

Rantoul Township High School
District/School-wide Title 1 Plan
2010-2011 Planning Year
Current Year: 2023-2024

Rantoul Township High School is committed to offering students a comprehensive schoolwide program designed to improve academic achievement throughout the school so that all students, particularly the lowest-achieving students demonstrate proficiency related to the state's academic standards.

Currently Rantoul Township High School is eligible to operate as a schoolwide program. As of our May 2023 enrollment we are operating with approximately students 70% of whom receive free or reduced lunch.

Rantoul Township High School began the process of schoolwide planning in July of 2010. The schoolwide committee consisted of our administrative team (Superintendent, Principal, Assistant Principal, RTI Coordinator, and Special Education Director) as well as the CCC (Coordinating Curriculum Council). This group met monthly--dates as follows:

- July 29
- August 26
- September 27
- November 1
- December 14
- January 11
- February 7
- March 14
- April 18
- May 16
- June 28

Comprehensive Needs Assessment:

- Stakeholder input:

RTHS conducts a comprehensive needs assessment yearly. The needs assessment is structured so that it addressed the following three areas: student academic needs, staff needs, and student and school needs. Parents were polled in order to identify the specific areas that presented the largest challenges to the district and were in greatest need of remediation. Teacher data was gathered via weekly Educational Leadership Team meetings as well as bi-weekly Administrative Team Leader meetings. Student data has been gathered during student focus groups. Data was gathered via initial survey and then through discussion with stakeholder groups.

- Student achievement and demographic data:

Student achievement data and demographic data was obtained through our school report card. Currently our achievement data reflects that our primary areas of need are as follows:

Demographic information from the Illinois Report Card:

- 801 Enrolled
- White-37.1%, Hispanic-28.2%, Black-23.7%, Multiracial-10.0% Asian-0.0% American Indian-0.0%
- 65% low income students
- 87.9% attendance rate
- 40.7% chronic absenteeism
- 40.5% chronic truancy
- 7.4% drop out rates
- 17% students with disabilities
- 1.7% homeless-data redacted for 2022
- 16.4% English language learners

Achievement Data for 2022

- Reading—2.1% Exceeded, 8.2% Met, 32.8% Approaching Standards, 56.9% Partially Meets (*State Average=9.9% Exceeded, 219.9% Met, 38.7% Approaching, 31.5% Partially Meets*)
- Math—.5% Exceeded, 4.6% Met, 17.4% Approaching Standards, 77.4% Partially Meets (*State Average=6.2% Exceeded, 22.6% Met, 24.8% Approaching Standards, 46.5d% Partially Meets*)
- As a result of the needs assessment which encompassed survey information as well as demographic and achievement data analysis the following needs were identified by stakeholders. RTHS needs assessment for students/parents includes the following. This is based of the 2022 needs assessment and will be amended with the 2023 data:
 - Strengths
 - Diversity of the course catalog
 - More hands on and CTE coursework
 - Frequency that parents are contacted by teachers and mode of communication
 - Overall feeling of welcoming
 - Weaknesses
 - Spanish language acquisition classes have been non-existent due to staffing issues prior to last school year
 - Parents would like to see

- Workshops on college applications/scholarships, financial aid, how federal funding is used to support our students, technology, seeking out support for students (behavior/emotional/academic), standards based grading, state and local testing, using skyward
 - Chromebooks and hotspots available for check-out
- The majority of parents who responded did not want to participate on committees to shape the scope of federal funding or potential coursework
- RTHS needs assessment for staff includes the following
 - Using technology while still promoting active learning
 - Working on essential skills or basic schools for school success (basic writing/organization/etc...)
 - Working with instructional coaches
 - Staff cohesiveness
 - Physical and emotional support for staff
 - Positive school culture
 - Motivation students who do not engage in coursework
 - Conflict de-escalation
 - Reducing suspensions and expulsions

Implementation of schoolwide reform strategies that:

- Provide opportunities for all children to meet proficient and advanced levels of student academic achievement

Rantoul Township High School will provide opportunities for all students to meet and exceed standards of achievement through the implementation of additional coursework, improved access to technology, and current best practice methodology in the areas of teaching science, social sciences, reading and math.

 - *Salary and benefits for math lab teacher*
 - *Salary and benefits for strategic lit teacher*
 - *Supplemental math labs supplies*
 - *Supplemental strategic literacy supplies*
 - *Online programming and intervention software*
 - *Increased access to technology and wireless learning*
- Use effective methods and instructional strategies that are based on scientifically based research that

Staff members will attend professional development opportunities, both in-house and externally, in order to learn how to implement scientifically based strategies in teaching reading and math as well as using assessment to drive instruction, work with English language learners and using technology.

- *High quality professional development in instructional techniques*
 - *Assessment training*
 - *Materials for professional development*
 - *Summer curriculum development days*
 - *Implementation of instructional coaching positions and training*
- Strengthens the core academic program

Staff members participate in weekly PLC's. This time is designated by the district for the expressed purpose of focusing on and improving student achievement. Staff members will identify areas of curricular weakness by frequently analyzing data. Data will be gathered from common formative and summative assessment.

 - *Summer curriculum development time amongst teams and with the assistance of the instructional coaches.*
- Increase the amount of learning time

Students who are at risk for scoring below benchmark on universal screening and state assessments will be afforded more time with reading and math interventions in supplemental math and reading classes. Additionally, all students will have science, social science, reading and math intensive study halls available to them daily.

 - *Supplemental math lab support in gen ed sections of math*
 - *Supplemental strategic literacy*
 - *Materials for all classrooms to strengthen literacy and math skills*
 - *Supplemental leveled texts*
 - *Supplemental math curricular materials*
 - *Supplemental science materials such as extensions and remediation materials*
 - *Supplemental social science materials such as primary source documentation*
- Includes strategies for serving underserved populations:

Homeless students will be provided academic supplies as well as non-academic supplies so that they may attend school regularly. Additionally, students at risk of going hungry will be served via a school sponsored food bacon maintained and supported by the FFA.

 - *Funds for homeless students*
 - *Funds for neglected students*
- Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards

Students at risk for not meeting state standards will be provided with initial interventions in the classroom by the content area teacher.

Students are also eligible to be placed in supplemental reading and math classes to improve their basic skills in these areas. Students will have access to 1-1 instruction in office hours Monday-Thursday for reading, science, social sciences and math. Any student can attend these any day.

- *Supplemental strategic literacy*
 - *Materials for all classrooms to strengthen literacy and math skills*
 - *Supplemental leveled texts*
 - *Supplemental math curricular materials*
 - *Supplemental science materials such as extensions and remediation materials*
 - *Supplemental social science materials such as primary source documentation*
 - *Access to devices at home and internet access*
- Address how the school will determine if those needs of the children have been met

RTHS will conduct screening twice a year (beginning and end) to determine if students are meeting national academic standards in reading and math. Additionally students enrolled in special education programming and intervention classes will be screened an additional time at the end of first semester. Students requiring intervention will be placed in those programs and those that are meeting standards will be exited from those programs.

 - *Subscription to NWEA Map for screening purposes*
 - Are consistent with and are designed to implement state and local improvement plans, if any

RTHS analyzed local and state data related to the Evidence Based Funding Model and Quality Framework.

Highly qualified teachers in all core content area classes:

All teachers at RTHS must provide evidence of degree completion by turning in official transcripts, a copy of their teaching license, and provide evidence that they have passed the appropriate subject matter tests required for endorsement.

- *Title II funds are used for professional development and the retention and development of new teachers. These funds will be used for professional development and to pay for existing staff to seek other endorsements.*

High quality and on-going professional development for teachers, principals, and paraprofessionals:

Teachers will participate in weekly professional development opportunities. These goals will be tied directly to school board goals as determined by the board and superintendent.

In addition, staff members will be encouraged to attend outside professional development opportunities that focus on assessment, instructional strategies, intervention techniques as well as raising student achievement in the areas of reading and math. Teachers will have the ability to choose the workshops that are most applicable to their subject matter as long as the objectives covered by the workshop align with the restructuring plan.

We also intend to hire outside consultants and speakers to train our staff in house on assessment, instructional strategies, intervention techniques, and raising student achievement.

Administrators will focus their own professional development on the recruiting and hiring of highly qualified teachers, evaluating staff effectively, and using data to drive instruction.

Paraprofessional professional development will focus on becoming highly qualified and assisting students with reading and math strategies.

- *High quality professional development in instructional techniques*
- *Assessment training*
- *Materials for professional development*

Strategies to attract high-quality and highly-qualified teachers to this school:

Rantoul Township High School utilizes the ISBE job bank to advertise for candidates. Additionally, Rantoul Township High School provides many opportunities for staff to become more proficient in their craft such as a teacher mentoring program, in-house professional development as well as offering a generous tuition reimbursement package to those who seek their master's degrees.

Strategies to increase parent involvement, such as literacy services:

Rantoul Township High School will offer parents periodic parent involvement seminars to be developed with area agencies and community organizations. The purpose of these seminars will be primarily to learn how to access academic and emotional resources for children. We will also emphasize ways in which parents can learn how to help their children with homework. Finally, we hope to partner with community agencies so that parents who need resources themselves, will be able to get the help that they need.

- *Skyward trainings*
- *Board community meetings*
- *Community meetings*
- *Curriculum Committee*

Description how the school will provide individual academic assessment results to parents:

Rantoul Township High School partners with SKYWARD to offer parents online access to their students' grades and attendance. Parents can access this system 24 hours/day and can use it as a means to communicate with the teachers. Individual progress reports are mailed to parents' mid-semester as well as at the culmination of the semester. Additionally, teachers are expected to make no less than five personal parent contacts a week regarding students' academic progress. Additionally, each student will have a teacher assigned to them who will serve as their student coordinator. This staff member will work with the student to self-advocate as well as serve as an additional resource for the parent.

Strategies to involve parents in the planning review, and improvement of the school-wide plan:

RTHS is in the process of determining the best way to get parent input. An annual meeting is always held but with minimal attendance. Currently the educational leadership team is looking for ways to increase parent attendance at these events.

- *Subscription to survey monkey*
- *Parent meetings*

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program:

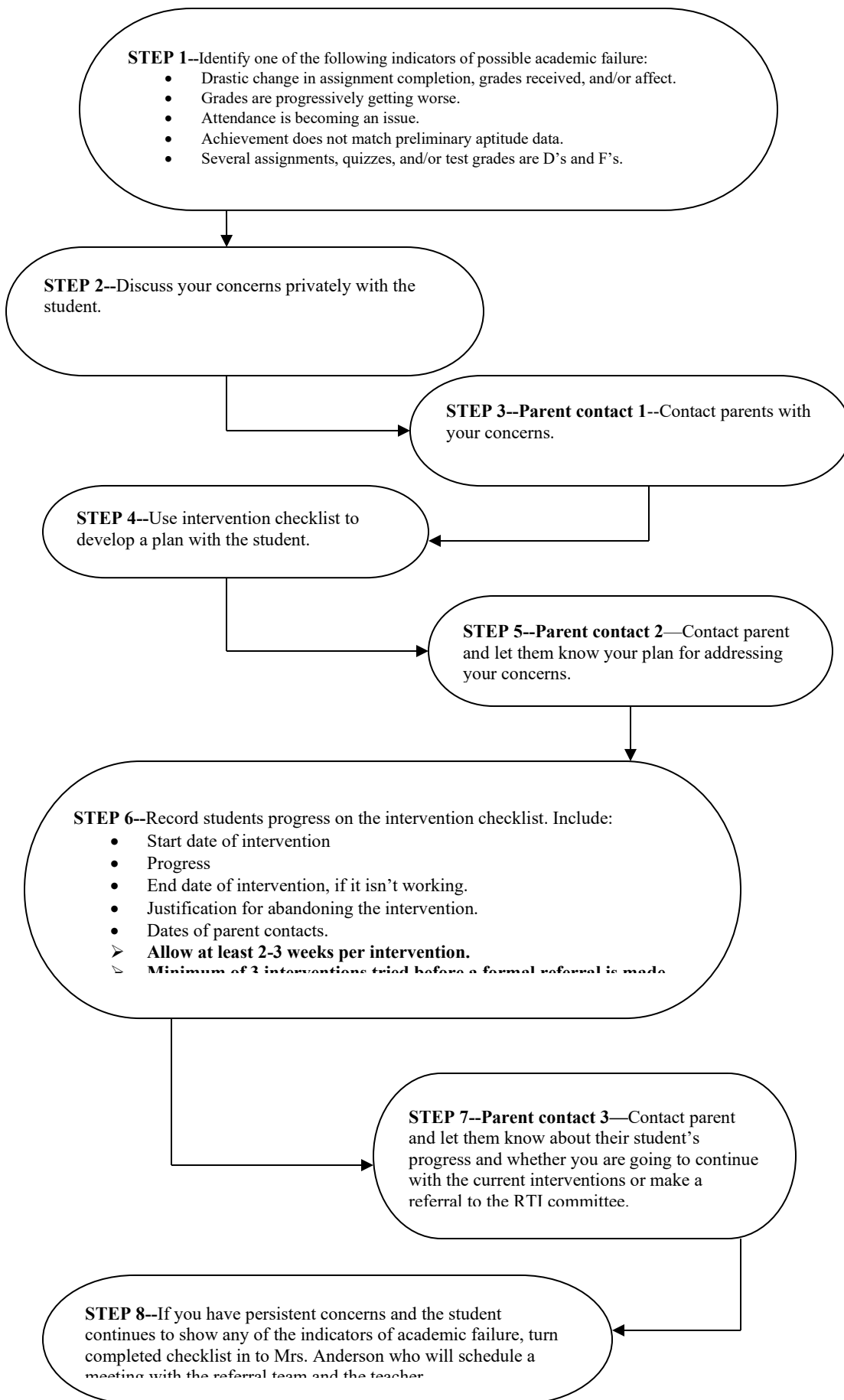
As a 9-12 district, Rantoul Township High School, does not partner with early intervention programs.

Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement:

Teachers will take part in weekly PLC's with their departments. This time is allocated out of the contractual day so all teachers are expected to participate. This time is devoted to aligning curriculum and using student assessment data, both formal and cbm's, to drive instruction. Teachers will be provided training on using data and will be expected to demonstrate how their instructional procedures have become responsive to the results of the data.

Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance:

Students who are at risk of failing will begin receiving intervention initially in the classroom by the classroom teacher. The following procedures have been put into place to give teachers a road map to referral and resources:



Coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components:

- RTHS will coordinate all federal, state and local funds to provide students with a comprehensive and effective academic experience. Additionally, this funding will be used to ensure staff members are sufficiently trained and meet all NCLB and state highly qualified requirements.

A list of programs that will be consolidated under the schoolwide plan if applicable:

- Not applicable

Schoolwide planning participants:

Scott Amerio-Superintendent

Todd Wilson-Principal

Tanya Turner-Student Services Director

Brooke Billings—Assistant Principal

Megan Anderson-Assistant Principal

Michelle Strater—Instructional Coach

Ashley Bryan—Special Education Team Leader

Hannah Yeam—English Team Leader

Sam Schroeder—Math Team Leader

Trisha Freeman-Science Team Leader

Beth Carsley—Social Science Team Leader

Chris Wagner—PE Team Leader

Errol Root—CTE Team Leader

Mindi Moberg—Eagle Academy Team Leader

Laura Billimack—Fine Arts Team Leader

AJ Richard—Instructional Coach

REVISED: June 2023

Title 1 Indicators:

Even Start, Head Start, Reading First, Early Reading First and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and

- As a 9-12 district we do not coordinate with any early intervention programs.

Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

- All students attending RTHS will be considered for Title 1 services without exception. Factors such as current academic history, current services, and prior academic history will also be looked at to ensure that students are receiving the support they need without duplicating services. Students with limited English proficiency and migratory students are serviced by an ELL teacher and ELL aide. These two people will coordinate with the Title 1 coordinator to ensure that they are eligible for services in reading and math. Students with disabilities are serviced under the direction of our Director of Special Services. The Assistant Principal oversees the creation and implementation of 504 plans. Homeless children are serviced by our Homeless Liaison, who is a school certified social worker. Both the Director of Special Services and Homeless liaison will coordinate with the Title 1 Coordinator (who also is the Assistant Principal in charge of 504's) to ensure that students are not receiving duplicate academic services. This will afford students who do not receive any additional services first priority.

Poverty Criteria Describe the poverty criteria that will be used to select school attendance areas.

- RTHS has only one attendance center. RTHS will be using the number of students receiving free and reduced lunch as our poverty criteria.

Services for Migratory Children Describe how the district will ensure that migratory children and formerly migratory children who are eligible to receive services are selected to receive such services on the same basis as other children who are selected to receive services under Title I.

- Migratory children who enroll in the district are referred to the Migrant Advocate. The advocate then conducts home visits and interviews to ensure that all school eligible children are enrolled in school. The Title 1 coordinator will then work with the Migrant Student Advocate to locate and request records for each student. Records from previous schools, RTHS testing data, as well as some initial screening conducted by the Title 1 coordinator will be used to determine eligibility if the current grade appropriate assessments are not available. Every

effort will be made to have the Migrant Student Advocate available for screening in the event that a language barrier exists.

School Choice and Supplemental Services Describe how the district plans to implement, if necessary, public school choice and supplemental education services (SES). (See Section 1116)

- This is no longer applicable due to the waiver. However previously our plan was as follows:
 - The following will be implemented in the event that RTHS will need to implement school choice:
 - The superintendent will issue letters to fellow eligible Champaign County school districts. These letters will ask area high schools to enter into an intergovernmental agreement with RTHS to accept our low-income students.
 - That letter will be followed with an additional letter from the superintendent asking them to respond as to whether or not this is a commitment their districts can undertake.
 - Any positive responses will be noted, and at the direction of the superintendent, contracts drafted by the RTHS attorney will be forwarded to those respective districts.
 - Any negative responses will be filed and kept for documentation.
 - The following will be implemented in the event that RTHS will need to implement supplemental education services:
 - RTHS will consult the ISBE website to determine eligible area service providers.
 - Information regarding these providers will be sent to any qualifying families by the superintendent
 - A meeting with these service providers and the eligible families will be held at RTHS.
 - Parents will choose the providers that are the best fit for them.
 - The providers who are chosen will enter into a contract with RTHS to provide SES to eligible families. Contracts will be drafted and sent by the attorney at the superintendent's direction.
 - Providers who offer services in the building will be assessed a fee as determined by the board of education and the superintendent.
 - Payment schedules will be drafted so that RTHS is liable only for services rendered and not issued a flat rate.
 - Service providers will send a regular statement of progress to the superintendent. Pre and post assessment information

Services for Homeless Children Describe the services the district provides to homeless children. [See Section 1113 (c)(3)(A)]

- RTHS employs a social worker who acts as our Homeless Liaison. Students are referred to her by the office, teachers, or the students themselves. Once identified, she connects them with outside resources such as housing references, food,

clothing, transportation, and employment. Additionally she collaborates with school personnel to ensure that these students get their fees waved, free and reduced lunch paperwork, and any other incidentals that may occur.

Parent Involvement Strategies Describe how the district implements effective parental involvement strategies.[See Section 1118]

PART I. General Expectations

Rantoul Township High School agrees to implement the following statutory requirements:

- RTHS will put into operation programs, activities and procedures for the involvement of parents, Those programs, activities and procedures, including the process of school review and improvement, will be planned and operated with meaningful consultation with parents of participating children.
- RTHS will adopt the school-parent compact as a component of its Parent Involvement Policy.
- RTHS will incorporate this districtwide parental involvement policy into its school improvement plan.
- RTHS will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. RTHS will present this information in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- RTHS agrees to submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- RTHS will involve the parents of children in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- RTHS will provide reasonable support for parental involvement activities as the parents may request.
- RTHS will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II. RTHS will implement required districtwide parental involvement policy components as follows:

1. RTHS will take the following actions to involve parents in the joint development of its districtwide parental involvement plan under section 1118 of the ESEA:

RTHS will gather and distribute for review: Districtwide parent involvement policy, the school-parent compact, and parent notices from the Table on page 45 of the Title 1, Part A Non-Regulatory Guidance. These materials will be distributed to parents at an annual Title 1 meeting and will be posted on the school website. Input will be gathered at the annual Title 1 meeting, parent/teacher conferences, and other regular written communications with parents. Parent input will be included in revisions of the aforementioned policies.

2. RTHS will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

The districtwide parent involvement policy will be distributed to parents at the annual Title 1 meeting and posted on the school website. Parents of new participating students will receive the policy when enrolling their child in the RTHS Title 1 program.

3. RTHS is a single building district. RTHS will assist staff in implementing effective parental involvement activities to improve student academic achievement and school performance:

RTHS will use weekly professional development time, staff meetings, and regular PAC committee meetings to identify strategies to improve student achievement through implementing effective parental involvement activities.

4. As a 9-12 district RTHS does not coordinate with any early intervention programs.
5. RTHS will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents), its parental involvement policies.

Parents will participate in an annual Title I survey to be completed prior to the annual Title I meeting. Surveys will be sent via US mail to the student's permanent address. Parents will also be notified via automated phone system and a copy of the survey will be posted on the school website. Completed surveys will be returned to the Title I Coordinator who will then partner with building staff to compile the data. Information from the survey will be shared with parents at the annual Title I meeting. Additionally, written input can be forwarded to the Title I Coordinator, the student's counselor, or dean at any point in the year. The information will be noted and brought to the parents' attention at the annual Title I meeting.

6. RTHS will build school and parent capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement through the following activities specifically described below:

A. RTHS will, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following--

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

Annual meetings will be held to explain the aforementioned topics to parents of Title I students. These meetings will be held at varied times to encourage parents to attend. Parents will be notified about meetings via US mail,

school memos from the Title I Coordinator, school website and automated phone system.

- B. RTHS will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

RTHS will host an annual meeting to provide information on the online grading and attendance tool Skyward. At this meeting we will provide parents with information regarding raising student achievement and providing assistance at home. Parents will also receive information regarding raising student achievement at all parent/teacher conferences. Additionally, parents may schedule a meeting at any time with the student's teachers and the Title I Coordinator. For those not able to come to school home visits can and will be arranged on an as needed basis.

- C. RTHS will educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Parent involvement strategies will be shared and discussed with personnel at weekly PLC meetings. Additionally, staff will be encouraged to attend parental involvement workshops and conferences, web-based learning.

- D. RTHS will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

The school will take steps to ensure that all parent requests for information in another language and/or format will be fulfilled to the fullest extent of our abilities

Parent Compact:

RTHS Responsibilities:

Provide professional development in the areas of intervention and raising student achievement:

- Encourage staff to attend outside training regarding the teaching of English and Math in relation to the state standards.
- Implement the use of common assessment to ensure parents have an up to date record of their student's performance.
- Monitor student performance on standardized measures and common assessments to put into place effective interventions for those who fail to meet district and state expectations.
- Structure class syllabi around the board approved curriculum as monitored by the Curriculum Council and building principal.

Hold parent-teacher conferences during which this compact will be discussed as it relates the child's individual achievement:

- Conferences will be held at the beginning of October or mid-way through first quarter.
- Additional conferences can be scheduled at any time with students, teachers, counselors, deans, the director of Student Services, Title 1 coordinator, or any other pertinent staff.

Provide parents with frequent reports on their children's progress:

- Grades can be monitored at the parents' convenience by accessing the Skyward parent portal. Information about accessing Skyward will be mailed directly to the parents. Contact the RTHS main office at 892-6124 for additional assistance.
- Parents are encouraged to schedule regular meetings with pertinent school personnel regarding student performance.

Provide parents reasonable access to staff:

- Staff can be reached by contacting the RTHS main office at 892-2151 or by email which is found at the RTHS website www.rths.k12.il.us

Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities.

- Athletic Boosters
- Music Boosters
- Parents interested in volunteering should contact the district office at 892-2151 ext. 1401.
- The district asks that on behalf of our teachers; please allow them the courtesy of at least 24 hours notice before observing in a classroom.

We as parents will support our children's learning in the following ways:

- Monitor attendance
- Ensure that homework is completed
- Participate, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the district either received by my child or by mail and responded as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as the Title 1, Part A parent representative on the school's School Improvement Team, the Title 1 Policy Advisory Committee, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

We as students will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically we will:

- Attend school regularly
- Attend classes regularly with minimal tardies.
- Do my homework every day and ask for help when I need it.
- Accept responsibility for my own actions.
- Give my parents or guardian all notices and information received by me from RTHS.