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TITLE I- SCHOOLWIDE PROGRAM PLAN

School-wide Program: Delcastle Technical High School participates in a school-wide program and shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services required by law for children with disabilities and children with limited English proficiency.

Components Include:

1. Comprehensive Needs Assessment
2. School-wide Reform Strategies
3. Instruction by Highly Qualified Staff
4. High Quality Professional Development
5. Strategies to Attract HQ Teachers
6. Strategies to increase Parent Involvement
7. Transition
8. Teacher Decision Making Regarding Assessments
9. Effective and Timely Assistance to Students
10. Coordination and Integration

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Component 1 Comprehensive Needs Assessment

Delcastle gathers data from a variety of sources in order to conduct a needs assessment annually. The district's Director of Assessments and Accountability provides each school, school-wide data compiled after each interim and report card cycle is issued. This data highlights underperforming students and allows data to be resorted in a variety of ways to allow a variety of perspectives. In addition to grades, this data also highlights climate issues. New for the 2021 school year was the Reading and Math screenings initiative using IXL software, conducted schoolwide, to get baseline data on students' level of proficiency. Instructional and classroom data is collected through walk-thru information that is compiled through a Data Service Center tool, allowing for administrators to access trends. This year the school is participating in a pilot program for teacher evaluations that focus upon student learning. District office staff collaborate with building administration to conduct Common Core Standards walkthroughs. The principal meets regularly with the Student/Principal Liaison Group. Each Career Tech area maintains its own advisory council composed of community members with industry-similar backgrounds. These CTE advisory groups help their particular CTE area set direction and goals into future school years. They are supported by Instructional services and the coordinator of Career and Technical Education & Talent Development. The school's Instructional Leadership Team analyzes all data described and provides guidance to setting the school's goals. Needs identified point to: 1. Increasing student proficiency in both reading and math to grade level expectations. 2. Improve the academic outcomes for all learners, especially students with special needs and those who are identified as ELL, 3. Coordinate all teacher's lesson plans so that they implement lessons according to the same foundation, 4. Create more opportunities for more students to have information and access to post-secondary career and college choices. 5. Identify and support students with social emotional learning needs through testing and professional development for staff. 6. Promote cultural competency in an effort to create a learning environment where students thrive academically and emotionally, free from implicit biases.

Component 2 Schoolwide reform strategies

1. Teachers receive continual training focused on instructional practices.
2. Administrators and teacher leaders continue to conduct walk-thrus and check for essential questions, assessment prompts, checking for understanding, and higher order thinking skills.
2. Teacher leaders participate in weekly meetings with the district office in order to assure that curriculum and assessments are aligned to Common Core and are logical progressions toward preparing students for SATs.
3. Continue to improve collaboration between Learning Support Coaches, who are certified special education teachers, and general ed teachers in order to allow students with special needs and with language barriers to best access the curriculum. Beginning in the 2021-2022, ESL teachers are also co-teaching in strategically identified English classes with general education teachers to better meet the needs of

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students identified as ESL students. These collaboration meetings occur regularly through PLC and during individual teacher planning times, 4. Provide off-times for students to access teachers outside of regular classroom times (for this, buses are provided once per week after school). 5. The school implemented a 180 Day- Equity Plan to promote cultural competencies and culturally responsive instructional practices for the 2021-2022 school year and beyond.

Component 3 Instruction by Highly Qualified Teachers

Our needs assessments points to improving student assessments in math and reading. As part of the process of how we move toward these assessment improvements, our personnel goals include hiring only highly qualified staff in all core content areas and Spanish. In the hiring process, potential candidates are required to submit documentation of HQ status prior to being granted an interview. A second check of HQ documentation occurs when our personnel specialist reviews documentation prior to names of candidates being passed on to our school board for approval. Accordingly, similar measures are in place for the hiring of paraeducators.

Component 4 High-Quality, Ongoing Professional Development

Our district-based instructional leadership team (ILT) provides high-quality, ongoing professional development. The Professional Development plan provides ongoing professional development in each content area as well as technology based pedagogy. New for the 2021-2022 school year, analysis of data taken from Student and Staff Surveys given at the end of school year 2021, revealed patterns, which were analyzed and considered by the Equity and Access team as they considered the activities contained in the school's 180-Day Equity Plan. Priorities were identified in conjunction with a root-cause analysis completed by the individual committees, as well as a thorough investigation of research-based best practices in providing equitable outcomes for students. Priorities were identified to ensure that the staff at Delcastle is consistent in their culturally responsive approach to maximize the positive effect on the students and communities.

Component 5 Recruitment and Retention of Highly Qualified Teachers

The district's director of personnel participates in a variety of local job recruiting events at nearby universities and colleges. Personal meetings between the superintendent, personnel director and principals occur frequently as the current school year winds down. Staff who are considering retirement are provided a small financial reward to do so early, thereby providing the opportunity to focus on replacements for these open positions. Once hired, Delcastle provides opportunities in PLCs where new teachers can gain support from other new teachers while also gaining mentoring

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from more veteran teachers on staff. Small-group support within departments is provided in PLC meetings. Also, new candidates also participate in the state-sponsored new teacher mentoring program.

Component 6 Parent Involvement

As a high school only school district, all students who enter NCCVT as a 9th grader are new to our school district. Our district places a high value on partnering. The following describe our Parent Involvement: 1. We value partnering with parents right away, so that the first contact between school and home is a positive one. Our district initiates this early, positive parent communication through our Summer Home Visits (SHV) that occur with every new 9th grader. A school staff member meets with families at the school during the summer. They speak with the student and parent, explain academic and social expectations, explain the supports that the schools offers, expresses the value on parent communication, explain and leaves with parent documentation (in appropriate language) that helps the transition process, and provides information from staff member who is special ed or ESL as appropriate, teaches parents and provides written instruction in how to use the online HAC grade monitoring site so that parents are always aware of how their child is performing academically; 2. Brings in parents to the auditorium for a New Parent meeting the week before school starts where orientation is provided to parents and parents receive information on how to participate in their child's education and how to best monitor their child's success at school. 3. School sends home newsletters to all parents quarterly that reinforces how parents can supervise their children's progress at school and how to communicate with teachers when a question or concern rises; 4. Annual Parent Open House is where parents get first-hand information about the curriculum and academic skills being taught in each class. 5. Parents of students with special needs are invited to a separate parent council meeting that meets quarterly (began in Feb 2016); 6 Parents receive All-Call notices when report cards and interim notices are available online; 6. For parents of middle schoolers researching high school, Open House shows parents how each career area functions so that parents and 8th graders can make an informed decision about their post-secondary goals by making their high school years a meaningful process toward meeting those goals; 7. The Parent and Community Liaison, whose job it is to reach out and to make school communication more accessible; 8. The school also works with a translation service to provide a live translator for conferencing with parents who do not speak English as their first language. 9. Delcastle has an active PTA that meets virtually on the second Tuesday of each month, allowing for more access to parents who wish to attend meetings, but are unable to attend in person.

Component 7 Coordination with Early Childhood Programs

Not applicable / high school-only district.

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Component 8 Teacher involvement in assessments decisions

Content Area Teacher Leaders (CATL) across the whole district in English, math, science and social studies met over a multi-year period in order to align content with common core and to provide assessments that informed teacher decision making and to align with SAT. In many cases, teachers participated in creating assessments during the summer and were reimbursed for extra time in these endeavors. In ELA and SS, teachers are used to create and vet assessments that will be used during the school year. A major goal of the District and by proxy our school, is that district common assessments are to inform decisions about the curriculum and measure how our students are progressing through the standards and learning targets of each course. Teachers have the autonomy to create and administer formative and summative assessments at their discretion to support students and inform their own instructional practices throughout the school year.

Component 9 Additional Timely Assistance

For graduation, our school district requires more Career Tech Ed credits than is required by the state of Delaware. Because of this additional requirement, study halls do not appear in our student's schedule. However, in order to provide any struggling student additional time to work with a teacher in a setting where there are fewer students, an additional bus run is provided one day per week departing 1.25 hours after the regular dismissal time. Our fully inclusive settings forges collaboration between special education teachers (we call: Learning Support Coaches), ESL instructors and general education teachers in order to support all students in this inclusive environment. Delcastle utilizes several programs such as IXL, and APEX to screen for and identify students who are below grade level. These same programs then offer additional support to these students, providing additional resources, learning tools, assessments and other teacher created opportunities to accelerate learning, and in some cases recover lost credits within the school year. Additionally, training is underway to pilot a Read 180 program for the 2022-2023 school year that will target struggling readers entering ninth grade who may need additional strategies in the areas of reading and comprehension. The School also offers two extra help days a week where students can stay after school to work with teachers on assignments with certified teachers. Students who do not have their own transportation are eligible to ride the 5:30 activity bus after the extra help session ends.

Component 10 Coordination with Federal, State and Local Services

For Delcastle, the Title 1 grant mainly funds additional staff members. These added teaching units and para-educators mainly support students who struggle (as determined through the RTI screening process), students with special needs and students who are classified as ESL. The additional staff, combined with IDEA staffing, allows the school to provide a fully inclusive environment for all students. Additional staffing allows for a reduction

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in class size thereby creating a better student/teacher ratio. Title III funds support bilingual paraprofessionals, who, under the guidance of the ESL instructor, provide a research-based, best practice model of delivery with “push-in/pull-out” services, allowing students with language deficits to be able to participate in general level classes.

This next section describes how the Title I Schoolwide Plan must be developed. The manner in which this must happen is covered both in statute and in regulations but is not required to be in the school’s Title I Schoolwide plan. Rather, the school must maintain documentation that these occurred, and the matrix below is one way to do it.

Title I- Schoolwide Program Plan Development *(Optional to include this section in the schoolwide plan, but activities are required.)*

- A. Describe how the plan is 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, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school. [1114(b)(2)(B)(ii)]

The Director of Assessments and Accountability produces quarterly reports for each school. These reports are later discussed, universally at a district-level administrative meeting and then are discussed at building-level administrative meetings. Building administrators next present the data to the school’s Instructional Leadership Team (ILT), who analyze for relative strengths and weaknesses. Career Technical Education teachers meet semi-annually with their steering committee, who provides guidance on industry best practices and how to prepare students to become high quality employees who possess proper work-place skills. Steering committees invite community members and parents to participate. The principal meeting with the Student/Principal Liaison Group quarterly as a venue for students to provide insight into their academic and social experiences. All district administrators gather for a multi-day retreat in July in order to assess student performance trends in light of qualitative and quantitative outcomes. This group sets the path for refining goals into the next school year.

- B. 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. This evaluation will 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 the school should revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program. [34 CRF 200.26]

Annually, each July, all district administrators gather for a multi-day retreat where assessment data and other quantitative and qualitative data are analyzed. To start, the group meets as a district-wide team to align outcomes with district goals. Individual school teams then meet in order to dig deeper into their data in order to frame initial outcomes and to guide goals for the upcoming school year. Later in summer, these same administrative teams present findings of summer planning to their Instructional Leadership Team in order to build goals for the school year that are based on a wider

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input. School goals are presented at 2 parent meetings during August and September, where communication is presented to parents. Additionally, the special education parent council meets quarterly to provide guidance. Also, the district meets 3x annually with the department of education to address its goals and outcomes. These meetings focus on areas that worked well and those areas that could be enhanced.