

## 2021-2022 Title I School Wide Compliance Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1114(b) of Title I*). Each required component is described below, with an explanation of how each contributes to the creation of a successful school wide program. The goals and strategies you've already developed may fulfill many of these requirements. Please note that Title I is a Federal Program that must be in compliance with federal guideline regardless of the flexibility afford by the state of North Carolina for those schools/districts identified as Renewal.

**STUDENT DATA FOCUS QUESTIONS:** Complete the following focus questions based on your school's *2020-2021 Comprehensive Needs Assessment Summary Worksheet* to assist you with determining priorities.

a) Will your Title I project for 2021-2022 be focused on reading, or a combination of both reading and math? What, if any other, academic area(s) will the plan also include? How will your Title I project for 2021-2022 support the District Literacy Plan?

Our 2021-2022 Title I plan aligns with our current HDES renewal plan. Our current renewal plan indicates that as a school we will focus school-wide on the social-emotional learning of all students. In doing so we anticipate that our student achievement levels will increase in reading and math. Dole will continue to focus on both reading and math this year through professional development opportunities, providing instructional resources, strengthening core instruction (Tier I), providing interventions to students who indicate deficiencies in either content area and utilizing interventionist and tutors to support student intervention/enrichment time within the master schedule. Dole will also participate in new guided reading structures that will be focused on throughout the district based on a model from Success Academy using Fountas and Pinnell guided reading material.

We will continue our focus on increasing the engagement of parents into our school community by offering engaging and authentic opportunities and activities for them in the school building. Parents desire to partner with the school and would like to build on skills to assist their child at home. A PBIS committee will continue to meet and seek ways to support the positive approach to working with students on their behaviors and understanding how best to chart student progress.

Our Title I plan for HDES directly aligns with RSS directional system in that we will offer innovative opportunities for students to explore their multiple intelligences and interests during their specials time. Along with the other North community schools, HDES will implement challenged based learning (CBL) curriculum during Design class and incorporating not only content knowledge but capitalizing on student interest and intelligence. We will continue to personalize instruction by continuing our implementation of MTSS and ensuring that all tiers of instruction is effectively implemented throughout the school.

b) How did your school arrive at this decision? What data sources support this determination?

We arrived at the decision to focus on the four areas by improving literacy & math instruction, increasing parental engagement and increasing student attendance. These goals are based on quarterly Panorama data, MClass, Star Math NC Check-in data, and Comprehensive Needs Assessment. Based on the analysis of these various pieces of data the Teacher Led Design Team along with the leadership team determined that additional efforts need to be put in place to support the core instruction (Tier 1) and that we need to continue to offer intervention Tier 2 and Tier 3 instruction to those students who need it.

Doing so requires daily attendance for students/staff, additional staff and the use of research based instructional resources and materials. It also requires the HDES staff to bridge the gap between ourselves and our key community stakeholders (specifically, our parent community) to support our efforts in improving academic achievement for all students.

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How do you plan to use Title I resources to meet your identified needs? **Be very specific.** Include answers to the following questions:

- What evidence-based program(s) will be used?
  - What personnel will be needed to support your students in these efforts?
  - How will these services be integrated with other initiatives at the school?
  - How will your budget align to support your needs?
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- To support our core instruction, HDES will continue to utilize NearPod for accessing core content as well as district purchased F & P guided reading materials to support our literacy instruction. Our incoming Kindergarten students will be screened using the DIAL-3 assessment. Our diagnostic tool to assess the developmental levels of students we will continue to implement programs adopted by NCPI for quarterly benchmarks. These resources will be utilized in addition to the resources and technology applications that are provided by RSS such as Freckle, Achieve 3000 and Smarty Ants. Leveled Literacy Intervention (LLI) and Do the Math intervention resources to support our students who are receiving Tier 2 and Tier 3 interventions. In order to align with our HDES renewal plan and our efforts to support the social-emotional development of students we will continue to utilize Sanford Harmony curriculum for our morning meetings. The Education Resource Group (ERG) will continue to provide coaching and professional development to all our classroom teachers in order to improve their pedagogy in literacy instruction, guided reading, and beginning of year for creating long range planning and unit guides.
  - Additional personnel will be needed to accomplish many of our goals in the 2021-2022 school year. Those additional staff members include: Full-time Interventionist, Math Coach, PT Behavior Technician, and 1 Title I Part-Time Tutor.
  - Our Title I budget will support funding additional staff needs as well as quality tools, resources, equipment and professional development to support our Title I plan and HDES renewal plan. The resources (human and physical) funded by Title I will support the three areas identified via our needs assessment as well as supporting our vision to focus on the social-emotional well-being of our entire student population.
  - Our Title I budget will directly align with supporting the needs of students in regard to providing them quality instruction at all tiers through the use of quality instructional practices and resources for academics and behavior. Budget items will include personnel, tools, resources and/or equipment that match the Title I plan and HDES' renewal plan.

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**School wide reform strategies:** Instructional strategies and initiatives in the comprehensive plan must be based on evidence based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

Our school will address the need for school wide reform in the following ways:

- Providing professional development throughout the year in various instructional strategies (reading/math/science/ELLs), equity practices, how to support students of trauma and the utilization of technology in instruction.
- Retain our Title I Interventionist who can work with teachers, tutors and teaching assistants on crafting and documenting interventions for struggling students.
- Partner with Communities in Schools (CIS) to retain a CIS Support Specialist to support homeschool collaborative efforts, supporting student needs, supporting the initiative to engage parents in the school and create a volunteer/tutorial program for outside agencies
- Use Title I funds to hire 1 part-time Title I tutor and part time behavior tech to support with instruction, student interventions and behaviors.
- Utilize Title I funds to offer unique virtual and/or in-person content experiences through field trips and/or presentations that directly align with grade level content.
- Provide professional development that also continues to enhance a growth mindset mentality among the staff as opposed to a fixed mindset as well as equity. Staff members will complete book studies when appropriate.
- Create opportunities through instruction for students to engage in challenge-based learning (CBL) opportunities during Design class that aligns with content standards and the RSS directional system for academic, unique and interpersonal life skills
- Utilize morning choice (game/free choice play) that aligns with impacting House Bill 986 to increase student attendance and reduce tardies.
- Utilize morning meetings to support the social-emotional development of students and provide an opportunity to explicitly teacher expected behaviors. Incorporate Sanford Harmony curriculum.
- Purchase 5<sup>th</sup> grade ClearTouch Interactive Panel TV's to enhance classroom instruction and student engagement.

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**Instruction by teachers who meet state certification or licensure requirements:** High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a school wide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Our school will address the need for qualified teachers in the following ways:

- Administrative team will establish interview committees that will recruit the most highly qualified teachers (those that hold or will acquire a NC Teaching License) and instructional paraprofessionals that we can find in our search to maintain key positions and fill vacant positions.
- Administrative team will make every effort to retain highly qualified teachers and instructional paraprofessionals through professional development, evaluations and personalized care/support.

*Please note that if a teacher does not meet the NC licensure requirement and serves students more than four weeks, then parents must be notified.*

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**High-quality and ongoing professional development:** Teachers and other staff in school wide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the school wide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

Our school will provide high quality, on-going professional development in the following ways:

- Provide training in various areas including but not limited to core instruction & interventions in reading and math, behavioral strategies to support students of trauma, equity practices, differentiated teaching strategies, how to integrate technology, coaching.
- Professional development will occur throughout the year and will be offered as it relates to school related purchases of technology programs at the school level. Examples of these programs include Achieve 3000, Leveled Literacy Instruction (LLI), Do the Math and Nearpod.
- Provide professional development by ERG off campus beginning of year and experts in areas of literacy, math, behavioral strategies.
- Provide opportunities for school visits that directly align with the HDES' renewal plan to support the continued implementation of guided reading as well as focusing on the area of social-emotional learning.

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**Strategies to attract teachers who meet the state certification or licensure requirements to high-need schools:** Although recruiting and retaining qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the school wide plan must describe the strategies it will use to attract and retain qualified teachers.

Our school will use the following strategies to attract teachers who meet the state of certification or licensure requirements:

- School administrators will participate in recruitment fairs at the district, state and college levels.
- Continue a robust social-media marketing campaign to educate teachers about our school and academic expectations in order to attract the best professionals to our school.
- Celebrate staff throughout the year through various teacher appreciation activities (duty-free lunch, teacher appreciation week, individual awards/recognition, etc).
- Offer opportunities for staff members to collaboratively plan with each other (horizontal and vertical planning) and ensuring that coverage is provided in order for all certified staff to participate.
- Provide beginning teachers with qualified mentors to support them in their first three years.
- Provide opportunities for professional development/go and sees for beginning and novice teachers to sharpen their instructional practices and increase their instructional toolkit (ie. training related costs, sub costs).
- Provide opportunities for professional development/go and sees for veteran staff members sharpen their instructional practices and increase their instructional toolkit when (ie training related costs, sub costs).

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**Strategies to increase parent/family involvement:** Research continues to demonstrate that successful schools have significant and sustained levels of parent/family involvement. Therefore, it is important that school wide plans contain strategies to involve parents/families in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop:

- an approach for communication with parents/families
- activities to involve parents/families
- an approach for training parents/families to better understand how to help their children excel in school.

Our school will use the following strategies to increase parent/family involvement:

- Opportunities for Title I parent night, parent meetings, curriculum events and expos to showcase student work.
- Offer monthly Parent Club meetings to engage parents and families into the school community that cover various topics such as how to support students with homework, test taking strategies, how to improve reading and math skills, mental health, etc.
- Provide weekly updates to families via Connect Ed messages, Class Dojo, brochures, outside marquee and social media.
- Provide yearly agendas to students (K-5) to ensure that teachers have a way to communicate with parents and families on a daily basis.
- Offer opportunities for parents to volunteer on school-based committees and volunteer in the school during the instructional day.
- Maintain a parent resource room stocked with quality instructional resources, to support student registration and an area to consult with families about ways to support their child(ren) at home.
- Monthly Parent Connect Meetings.

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### Plans for transiting students from:

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- early childhood (home, daycare, pre-k, etc) to local elementary school wide programs
- elementary to middle school
- middle school to high school

This component emphasizes the value of creating a coherent and seamless educational program for at-risk students.

- Our school will use the following transition strategies/activities:

- Offer Pre-K and Kindergarten transition strategies such as a staggered entry process at the beginning of the school year.
- Offer parents opportunity to walk students to classroom for the first week.
- Provide daily communication through the use of student agendas and/or Class Dojo for all students, especially during the first year of Pre-K and kindergarten.
- Offer elementary to middle school transition opportunities such as allowing 5th grade students to visit their identified middle school for the following school year to assist them with becoming familiar with the school and teachers.
- Collaborate with middle school administrators and counselors to visit with or speak to elementary students about the expectations at the middle school.
- Ensure that elementary school counselor and 5<sup>th</sup> grade teachers have an opportunity to meet with middle school faculty in regard to transitions.
- Allow Pre-K students the opportunity to transition into a Kindergarten class for a half day to experience what it is like to be in the Kindergarten setting.
- Pre-K parents and teachers host a transition meeting in the Spring to talk about next steps for entering Kindergarten.



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**Measures to include teachers in decisions regarding the use of academic assessments:** In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The school wide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

Our school will use the following strategies for developing teacher skills in data driven instruction:

- Utilize the format of the Teacher-Led Design Team to promote the renewal plan, vision/mission of HDES and decision making around instruction, resources and personnel.
- Ensure that teachers meet/participate in weekly PLCs to discuss academic standards, data, data usage, and various methods of collecting student data.
- Retain Title I Interventionist to work in tangent with the Instructional Design Coach to support teachers with data collection, analyzing data and developing next steps for instruction at various tiers.
- Create a schedule for planning/PLC for teachers to collaborate on various data collection strategies for students, tools for data notebooks, analyzing student data and developing next steps for instruction at various tiers.
- Continue to offer training in research-based programs such as Achieve 3000, and Star Math to assist teachers in interpreting data in order to make informed instructional decisions.
- Provide the use of research-based programs such as Fountas and Pinnell guided reading materials, Leveled Literacy Intervention (LLI) and Do the Math to ensure that teachers have access to student's present levels of performance across content areas.
- Offer teachers an opportunity for collaborative planning where they can develop lessons and gather resources to support high quality instruction based on their data analysis in PLCs and grade level planning.

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**Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:** The school-wide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

Our school will use the following differentiation strategies:

- Retain Interventionist, Hire Math Coach, Behavior Tech, and 1 part-time tutor to work alongside teachers for the purpose of interventions.
- Utilize PLCs and MTSS meetings to break down data to identify which students need additional supports, help craft those supports, and help document the effectiveness of the support.
- Offer monthly scheduled MTSS meetings for teachers to get support in analyzing student intervention data.
- Purchase programs such as Leveled Literacy Intervention (LLI) and Do the Math to aid in instructional delivery to meet student's personalized learning needs.
- Use blended learning techniques that emphasize personalized learning via research-based, proven teaching strategies.
- Ensure the implementation of intervention programs across all grade levels with the creation of master schedule that includes time for intervention/enrichment.
- Provide all grade levels with resources for collecting student reading levels through the use of running records
- Provide the time and opportunity for the Interventionist, Instructional Design Coach and Title I tutors to be trained in LLI and Do the Math strategies and resources.

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**Coordination and integration of Federal, State, and local services and programs:** School Wide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, school wide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the school wide program.

Our school will use the following strategies to coordinate and integrate federal, state, and local services and programs:

- All students will receive free breakfast and lunch based on information submitted by the cafeteria staff and families.
- Through the Fresh Fruit and Veggies Grant, our cafeteria staff will provide a healthy fruit/vegetable snack for all students at least three days a week that will be brought to classrooms. We believe if students go hungry at home they cannot learn.
- Allow our Communities in Schools (CIS) Support Specialist to coordinate weekend bags of food provided by area churches to go home with children who might not get food at home otherwise.
- Allow CIS Support Specialist to coordinate activities such as after school tutoring, reading book clubs, extra clothing for students at school for emergencies and/or need, and volunteers/tutors through the day.
- Utilize the support of the CIS Support Specialist and volunteers to maintain teacher morale by providing duty-free lunch, small treats and supplies.
- Support our PTA as they provide incentives for staff and students to boost morale and encourage a culture of positivity throughout the school with school-wide and quarterly incentives.
- Utilize Title I fund to provide for personnel, resources/materials, equipment and continuing professional development.
- Coordinate the Interventionist, 1 part-time tutors and all staff to work together collaboratively towards the academic success of students.
- Maintain, fully implement and monitor instructional programs purchased through Title I funds to help students reach proficiency in all content areas.

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**Reduce Overuse of Discipline Practices that Remove Students from the Classroom (SEC. 1112(b)(11)):** The school-wide program schools must support efforts to reduce the overuse of discipline practices that remove students from the classroom.

Our school will use the following strategies to reduce the use of out-of-school suspension and expulsions:

- Continue PBIS committee as one of the components of the Multi-Tiered Systems of Support (MTSS) committee.
- Conduct a book study(ies) around positive behavior approaches, equity, growth mindset, resilience, how to support students who have experienced trauma, etc. to support PBIS.
- Institute and maintain a school-wide behavior model for expectations/school wide rules in various areas of the school.
- Purchase signage and post school-wide expectations/ school wide rules throughout the school building.
- Provide professional development to staff in regard to positive behavior approaches, equity, resilience, growth mindset and how to support students who have experienced trauma.
- Continue a school-wide communication for teachers to parent using Class Dojo and the use of student agendas (K-1).
- Utilize a tiered system of behavioral responses that will be written in the staff/student/parent handbook: provide a non-verbal warning, followed by a verbal warning, institute a time-out and provide a phone call home if necessary. If the problem behaviors persist teachers should allow students to bounce to an adjacent classroom, offer students an opportunity to reflect/correct behavior while being bounced and seek a parent/teacher conference if necessary.
- Refer to and utilize the guide for classroom managed and office managed behavior referrals.
- Document all minor and major behavior referrals in Educator Handbook
- Retain an Interventionist to support teachers with creating and monitoring student behaviors through the use of interventions.

**2021-2022 Title I School Wide Compliance Plan**  
**Schools who have been identified as Comprehensive Support and Improvement (CSI) schools must answer the following question:**

<b>11</b>	<p>North Carolina Every Student Succeed Act (ESSA) State Plans identifies three categories for identifying Comprehensive Support and Improvement (CSI) schools: CSI-Low Performing (CSI-LP), CSI-Low Graduation Rate (CSI-LG), and CSI-Additional Targeted Support Not Exiting Such Status (CSI-AT). For the 2018-2019 identification year, only CSI-LP and CSI-LG schools are identified. CSI-AT schools will first be identified in the 2021-2022 school year.</p> <p>CSI-Low Performing Schools are the lowest performing five percent of all schools receiving Title I, Part a funds in the state. CSI-LP schools are identified every three years. Schools are eligible to exit CSI-LP after the third year of implementation if the following exit criteria are met:</p> <ul style="list-style-type: none"> <li><b>a)</b> Have an overall SPG score that is above the lowest five percent of all Title I served schools: <b>and</b></li> <li><b>b)</b> Meet measure of interim progress for the ALL STUDENT group, in the exit year, on the school's long-term goals in reading and mathematics.</li> </ul>
<b>a</b>	<p>How do you plan to use CSI allocation (PRC 105) to increase student performance in order to exit CSI-LP status:</p> <ul style="list-style-type: none"> <li>• What evidence-based programs/strategies will be used?</li> <li>• What supplemental personnel will be needed to provide additional instructional support for student in order to increase student performance? In what capacity will the personnel be used?</li> <li>• How will these services be integrated with other initiative at the schools?</li> <li>• How will your PRC 105 budget be aligned to support exiting CSI-LP status?</li> </ul>