

Local Board Approved	07/12/2010
Submitted	08/03/2010
Plan Resubmitted	10/27/2010
ISBE Monitoring Completed: Approved	11/08/2010

PRELIMINARY INFORMATION

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Is this for a Title III district that did not meet AMAO?		<input type="radio"/> Yes	<input checked="" type="radio"/> No

Section I-A. Additional Academic Assessments

Additional Academic Assessments - Describe student academic assessments, if any, that are in addition to state academic assessments used:

1. To determine the success of children in meeting standards and to provide information on the progress towards meeting standards.
2. To assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children to meet standards and do well in the local curriculum.
3. To determine what revisions are needed to projects so that such children meet state standards.
4. To identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of instructional reading assessments.

All students in grade 9-11 will be screened at a minimum of once per year and a maximum of three times per year with a grade-appropriate assessment. All three assessments are built around the same four subject areas: English, mathematics, reading and science. The material tested in each assessment gets progressively more difficult. 9th grade students will be given the EXPLORE assessment which gives an overall score in each of the four subject areas. The overall score is given in a percentile and compares the students' scores with district and national norms. 10th grade students are given the PLAN assessment which gives an overall score in each of the four subject areas. The overall score is given in a percentile and compares the students' scores with district and national norms. 11th grade students are given a practice ACT. The ACT gives scores in each of the four subject areas and compares the students' scores to national norms. WorkKeys assesses students in the areas of location information, reading for information, and applied mathematics. Scores are reported as levels in a range of scores. The student is given a description of what a person should be able to accomplish at that level for each of the three areas. Because these assessments are specifically designed to mirror the skills tested on the PSAE, the results will be analyzed to determine which students are in danger of falling below the meets standard on the PSAE. Students in danger of scoring below or academic warning in the areas of reading and math will be considered for Title 1 services.

9th grade students will also be given the Stanford 10 Online which gives an overall score in the areas of reading and math. In addition to a percentile score, which is compared to district and national norms, students will also receive a lexile level which will help us assess their specific needs with regards to reading instruction. It is our hope that we can intervene early by getting accurate academic information at the onset of our students' high school careers. With basic math and reading levels in hand we can identify students who are in danger of failing and therefore need additional services as well as those that are "on the bubble" and could use additional academic support within the confines of the general classroom.

RTHS will be utilizing a data management system, Partners 4 Results, that will allow us to compile EXPLORE, PLAN, practice PSAE, and Stanford 10 data in a meaningful way. This data will then be used to identify students who may benefit from Title 1 services. We recognize that some students do not perform well on standardized tests. This management system will be capable of compiling common assessment data that will aid teachers in identifying students who are at risk of failure so that Title 1 services can be put into place.

Section I-B. Other Indicators

Other Indicators - Describe any other indicators that the district will use in addition to the academic indicators that the State uses to determine Adequate Yearly Progress (AYP), if any.

Attendance will be one of the factors that will be taken into account when selecting students for the Title 1 program. Regular attendance will be considered a good faith gesture that the student is going to willingly take part in the program. Every effort will be made to determine and remediate the cause of poor attendance for students who may be eligible for Title 1 services. However those that are regular attenders will be given first priority.

Students who have fallen behind in credits will be targeted for Title 1 services. Students who have fallen behind on credits risk failing to complete high school in a timely manner or completing at all. We feel these students must be provided services in order to increase the likelihood that they will finish high school.

All students grades 9-12 will be considered for Title 1 services.

Section I-C. Educational Assistance to Students

Educational Assistance to Students - Describe how additional educational assistance will be provided to individual students assessed as needing help in meeting State standards.

Students who are in need of additional assistance will be identified by evaluating the aforementioned district assessment data. Students who are identified as potentially scoring a below or academic warning on the PSAE will be considered for these programs. Students who score significantly below grade level (3+ years) on the Stanford 10 online assessment will also be considered. Common assessment data will also be analyzed to identify students who are at risk for failing their academic classes, specifically English and Math. Finally individual student attendance and number of credits completed will be monitored. The results of all four of these factors will determine eligibility.

Freshmen students who are in need of support in reading will be taking an additional class, Reading and Writing, along with English 1. These students will be placed in an English 1 section that is taught by the Reading and Writing staff to ensure continuity between the programs. These students will receive support in the areas of basic literacy and writing skills, and general study skills. For 10-12 grade students in English, assistance will take place on an individual basis and enrollment in a specialized study hall called the STARS study hall. Students in this study hall will have specific literacy skills they will be focusing on that mirror their individual needs as determined by the aforementioned assessments. 9-12 grade students who require additional assistance in math will be serviced through a specialized math study hall. There they will receive support in basic math skills that are determined by the aforementioned assessments. Students identified as needing Title 1 services will be eligible to take part in after school tutoring that will focus on reading and math. Additionally, a 0 hour math class will be offered to Title 1 students who are behind in their geometry credit.

All 9-12 grade students will be considered for this program, however 9-10 grade students will be given first priority in the hopes that early intervention will make their subsequent years successful.

Section I-D. Professional Development for Teachers and Principals

Professional Development for Teachers and Principals - Describe how the district will coordinate programs under Title I and Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including district level staff.

Teachers will participate in weekly professional development opportunities. Students will start their day one hour later and teachers will meet in PLC's to work on goals as set by the administration and the curriculum council. These goals will be tied directly to the objectives in our current restructuring plan, filed February 2010.

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.

All professional development opportunities that occur within the confines of our facilities will be evaluated by the staff. Feedback from the teachers will then be used to develop subsequent professional development opportunities. Administrators will determine the effectiveness of our professional development by assisting and taking part in the PLC process that occurs weekly.

All professional development programs will be tied directly to the restructuring plan. The restructuring plan was created with the input of our staff so all programs will be applicable to the areas that they deemed necessary.

Section I-E. Coordination with Other Education Services

Coordination with Other Education Services - Describe how the district will coordinate and integrate services provided with other education services such as:

1. 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
2. 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.

As a 9-12 district we do not coordinate with any early intervention programs. 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 aid and a Migrant Student Advocate. 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 and homeless children are serviced under the direction of our Director of Special Services. She coordinates special education services and oversees the creation and implementation of 504 plans. Homeless children are serviced by our Homeless Liason, who is a school certified social worker. Both the Director of Special Services and Homeless liason will coordinate with the Title 1 coordinator to ensure that students are not receiving duplicate academic services. This will afford students who do not receive any additional services first priority.

Section I-F. Poverty Criteria

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.

Section I-G. Children in Need of Services

Children in Need of Services - Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools will identify the eligible children most in need of services.

Administrators and teachers will identify students in need by analyzing the aforementioned assessment data. The 40 lowest performing students in English and Math, per grade will be screened for Title 1 services. Students already receiving special education services in these areas will be excluded initially to prevent the duplication of services. Of those 160 students, a minimum of 50 students will be chosen for Title 1 services. The remaining 60 students will be monitored throughout the year. Information about the initial 160 such as teacher and parent recommendation and additional services will be gathered once an initial list of students is created. In addition to students identified via data analysis, individual parent and teacher referrals can be made to the Title 1 coordinator. The parents of referred students will be sent a letter stating that their child has been referred along with paperwork for enrolling the student in the program if selected. Parents will be given an opportunity to meet with the Title 1 coordinator and the program instructors to learn more about the program and the services being put into place. Parents who decline will be asked to return the paperwork stating that they have decided not to enroll their student in the program .

Section I-H. Programs and Educational Services

Programs and Educational Services - Describe the schoolwide and/or targeted assistance programs to be conducted in the district's schools and where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs.

RTHS will provide a targeted Title 1 program in which the students are serviced, primarily, within the classroom during regular school hours in either a class such as Reading and Writing Fundamentals or a specialized math or reading study hall. There will be an additional 0 hour geometry class available before school and an opportunity for tutoring after school. At this time RTHS does not offer Title 1 services to students that receive outside educational services such as children in institutions or day schools.

Section I-I. Services for Migratory Children

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 Student 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.

Section I-J. Support for Preschool Programs

Support for Preschool Programs - Describe how the district will use funds under Title I to support preschool programs such as Early Reading First, Head Start, Even Start.

As a 9-12 district we do not coordinate with preschool programs.

Section I-K. District Actions for Schools Not Making AYP**District Actions for Schools Not Making AYP - Describe the actions of the district for its schools who do not make AYP.**

RTHS completed a state mandated restructuring plan in February of 2010. Actions, as dictated by this plan, will be implemented in the event that RTHS did not meet AYP for the 2009-2010 school year. The restructuring plan follows:

The mission of Rantoul Township High School (RTHS) is to be caring, ethical and accountable in order to foster school and community spirit; to create a safe, respectful community of learners; to encourage development of intellectual, artistic and athletic interests; and to understand diverse cultures and viewpoints in partnership with students, parents and community. Over the past year, this mission statement has been developed through the work of several staff members, presented to the entire staff for any editions and revisions, and approved by the local school board of education. As RTHS progresses through the restructuring process, the mission statement must be kept in the forefront of any decisions that need to be made. The goal of this restructuring plan will be to maintain the activities that are having a positive effect on the students at Rantoul Township High School, expand on some of the other activities that are having the same effect, and identify new efforts that will have a positive effect.

The restructuring committee, consisting of eighteen people, started meeting in September. One of the first tasks of the restructuring committee was to decide what course of action to follow under the restructuring options. The entire committee was divided into subcommittees that looked at each of the options, including opening as a charter school, replacing staff members, contracting with an outside agency, or making changes to the school's governance. At the next meeting, each committee presented information about their options. After hearing all of the presentations, the restructuring committee decided that the best option would be to make changes to the school's governance. At future meetings, the committee members analyzed student data and were asked to develop a list of current school improvement efforts and the effects these have had. From these discussions, the restructuring committee came up with many options that could have been included in the restructuring plan. These options were researched by members of the committee, who then presented their information at subsequent meetings. It was after these meetings that the options disseminated in this plan were developed. Although there were not any parents who attended the main restructuring meetings, the Principal met several times with a parent group throughout this process. During these meetings, the Principal shared with the parents what was being discussed at the restructuring meetings. Parents were encouraged to also give their input, which was then brought back to the entire restructuring committee.

An analysis of the data shows that Rantoul Township High School is doing well in some areas; there are other areas that definitely need to be addressed. The percentage of students who are achieving the state standards in math has been stagnant since 2005, with little growth this past year. At around 40% of the students meeting or exceeding these state standards, RTHS students are well below the benchmark. The reading scores have shown a dramatic increase over the past three years, basically mirroring the growth for the benchmark standards. However, RTHS is not closing the gap between the achievement level and the benchmark standard. Since falling below the benchmark in 2006, the graduation rate has increased to above the benchmark standard and is continuing to rise. The attendance rate has decreased over the past several years, falling to just about 6 percentage points below the state average. While at the same time, RTHS has experienced a dramatic increase of students qualifying for the free and reduced lunch program. In just a few years time, the percentage of low-income students has doubled to 53.2%, with that number right at 60% for the 2009-2010 school year. The average years of teacher experience also continues to decline. In 2004, teachers were averaging 14 years of experience with that number falling to 9 years for the past school year.

Rantoul Township High School has undertaken several improvement projects over the past years in an effort to raise our achievement scores. Prior to the 2006-2007 school year, RTHS did not have a written curriculum. A process to develop a written curriculum for each course began in the 2006-2007 school year and by the end of the 2008-2009 school year, each department had a written curriculum for each course that the department offered. Each department is now in the process of either implementing and validating the curriculum or developing resources, including textbook selection, for each of the courses. The entire process will begin again during the 2011-2012 school year. The curriculum development process is monitored and regulated by the Curriculum Coordinating Council, which is a group of teachers and administrators that meet on a regular basis for this purpose. Rantoul Township High School will continue to follow the long-range plan as set forth by the Curriculum Coordinating Council. This includes implementation and revision of the curriculum and working on assessments and choosing resources.

Another improvement project involved the standardized testing of all 9th and 10th graders. Starting in the 2006 -2007 school year, all 9th graders were required to take the EXPLORE test and all 10th graders were required to take the PLAN test. We have started importing that data into our student management system. This allows us to report the data in various ways for better analysis. This data is now being shared with members of the Curriculum Coordinating Council and other interested stakeholders. With each new year of data we will be better able to make comparisons and draw better conclusions about the data. This analysis will help identify gaps in the curriculum. Next year, this gap analysis will help determine class offerings at Rantoul Township High School. One example of this is the development of a math class designed to help students raise their achievement scores on the PSAE. This class will be offered during the spring semester of the 2010-2011 school year and students will be identified for this class based on the data from the EXPLORE, PLAN, and other assessment tests given.

In 2006, the graduation rate dropped below the benchmark standard. It was this factor that led to the development of Eagle Academy. This is a credit recovery program run entirely separate of the traditional high school. Students have the opportunity to take both online and teacher-taught classes. Selection is based on the number of years a student has been in high school and their number of credits, with priority going to those that are in the most need and closest to their actual graduation date. Once students are back on track to graduate with their class, they are expected to return to the traditional school. Over the past couple of years, this program has been very successful in getting students the required number of credits that they need to graduate. However, since the majority of students in this program have already taken the PSAE, this program has not shown any effect on achievement scores.

Three years ago, a writing across the curriculum initiative was started. All teachers received professional development in assessing student writing. Formal and informal rubrics were created to assist teachers in this process. Students are required to complete at least several informal and one formal writing assignments each semester in every class.

Teachers assess these assignments using the appropriate rubric and then turn several examples of the assignments to the Writing Across the Curriculum Committee, which oversees this entire process.

It is our belief that freshman year is the most pivotal year for Rantoul Township High School students. It is this belief that led to the development of the Eagle Mentoring Program. This program is designed to assimilate students into the culture of Rantoul Township High School. Every freshman is assigned a student mentor that they meet with during homeroom. The mentor's job is to help the freshman student through any difficulties they may encounter during the year. The goals of the program are to reduce suspensions by

freshman while at the same time raise the grade point averages for the freshman class. This program was piloted to 80 freshman last year with the results showing the success of the program. Suspensions for those freshman in the program were fewer than those who were not in the program. Also those students in the program had higher grade point averages than those not in the program. It is our expectation that we will see these same results for the entire freshman class this year.

RTHS began the Professional Learning Community process in April of 2009 by having the staff write belief statements. From those statements a Mission Statement was developed by a committee of teachers and administrators. The Mission Statement was then presented to the staff again to gain consensus. Once the Mission Statement was finalized and posted throughout the building, the committee went to work on developing the Vision of RTHS. This again was taken to the entire staff and then filtered down through a committee. The committee was able narrow down the Vision to 9 statements taken from the staff's input. These statements were then taken to the association by the association president at the request of the administration to gain a better feel for the will of the staff. The association was able to narrow the statements even more by combining four of the nine statements into one. A small committee of 2 teachers and 1 administrator then wordsmithed the final Vision Statement to express the will of the staff. The future of the PLC process will be to establish SMART (Specific, Measurable, Attainable, Realistic and Timely) goals for the school. Once SMART goals The future of the PLC process will be to establish SMART (Specific, Measurable, Attainable, Realistic and Timely) goals for the school. Once SMART goals have been established for the school, each department will be asked to develop their own SMART goal. The Curriculum Coordinating Council will play a key role in the development of the SMART Goals for the school. Departments will then take their lead from the goals established by the council. In addition to the goals the school will move forward with training teachers in the collaborative process and forming common assessments. In the spring of 2010, RTHS will attend a training given by Eastern Illinois University on the common assessment and utilization data.

The 2009-2010 school year was used primarily as a planning year for full implementation for 2010-2011. We reestablished the Rtl committee which includes two administrators, a school psychologist, two social workers, two school counselors, a special education teacher, and representatives from the English, math, science and social studies departments. We revised the current Rtl plan to include more detailed information such as guidelines for special education eligibility, teacher referral process, roles of team members, etc... Additionally we asked the staff to fill out a needs assessment to determine which topics should be addressed during professional development time. That information was compiled and became the basis for monthly 90 minute trainings regarding the implementation of Rtl as well as the creation and implementation of interventions. In order to gather more accurate information regarding the achievement levels of our freshmen class we researched several assessment instruments that could be used as universal screeners. Ultimately we chose to implement the Stanford 10 Online in the areas of reading and math. Every freshmen student was given this assessment. The results of this assessment will be used to determine whether or not we continue with this assessment for the 2010-2011 school year or whether other options should be explored.

Our administration is currently in the process of creating a list of items that need to be addressed for our district to move forward with full implementation next year. More stringent curriculum review is needed with an emphasis placed on the creation of common assessments. Additionally interdisciplinary teams need to be created so that the instructional staff can work cooperatively to provide interventions for students who have been identified as needing assistance. Currently, we have minimal contact with our feeder schools. More emphasis will be given to creating strong working relationships with the feeder schools. We need access to behavioral and academic records so that our students can be placed in classes that meet the needs of our incoming students appropriately. Increased communication would also allow for some curriculum alignment with the feeder schools which would ultimately make the transition to high school much smoother. Finally we need to make a definitive decision regarding the universal screener and determine how best we can use that information to service our students. In addition to using the Stanford 10 Online, we will be looking into better using the Explore and Plan data that is currently in place.

Up to this point, the restructuring plan has described efforts that are currently in place. Some of these initiatives such as the writing across the curriculum, the Eagle Mentoring Program, and Eagle Academy will continue to run as they have this past year. Other initiatives such as the development of the PLC's and RtI implementation will also continue, but will have changes made to them in order to help meet the high school's need to raise achievement scores. In addition to these efforts, the restructuring committee is proposing several other initiatives that will help Rantoul Township High School meet its goals.

One of the biggest changes will be a change to the eight-block schedule the high school currently uses. Under the current schedule, students have four academic classes with a homeroom period each day. The schedule is on a two-day rotation with classes being eighty-four minutes in length. Therefore in a normal week, students would meet with each class at most three times and very often only twice in a week. In an effort to find a balance between a traditional schedule and the eight-block schedule, the restructuring committee was given the challenge to create more class meets per week while still maintaining some block scheduling. In researching schools that were somewhat similar demographically to Rantoul Township High School, but had met Adequate Yearly Progress, the restructuring committee found that there were no schools that are still on a straight block schedule. Several options were presented to the restructuring committee. The one that was approved by the restructuring committee consists of two block scheduled days per week with three days where every class will meet. On the block scheduled days, each class will be eighty-five minutes in length, which will increase the length of the school day by five minutes. Each class will meet for forty minutes on the days with the traditional schedule. Teachers will receive professional development on how to teach on both traditional and block schedules. One recommendation from the restructuring committee is to develop another committee to develop standard procedures for the homeroom period as the focus of this time will have to change to more of a study hall.

According to the long-range curricular plan, each department will develop common assessments for their classes. There has been a lack of professional development for the staff in this area so this has not been completed according to the plan. Starting this summer, teachers will be beginning professional development on how to create valid and reliable assessments. Once teachers are trained on how to create these, they will be expected to create a final exam for each class. This exam will then be reviewed and analyzed by the entire department to check for reliability and validity. Each department will document the procedures they used to analyze these exams before they are sent to the

Curriculum Coordinating Council for approval. Once the final exams have been created, teachers will create quarterly common assessments, along with a timeline for the

proctoring of these exams. These assessments will follow the same procedures used for the final exam for approval. Data from these common assessments will be gathered and

given to the teachers, who will be expected to make necessary curricular changes based on this data. Once again, professional development will be made available to teachers to help them through this process.

Recognizing the success of the Eagle Mentoring Program in its pilot year, the restructuring committee has decided to make a commitment to insure the success of every incoming freshman. Currently, Rantoul Township High School falls into the same scheduling issues that face most schools. The best instructional teachers often have the upper-level classes, leaving the freshman-level classes to the less-experienced teachers. These teachers, who are not as well prepared to deal with these classes, often have more students in these classes. Therefore, two major changes in freshman-level classes will be how they are staffed and the average class size. With class size often exceeding twenty-five in these classes, it is difficult for teachers to give the individual attention needed to these students. Under the restructuring plan, the goal will be to create freshman classes in Math and English with class sizes of 15 - 18 students. These classes will be taught by those teachers that are most capable of teaching them. These assignments will be made by

the Principal through discussion with the department chairpersons. The restructuring committee recognizes this as the first step to possibly creating a freshman academy in the next few years if seen as needed.

As mentioned earlier in the analysis of the data, the attendance rate at Rantoul Township High School is well below the state average. The analysis of this data was very simple; one way to raise achievement levels is to get the students to attend school on a more regular basis. With this in mind, the restructuring committee researched several discipline models to reduce the number of suspensions and reward students who are exhibiting positive behaviors. The recommendation of the restructuring committee is to implement a positive-based discipline model. The process for developing this model has been turned over to the discipline committee, who has met several times already to discuss the specifics of this model. This committee is deciding on what incentives will be offered for students who are exhibiting these positive behaviors. The Assistant Principals have already instituted some of the proposed changes, including rewarding some of the students who have had perfect attendance during the lunch hours. This committee will also be deciding on specific consequences for certain behaviors that violate the Rantoul Township High School code of conduct. Just as professional development is needed for teachers upon the implementation of a new program, the students will be taught about appropriate and inappropriate behaviors. This will be a major focus of the implementation of the new discipline model.

It is the belief of the restructuring committee that by implementing these changes, Rantoul Township High School will be able to meet Adequate Yearly Progress during the 2010- 2011 school year. The Curriculum Coordinating Council will be the main body responsible for monitoring the success of this plan. They will use several different measures to determine this success. Obviously having students reach the appropriate levels as defined in the No Child Left Behind legislation in math and reading, along with staying above the target for the graduation rate will be the main measures. In addition, the Curriculum Coordinating Council will look at the results of tests such as EXPLORE, PLAN, and the Stanford. Data gathered from the common assessments and how the teachers' use this data will also be used a measure of success of this plan.

Section I-L. School Choice and Supplemental Services

School Choice and Supplemental Services - Describe how the district plans to implement, if necessary, public school choice and supplemental services.

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 will be noted on this report as well as attendance information. The superintendent will forward this information to the Title 1 coordinator for documentation purposes.
- Any students who require transportation will be provided such at no cost them.

Section I-M. Highly Qualified Teachers

Highly Qualified Teachers - Describe the steps the district has taken or will take to ensure that all teachers and paraprofessionals in the district are highly qualified.

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. In addition, RTHS encourages teachers to pursue additional coursework by offering board paid tuition reimbursement.

Rantoul Township High School will make sure that all paraprofessionals are highly qualified. When hiring paraprofessionals, priority will be given to candidates who already meet the qualifications for being highly qualified. For those paraprofessionals who are not highly qualified, they will be given professional development to help them pass the paraprofessional assessment. Rantoul Township High School administration will work with these paraprofessionals on the skills needed to pass this assessment.

Section I-N. Services for Homeless Children

Services for Homeless Children - Describe the services the district provides to homeless children.

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.

Section I-O. Parent Involvement Strategies

Parent Involvement Strategies - Describe how the district implements effective parental involvement strategies.

Rantoul Township High School

Districtwide Title 1 Parental Involvement Policy

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.

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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 1 survey to be completed prior to the annual Title 1 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 1 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 1 meeting. Additionally, written input can be forwarded to the Title 1 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 1 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 1 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 Title1 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 1 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.

- E. 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.

RTHS School-Parent Compact

RTHS and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the _____ school year.

School Responsibilities

RTHS will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables your child to meet the State's student academic achievement standards as follows:

- Providing in-house 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 students' performance in academic classes.
- 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 district Curriculum Council and building principal.

Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's 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, Title 1 coordinator, or any other pertinent school 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 parent. Contact the RTHS main office at 892-2151 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.

- PAC (parent advisory committee)
- 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 to provide them with at least 24 hours notice before observing a classroom.

Parent Responsibilities

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

- Monitoring attendance.
- Ensuring that homework is completed.
- Participating, 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 school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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.

School

Date

Parent

Date

Student

Date

Section I-P. After School, Before School, and Summer School Programs

After School, Before School, and Summer School - Describe how the district uses funds under Title I to support after school, before school, and summer school programs.

Title 1 funds will be supporting a before school 0 hour geometry class for Title 1 students who are not meeting the credit requirements for graduation in geometry. Additionally, an after school tutoring time will be funded with Title 1 money. This program will be for the areas of reading and math. Title 1 students will receive specialized tutoring in their deficit areas.

Section II-A Local Board Action

DATE APPROVED by Local Board: 7/12/2010

A. ASSURANCES

The local education agency assures the Illinois State Board of Education that the district will:

1. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under NCLB Section 411(b)(2) of the National Education Statistics Act of 1994.
2. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
3. Provide technical assistance and support to schoolwide programs.
4. Work in consultation with schools as the schools develop the schools' plans pursuant to NCLB, Section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to NCLB, Section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
5. Fulfill such agency's school improvement responsibilities under NCLB, Section 1116, including taking actions under paragraphs (7) and (8) of NCLB, Section 1116(b).
6. Provide services to eligible children attending private elementary schools and secondary schools in accordance with NCLB, Section 1120, and timely and meaningful consultation with private school officials regarding such services.
7. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
8. In the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under NCLB, Section 641A(a) of the Head Start Act.
9. Work in consultation with schools as the schools develop and implement their plans or activities under NCLB, Sections 1118 and 1119.
10. Comply with the requirements of NCLB, Section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.
11. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999.
12. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State

educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under NCLB, Section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

13. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
14. Use the results of the student academic assessments required under NCLB, Section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in NCLB, Section 1111(b)(3) within 12 years from the baseline year described in NCLB, Section 1111(b)(2)(E)(ii).
15. Ensure that the results from the academic assessments required under NCLB, Section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
16. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with NCLB, Section 1111(b)(8)(D).
17. The district has a policy and procedure in place for the provision of public school choice.
18. The principal of each school operating a Targeted Assistance (NCLB, Section 1114) or Schoolwide Program (NCLB, Section 1115) shall annually attest in writing as to whether such school is in compliance with the requirements of NCLB, Section 1119, Qualifications for Teachers and Paraprofessionals. Copies of these attestations shall be maintained at the school and at the main office of the district and shall be available to any member of the general public on request.

B.SUPERINTENDENT'S CERTIFICATION

By submitting the plan on behalf of the district, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the plan has been duly approved by the local school board. By sending e-mail notification of plan completion from the **Submit Your Plan** page the plan shall be deemed to be executed by the superintendent on behalf of the district.

Section II-B ISBE Monitoring

Approval of I.S.B.E

Yes No The Title I District Plan has the approval of ISBE.

Title I District Plan Comments

11/8/10 Dr. Janet Koroscik: I reviewed the Rantoul HSD 193 Title I District e-Plan that was resubmitted to the State Board of Education on October 27, 2010 and approved the submitted plan on November 8, 2010.

Thank you very much for providing a detailed plan that addresses the requirements defined by the Elementary and Secondary Education Act of 1965 (ESEA) Section 1112: Local Education Plan.

Should you have any questions, please feel free to contact Jamie Gansmann by email at jgansman@isbe.net or call 217.524.4832.

Respectfully,

Jamie Gansmann

8/23/10 TITLE I DISTRICT PLAN REVISIONS REQUESTED: Dr. Janet Koroscik: I reviewed the Rantoul Township HSD 193 Title I District e-Plan that was submitted to the State Board of Education on August 3, 2010. The following changes are requested: **Section I-L: School Choice and Supplemental Services:** Please provide a summary of the district's plan should it become necessary to offer **choice and supplemental educational services**. Information on implementing school choice is available at <http://www.isbe.net/accountability/html/choice.htm> and information on implementing supplemental education services is available at <http://www.isbe.net/ses/default.htm>. **Section I-M: Highly Qualified Teachers:** Please provide a description of the **steps** the district took and continues to implement to ensure that all **teachers and paraprofessionals** are highly qualified per state certification requirements.

Please submit your response by amending the Illinois e-Plan on file at the Interactive Illinois Report Card (IIRC) website <http://iirc.niu.edu/>. Plans that have been returned for changes must be revised and resubmitted 30 days from the date of this notification. Should you have any questions, please feel free to contact Jamie Gansmann by email at jgansman@isbe.net or call 217.524.4832.

Respectfully,

Jamie Gansmann

