

Rantoul Township High School
Targeted Plan
2010-2011

Rantoul Township High School is committed to offering students a targeted program designed to improve academic achievement in those most in need of intervention so that these students demonstrate proficiency related to the state's academic standards.

Performance Standards:

Student achievement and demographic data:

- Student achievement data and demographic data were 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:

- 54% White, 29.1% Black, 8% Hispanic, 1% Asian, .1% American Indian, 6.2% Multiracial
- 60% low income students
- 86.7% attendance rate
- 6% chronic truants
- 4.3% drop out rates

Achievement Data:

- Reading--36.3% met = did not make AYP
- Math--30.1% met = did not make AYP
- Percentage tested = met AYP
- Graduation rate = met AYP
- Subgroup 1 (white students) did not meet in reading or math
- Subgroup 2 (Economically Disadvantaged) did not meet in reading or math.

Our achievement data reflects that our students score below state performance standards on the PSAE. Our hope is to provide targeted interventions to qualifying children so that they are able and have access to state performance standards that are available to all students.

Rantoul Township High School will provide opportunities for targeted 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.

Existing School Planning:

- RTHS was required to write a restructuring plan in 2009 to address our subpar achievement scores on the PSAE. At that time our restructuring committee chose to implement major changes in financing and material resources, governance and management, and staffing. Part of that plan was to apply for the NCLB consolidated grant which was a significant shift in policy from the previous administration with regard to financing and resources. The focus of our plan and our funding includes:
 - Development of common assessments and an aligned curriculum
 - Training in implementing effective, researched based interventions in reading and math.
 - Decrease class size in English 1 and pre-algebra/algebra 1
 - Positive discipline plan

In addition to the restructuring plan, RTHS is also operating under the 2010 edition of our school improvement plan. Our school improvement plan is similar to our restructuring plan in the respect that its focus is increasing student achievement. Our SIP includes the following with respect to title 1 funding:

- Professional development in teaching reading and math strategies
- Development of common assessments and aligned curriculum.
- Development of a supplemental reading and writing class funded with Title 1 dollars.
- Targeted reading study halls
- Increased parent involvement
- Supplemental geometry class
- Supplemental after school program in math
- Evening academy for 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.

Students will receive services in supplemental classes that they will take in addition to their state mandated reading and math requirements. Students are never pulled out of other instruction for intervention. Therefore students are truly receiving a supplemental service and not supplanting the general education services. Additionally, they will take part in supplemental extended learning opportunities such as an after school program as well as an evening academy for reading and math. These programs will utilize a variety of instructional strategies that are researched based such as guided reading, direct instruction, small-group re-teaching, as well as purchased programs with a substantial research base such as ALEKS.

Coordinates with and supports regular education programs:

- Teachers of title 1 students coordinate with regular education teachers on the general curriculum. No staff members are currently hired solely with title 1 funds and the master carefully scheduled so they would see those students not only in their state mandated classes such as algebra and English but their supplemental classes as well. Therefore those teachers have firsthand knowledge of the general curriculum and can tailor interventions so they support that curriculum. In addition, all teachers of title 1 students are undergoing curriculum development and alignment so that students receive a consistent curriculum.

As a high school district we do not coordinate with early childhood programs but. However we hope to assist our title 1 students with the transition to college by providing them with appropriate and research based interventions in reading and math that will support them long-term and also on the ACT.

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 and highly qualified status.

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 and title 1 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 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.

Coordination and integration of federal, state, and local services and programs:

- RTHS coordinates federal funds to provide the best possible educational experience for our students. Title 1 funds are utilized to provide supplemental intervention services for our neediest students. We are also providing reduced class-sizes for our freshmen students in reading and math using title 2 funds. We are allocating title 4 funds for a positive behavior system which should help provide our students with a positive and productive school climate.
- Additionally we use funding from the state and local levels to provide our students with the state-mandated curriculum all students are required to receive. RTHS also partners with community and mental health services such as the Champaign County Health Department, Luther Social Services, and Catholic Charities, so that our students with these kinds of needs are provided timely intervention.
- In order to provide transition services to our students, RTHS partners with all of its local feeder districts. We do initial testing in the spring with these districts and offer incoming freshmen multiple opportunities to come to the school. We also partner with the University of Illinois which provides us with a college guide. Our college guide is housed at RTHS full time and he offers our seniors information regarding the application process for college, financial aid, college visits, and ACT registration help.

Review:

- Title 1 student progress is reviewed on a semester by semester basis. Students who show proficiency are dismissed from those programs. Students who show a need will remain in the program and students who could benefit from those services will be included. Programs will also be reviewed at the close of the school year to determine if they should be continued. Those programs that do not show successful outcomes will be eliminated or changed so that they are more effective. Programs that show favorable outcomes will be continued or expanded if possible.