

Rantoul Township High School
Schoolwide Title 1 Plan
2010-2011 Planning Year
Current Year: 2013-2014

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 2012 enrollment we are operating with approximately 665 students 60% 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:
Our comprehensive needs assessment was structured so that it addressed the following three areas: student academic needs, staff needs, and student and school needs. Staff members and 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. 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 IIRC and our school report card. Currently our achievement data on IIRC reflects that our primary areas of need are as follows:

Demographic information:

- 56.6% White, 28.7% Black, 6.2% Hispanic, 1.3% Asian, .1% American Indian, 7.1% Multiracial
- 59.2% low income students
- 88.7% attendance rate
- 39% chronic truants
- 3.1% drop out rates

Achievement Data:

- Reading--44% met = did not make AYP
- Math--45% met = did not make AYP
- Percentage tested = met AYP
- Graduation rate = met AYP
- Subgroup 1 (white students) did meet in reading and math due to the safe harbor provision
- Subgroup 2 (Economically Disadvantaged) did not meet in reading or math.

- 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:

1. Academic Needs

- Reading/English
- Math
- Closing the achievement gap
- Technology

2. Staff Needs

- Professional development in:
 - Using data and assessments
 - Math
 - Reading/English
 - Effective use of technology
 - Implementing learning standards
 - Standards based assessments
- Staffing:
 - Retaining highly qualified teachers
 - Retaining highly qualified teachers
 - Hiring teachers to reduce class size

3. Student and School Needs

- Personal responsibility
- Truancy
- Parent and community involvement
- Drop-out prevention
- Character education
- Conflict resolution

- Alcohol use
- Drug use
- Violence/School Safety
- Suspensions/Expulsions
- Bullying

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 reading and math.
- 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, and using technology.
- 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.
- 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 reading and math intensive study halls available to them daily. In order to extend the school day, students will be eligible to attend weekly evening classes in reading and math strategies.
- Includes strategies for serving underserved populations:
 Students who are chronically truant and at-risk of dropping out will be served through a community service organization called IMPACT that will provide wrap-around services to the family as a whole as well as the student. This program will provide transportation to school when necessary as well as help in negotiating systems such as the juvenile justice system.

- 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.
- Address how the school will determine if those needs of the children have been met
- Are consistent with and are designed to implement state and local improvement plans, if any

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.

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

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.

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.

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 taking an additional reading class through the University of Illinois and 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. These meetings will be held no less than quarterly, with periodic small group advisory meetings held periodically in between.

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 three personal parent contacts prior to initiating referral services to title 1.

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

Rantoul Township High School will utilize a parent advisory committee that will serve in addition to the CCC and administrative team as the evaluatory body of the schoolwide plan. Meetings will be held at staggered times to allow for parent attendance.

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.

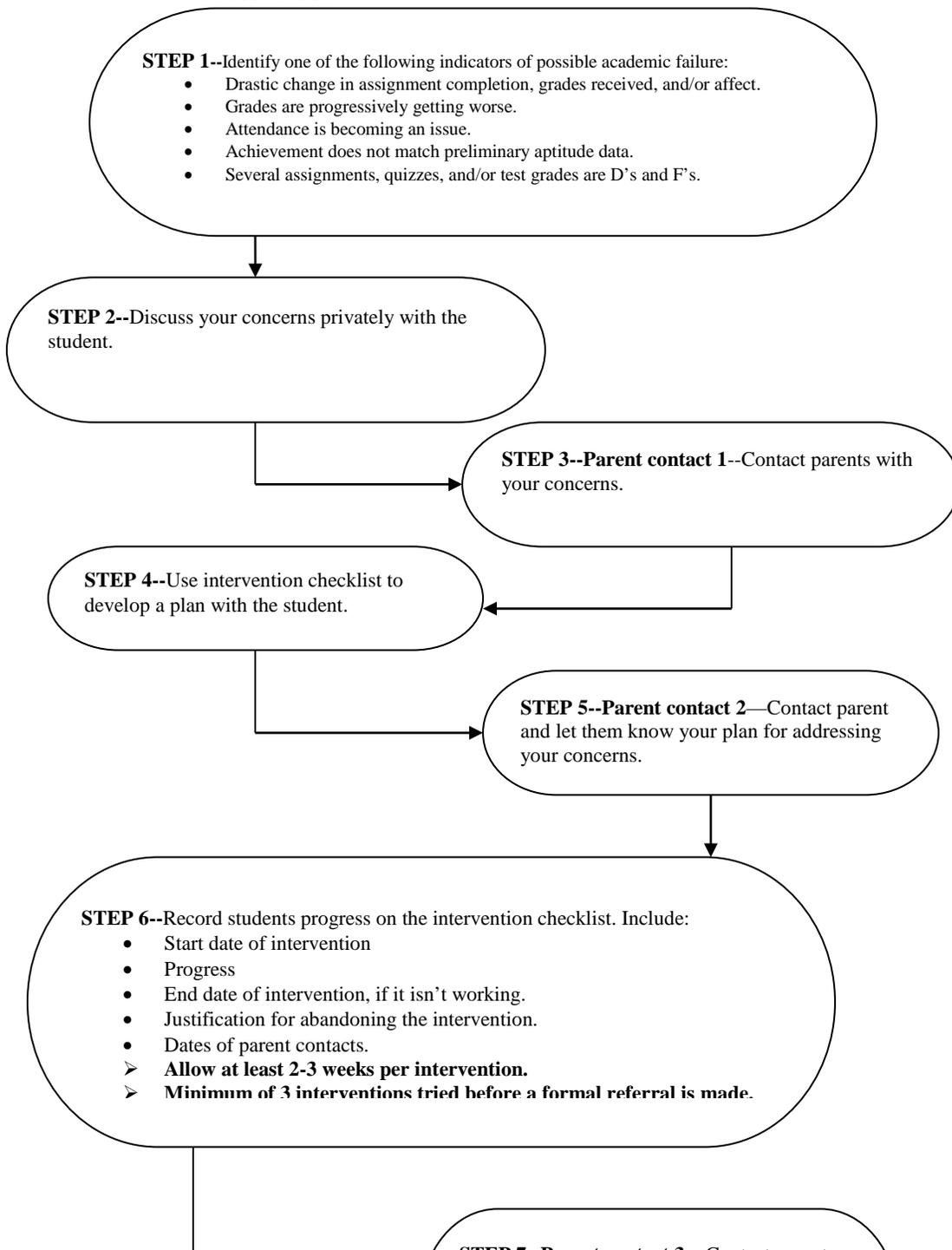
Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement:

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

Initial Schoolwide planning participants:

Scott Amerio-Superintendent

Todd Wilson-Principal

Sandy Davis-Student Services Director

Megan Anderson-RTI Coordinator

Chris Garard-Assistant Principal

Cortni McCabe-School Counselor

Julie Kavanaugh-School Counselor

Sara Gawenda-Special Education Teacher

Janet Eckstein-Special Education Teacher

Betty Jones-English Department Chair

Molly Gill-Math Teacher

Laurie Gowler-Science Department Chair

Jared Lofrano-Social Studies Department Chair

Tom Hess-Physical Education Teacher

Jan Requa-Vocational Education Teacher

Lisa Martin-Business Teacher

Vicki Conlin-Business Teacher

Regina Crider-Community Leader

Michelle Egerton-Parent

Kristine Bruns-Parent

Christie Fiedler-Parent

LaTonya Gray-Parent

REVISED: June 2012