the required subgroups.

Component – School Reform Strategies

As a result of the review of the data, describe how the school will meet the needs of the historically under-served populations and target populations in the school.

Comments:

- Instructional strategies for groups on which you are focusing (Your data should show patterns and trends.)
- Scientifically-based research behind the strategies selected
- Selected strategies and subgroups should match the needs assessments

The staff continues to need strategies to differentiate instruction to best support the needs of every student, as well as combat the apathy associated with school. Providing PD focused on data collection and analysis and instructional strategies will give staff the knowledge and resources to best serve and support at-risk students, as well as implement enrichment activities. The majority of our students struggle with mental health and/or overcoming past trauma. Expectations and consistency must be implemented to best support their growth. Achieving this will require the support of outside sources (i.e. school-based counseling, social worker, etc.). DCHS will determine if needs are being met by individual meetings with the student and examining data regularly. Discipline, attendance, and academic data needs to be reviewed bi-weekly meetings of the Student Support Team.

Describe how the school will determine if the needs are met.

Comments:

- Evidence--How do you know that your interventions and intervention systems are effective?
- On-going evaluation of strategies. Are you evaluating student progress over time, during the intervention?

During weekly remediation periods, attendance, behavior, and academic performance will be reviewed and discussed. Interventions of instructional strategies and specialists will be monitored to determine effectiveness. Semester grades and graduation cohort numbers will be utilized to determine if interventions are effective. Data collection throughout the semesters will be used to evaluate student progress.
Evidence: Strategies are based on identified needs and designed to raise the achievement level of all the students on content standards.

Component -Teacher Recruitment, Evaluating, Rewarding, and Replacing Staff (NCStar Key Indicator C3.04)
Describe the qualifications of the staff (teachers, paraprofessionals, and administrators).
Comments: • # of teachers fully certified (i.e., quality of staff); include EC, TA, administration • % of teachers who are BTs and career status Eight DCHS teachers are highly-qualified and fully certified. Two teachers are working toward certification, as well as in the BT program. DCHS has one principal and a part-time assistant principal. There are five classified staff members including front office, janitorial staff, student advancement coach, and technology support. This year, Title I funds were used to add a classroom reduction English and math teacher. DCHS's goal is to provide a supportive and encouraging environment for its teachers. Teachers are allowed to wear jeans on Fridays and with participation in United Way, also on Mondays. DCHS participated in Teacher Appreciation Week. Administration has an Open Door Policy and highlights the work of staff in weekly newsletters.
Describe the strategies used/to be used to recruit and retain staff.
Comments: • What does your school do (that isn't in the district plan) to recruit and retain teachers? • Do you have incentives at the school level beyond system-wide incentives? • Do you have brochures? Do you provide mentoring? Davidson County Schools plan for recruiting and retaining teachers includes a mentor program for beginning teachers, a local salary supplement, and an employee assistance program. DCHS believes that staff retention throughout the year is essential in providing a consistent, positive, supportive, and safe place for our students, especially since this is often lacking at home. DCHS still believes that in efforts to maintain that environment and build morale, teachers must feel respected, encouraged to communicate with administration, supported in collaborating with colleagues, and given appropriate resources to support students.

Evidence: Certifications match the responsibility of each staff member. The plan describes efforts to recruit and retain staff to better meet the individual needs of all students.

Component – Professional Development (NCStar Key Indicator C2.01)
Describe the school professional development activities selected to support the staff as they implement the goals and schoolwide strategies stated in this plan. • Describe each activity and how it is evidence based • State how the need for each activity is supported by student achievement data and aligns to school plans • Identify the timeline and measurable staff outcome to be achieved at the conclusion of the activity.
Comments: • Professional development must be focused, sustained, and extended throughout the school year. It is based on the needs assessment. How can your staff meet the needs of the children? • Professional development training should focus on the needs of your staff. • The school regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. Look for a common thread in the assessment of your staff needs. Professional development focused on differentiation, enrichment, classroom management, data collection and analysis to drive instruction is greatly needed to help the staff feel prepared and supported. Continued information and training on trauma and mental health issues, low performing and at-risk students is needed. Training and support on new technology and online programs is needed for staff to best support students.
Evidence: Ongoing quality professional development is provided to meet the needs of the entire school community.

Component – Parent and Family Engagement Strategies (Address the 13 required areas.) (NCStar Key Indicator E1.06)

Describe the strategies that will be implemented to increase parental involvement.

- Process and timeline for (1)convening an annual meeting, (5)parent conferences for students not meeting standards and (2)other opportunities for parents to meet with the staff and other parents
- (7)Designing, reviewing and signing compacts
- (8)Provide assistance in understanding the state standards and assessments
- (9)Offer training and materials to help parents monitor their child's progress and participate in their education and (10)training for school personnel in effective parent and family engagement strategies
- (3)Involve parents in the planning and implementation of the schoolwide program and parent and family engagement policy and (6)elicit parent comments
- (11)Coordinating and integrating the school's parent and family engagement with other initiatives
- (4)Providing timely information, (12)communicating with parents in an understandable language and format, and (13)communicating in an appropriate manner with EC, ESL and migratory parents

Comments:

- Align the training of parents with the needs of the school/students
- How will the school communicate on a regular basis with parents and families in regards to its expectations of them and importance of the curriculum of the home (what parents can do at home to support their children's learning)?

In the parent survey, 45.2% of parents would like to attend an information session or receive additional information on post-secondary education. 38.7% would like information on application processes (jobs and college), which is an increase from last year's survey. 29% would like additional Student-Led Conferences. 22.6% of parents would like additional information on mental and emotional health and how to support their student, which is also an increase from last year. 96.8% of parents/guardians feel that telephone contact is the best method to share information while their student is enrolled at DCHS. 71% included email, and 19.4% postal service. 83.9% of parents indicated that Student-Led Conferences are beneficial in supporting their student. 38.7% indicated that an additional math teacher purchased with Title I funds promoted their student's growth and success. 32.3% indicated an additional English teacher did the same. 58.1% shared that between 3PM-5PM would be the best time to hold a

parent/guardian event. During our Annual Public Meeting, information on our Title I plan will be shared with all stakeholders. A link to the information will be provided on the school's website; information will be available for further review and for those unable to attend. Any questions or concerns expressed will be addressed through a conference with administration and the Title I Coordinator. All parents are invited to awards programs and Student-Led Conferences. School messenger and email is utilized frequently to relay important information, updates, and student absences.
Evidence: Parent and family engagement, compact development and implementation, parent and family engagement policy and other required activities to involve parents.

Component – Transitions (NCStar Key Indicator A4.16)
Describe the strategies to be used for assisting preschool children in the transition from early childhood programs to the schoolwide program.
N/A
Describe the strategies to be used for assisting students in the transition from other schools into the schoolwide program after the beginning of the year.
Following the completion of an application, a conference is held with the parent/guardian and student. At that meeting, parents/guardians and students are informed of the state and local standards, as well as the expectations of the school. The monitoring of student progress is handled by ParentPortal and report cards. Title I guidelines will be handled at the first parent meeting.
Describe the strategies to be used for assisting students in the transition from one grade span into the next grade span (ex: Gr. K-5 to Gr. 6-8).
Currently, DCHS does not have a transition plan between grade spans. All DCHS students have an individual plan to ensure they have all the credits necessary to graduate with a high school diploma.
Evidence: The needs assessment includes all student and teacher data, parent and community needs, current or existing improvement efforts and activities. Data is disaggregated by the required subgroups.

Component – Teacher Participation in Assessment Decisions (NCStar Key Indicator C2.01)

Does the school administer additional assessments not required by the district or state? If yes, state the assessment instruments, the type of information the assessments provide, the intended population and the timeline.

Comments:

- Discuss assessments at the school level, district and state level.
  Samples. . .
  - EVAAS
  - STAR Reading and Math
  - Common Formative Assessment Data
- What kind of decision-making power do teachers have?
- How do you talk about assessments? With your teacher teams? With your grade levels? With your parents?
- Do you have grade level minutes?

DCHS teachers follow the DCS grading policy. With the small staff size, teachers develop assessments independently. PLCs will be used to assess and identify at-risk students rather than common assessments. Teachers continue to need support in using data to drive instruction and create standards-based assessments. This will continue to be the focus of professional development. Check-Ins for Math 1 and 3, English 2, and Biology EOCs were administered and reviewed.

Describe the strategies used to involve teachers in decisions regarding the use of additional classroom assessments.

Comments:

- How are teachers involved in the development of assessments? Through grade level meetings? SIT meetings?

Formative assessments continue to be developed independently due to the small staff size of the school. PLCs will continue to be used for reflection and identification of at-risk students based on common students rather than common assessment. Attendance, behavior, and academic data will be consistently reviewed during SIT/MTSS meetings in order to adequately support students.

Evidence: The role and activities of teachers, administrators and parents in developing classroom assessments for standards.

Component – Intervention Strategies for Students Experiencing Difficulty Mastering the Performance Standards (Implementing a tiered instructional system that allows teachers to deliver evidence-based instructional aligned with the individual needs of students across all tiers.) (NCStar Key Indicator A4.01)

Describe the specific activities that will be implemented to ensure that students who experience difficulty mastering any of the standards during the school year will be provided with "effective timely assistance."

Comments:

- What are the interventions used to help children?
- Schoolwide programs may serve all children but must not ignore the at-risk students.
- Interventions must be tied to the school's needs assessments.

For Tier I, reports are run daily to track and inform the student and his/her parent/guardian of absences. Classroom teachers share missed classroom assignments via CANVAS/email. For Tier II, the classroom teacher contacts parents and, if requested, holds a meeting with the student to form an action plan to assist the student in getting back on track. Tier III intervention occurs in partnership with the student, student's parent or guardian, and the Student Support Team. The action plan is reviewed from Tier II and modifications are made where needed to best support the student.

Describe how the school will increase the amount and quality of learning time.

Comments:

- What are the specific strategies and activities to increase time-on-task with children?
- How do you know Core support changes are working for your population?
- How do teachers identify at-risk children? (It may include teacher judgment.)
- Where do you discuss student progress? In grade level meetings, SIT meetings?
- Are instructional groups flexible? How do you determine when a student leaves a group?

Professional development will be used to enhance teachers' understanding of standards-based instruction, project-based learning opportunities, enrichment and differentiation. Progress of students will continue to be discussed during PLCs. Those at-risk academically, attendance, and/or behavior will be reported to the Student

Support Team for a variety of intensive interventions.
Evidence: The program provides balanced reading and writing programs and a well-defined math program. Additional student assistance concentrates teacher-directed activities for the individual student in need of extra support.

Component – Coordination of Services
Describe how the Title I funds provided will be used to implement and support the schoolwide plan.
Comments: • How will the resources be used to support the schoolwide program? DCHS plans to use Title I funds to hire one certified teacher and one part-time certified teacher position to reduce class sizes and/or to offer additional electives. If additional funds allow, subscriptions to online instructional programs (CommonLit, DeltaMath and Study Island) will be purchased to assist in gathering data in order to support guided instruction and remediation. Some funds will be allocated for field trips that are used to enrich the educational and real-world experiences of our students, as well as provide opportunities to expand students' knowledge in a variety of certification areas at the community college.
Describe the local, state and additional federal funds the school receives that will be used to support the implementation of this plan.
Comments: • What other funds are you using? DCHS does not receive any additional funds.
Evidence: Multiple programs and funding sources are used to support the plan. Multiple resources (programs, materials, human resources, time and community) are used to meet the needs of staff and students.