

Title I Schoolwide Status

Components of a Schoolwide Program Plan 2020-21 School Year

For the current school year, Tustin High School will continue to operate as a Schoolwide Title I program. As required by ESSA Section 1114(b)(1) for Schoolwide program plans, the following ten components are specifically addressed:

Component 1: A comprehensive needs assessment has been conducted and is contained within this plan.

Component 2: Schoolwide reform strategies currently in place provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in ESSA Section 1114(b)(3).

Tustin High School is committed to developing strategies and practices that target Thinking Critically, Effectively Communicating, Advancing Literacy and Managing Resources (TEAM). In addition, AVID WICOR strategies are embedded into this commitment. Finally, SEL strategies and practices are also part of the commitment to deliver strategies and practices that matter for students.

Component 3: ESSA requires a high quality of ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards. Tustin High School has implemented the following professional development opportunities:

Tustin High School moved to implement weekly DOT starts (Delayed On Time Starts). This provides us an opportunity to deliver weekly PD opportunities which include a rotation of the following: Whole group team instruction, department learning and collaborative work, pod work to develop unit plans, common assessments and engage in analysis and reflection based on assessment results, innovation time to create unique and authentic assessments. This is all in the context of a dynamic district effort to grow teachers. This year, the emphasis is on implementing technology and online resources for distance learning.

Component 4: Parent involvement is a priority at Tustin High School. Strategies to increase parental involvement through means such as family literacy services in accordance with ESSA include:

We have individuals assigned to making sure that we communicate well with parents about our school and the opportunities that exist. Our PR person keeps our website up to date and helps to keep all the different THS social media sites connected and organized. Parents are kept current on weekly events and the spirit of our school and mission. Additionally, we offer multiple opportunities in a month for parents to come for guidance, instruction and feedback. From principal's coffee to college nights, parents have opportunities to be connected and informed.

Component 5: Preschool transition is an important component at Tustin High School. Entering kindergarten students are provided transitional support through a variety of activities and/or programs. These activities and/or programs include: *(elementary schools only)*

No applicable at Tustin High School.

Component 6: Teachers continually provide input into the decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program. As teachers become more sophisticated in the use of data to help drive instruction, decisions regarding student needs have become more and more teacher-driven. Examples of this include:

We have a Leadership team of teachers that represent each department. This group offers input and feedback on how to most effectively use and develop assessments. Teachers meet often to develop and alter assessments in

order to gain accurate understanding of student learning. We plan to implement MAP tests for reading and Math to inform us more precisely on student learning.

Component 7: Student performance on statewide assessments is electronically available to teachers as soon as test scores are released by the state. Teachers have a web-based data management system that shows the state results for each student in their class. Teachers are able to quickly determine the students who need additional assistance in reaching proficiency. This helps teachers identify and provide effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards as required by ESSA. Other examples of how teachers identify and provide assistance to students who experience difficulty in attaining the proficient or advanced levels of academic content standards include:

Standardized test scores are released to teachers, and they do play a role in their planning and instruction. The most useful aspect of assessment are assessments developed based on state standards from which teachers determine in a timely fashion the learning accomplished, and how to best deliver additional support to support student learning needs. It will be particularly important to compare standardized test scores with MAP results.

Component 8: All federal, state, and local services and programs, including programs supported under ESSA Section 1114(b)(5), violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, job training, comprehensive support or targeted support and improvement activities are coordinated and integrated at [Click or tap here to enter text..](#) Some examples of how programs are coordinated include:

Our SEL emphasis is a big part of our school culture. Additionally, there is an emphasis this year on mental health and its impact on learning. We hired an additional counselor this year to support efforts with mental health, SEL, PBIS and intervention. This year, TUSD hired an additional mental health professional for Tustin High School.