

**2018-2019 School Wide Title 1 Plan  
 Section 1114, No Child Left Behind Act of 2001**

<b>Planning Team</b>	
<b>NAME</b>	<b>REPRESENTATION</b>
Shavina Pierre	Principal
Michael Williams	Executive Director
Emily Wallen	Director of Special Education & Student Support
Judy Bender	Teacher/Instructional coach
Emily Davoran	Teacher/Instructional coach
Lakennya Gordon	Teacher/Instructional coach
Valerie Black	Student Support Manager 5-8
Shirley Sledge	Student Support Manager K-4
Lindsey Olsen	Parent, School PTO

**ILLINOIS STATE BOARD OF EDUCATION**  
 Division of Innovation and Improvement  
 100 North First Street, N-242  
 Springfield, Illinois 62777-0001

**SCHOOLWIDE PLAN**  
 Section 1114, No Child Left Behind Act of 2001

**SCHOOL INFORMATION**

<b>School Name:</b>	Jackson Charter School		
<b>Principal:</b>	Shavina Pierre		
<b>Address:</b>	315 Summit St.		
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<b>Planning Year: 2018</b>	<b>Implementation Year: 2018-2019</b>	<b>Poverty Rate at implementation:</b>	<b>Local Board of Ed. Approval date:</b>

## DISTRICT INFORMATION

<b>District Name/Number:</b>	Rockford Public Schools 205
<b>RCDT:</b>	041012050ACAC00
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Superintendent's Signature

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Date

## **Required Components of a Title 1 School-wide Plan**

- 1. Comprehensive Needs Assessment**
- 2. School-wide Reform Strategies**
- 3. Instruction by Highly Qualified Teachers**
- 4. High Quality and Ongoing Professional Development**
- 5. Strategies to Attract High Quality Teachers to High Needs Schools**
- 6. Strategies to Increase Parental Involvement**
- 7. Transition Plans for Elementary and Middle Schools**
- 8. Measures to Include Teachers in the Decisions Regarding the User of Academic Assessments and the use of Assessment Data to Inform Instruction**
- 9. Activities to Ensure that Students who Experience Difficulty Attaining Proficiency Receive Effective and Timely Additional Assistance**
- 10. Coordination and Integration of Federal, State, Local Services and Programs**

## A. General Information

In preparation for the 2018-2019 school year, administrators conducted a comprehensive needs assessment utilizing a combination of tools provided by the state of Illinois and Jackson Charter School. Through careful analysis of all data, Jackson identified challenges that existed and continued to prevent students from performing at grade level in reading and math. During the 2017-18 school year, Jackson instructional leadership team identified the deficits in curriculum and met weekly to define strategies that would improve teacher support and ongoing professional learning, curriculum alignment to improve Tier 1 instruction, and instructional delivery models to include 21st century learning. The team developed a strategic plan for 2018-2019. The strategic plan approved by Rockford Charter School Organization board of directors, clearly defines goals, strategies and progress monitoring tools which will be implemented during the 2018-2019 school year.

Jackson's school plan will focus on integrated and personalized learning, strong direct instruction, building strong family relationships and growing community partnerships. We have identified benefits of an integrated curriculum and will provide ongoing learning opportunities for teachers to develop practices that will build across all grade levels. Jackson will provide parents with their child's individual assessment results and an interpretation of the results through face-to face, written, and online communication tools.

Parents will be given the opportunity to attend one-on-one parent teacher conferences where individual NWEA and PARCC results will be provided to the parents along with an interpretation of the scores, utilizing parent handouts created by the assessment organizations where applicable. Teachers will provide this information in a Learner Profile, outlining current student performance and instructional strategies that will be utilized by teacher and student to achieve annual growth goal as determined by . The Learner Profile will be provided in a language that parents can understand. If a parent is unable to attend the scheduled one-on-one conference, every effort will be made to contact the parent by phone or letter to reschedule the conference at another mutually acceptable time or location. The goal is to have 100% of families participating in conferencing with teachers throughout the year. If needed, home visits will be conducted by the Social Worker or Principal to provide parents with their child(ren)'s test results.

The Illinois State Report card will be disseminated annually and interpreted to parents, as prescribed by the district, state and federal guidelines. Results are published and also disseminated through broadcasts by local media. Illinois State report cards are available online and on school's website. An interpretation of Illinois State report card will be disseminated at PTO meetings as well. Teachers will meet with those students that have scored below grade level norms for beginning and middle of the year on NWEA tests. Parents will be given information on the types of behavior and academic interventions that will be used to help their child improve their achievement during parent teacher conferences and problem solving meetings. Interpreters will be utilized by the school to assist parents with limited English proficiency in understanding NWEA, PARCC results and the Illinois Report Card. Additionally, information will be sent home to parents in their primary language, as practicable.

## **B. PLAN DEVELOPMENT**

### **Component 1**

#### **Comprehensive Needs Assessment**

The 5 Essential Survey indicated a high need for a supportive environment for staff members. Jackson will employ (3) Instructional Coaches who will provide job-embedded professional development that impacts student achievement through The Danielson Framework. Instructional coaches will provide knowledge about research based instructional practice, co-plan instruction weekly with each grade level, model best practices that support personalized learning, monitor teacher practice through professional growth plans, and provide feedback using the Jackson Charter School Teaching Framework. All new teachers will receive coaching support on a weekly basis aligned to their professional growth plan, captured in a coaching support log. All veteran teachers will engage in weekly reflection aligned to professional growth plans in addition to monthly support from instructional coaches. Teacher growth will be measured through an annual portfolio and overall scores based on formal observation as identified in the DanielsonFramework.

Measures of Academic Progress (MAP) from NWEA indicated a lack of foundational literacy skills in grades K-8. Jackson will train K-8 teachers in decoding and foundational skill development using Lexia and Really Great Reading. Teachers will supplement the core curriculum in grades K-3 to fill skills gaps identified by the needs assessment tools for student achievement. In addition, these curriculum resources will service Tier 2 and Tier 3 instruction for struggling decoders in a small group setting, facilitated by an Instructional Coach. Students receiving Really Great Reading instruction will be progress monitored weekly to measure growth in decoding and comprehension. Students who are not showing growth in the program will discussed on a monthly basis in a problem solving meeting with school support personnel.

## Component 2

### Schoolwide Reform Strategies

Identified Need and Tier serviced (Strategic Plan)	Data Upon Which the Identified Need is Based (School Needs Assessment Tool)	Use of Title 1 Funds to Address Need (Reform Strategies)	Frequency Measure
To improve instructional support for teacher (Tier 1, 2, 3)	5 Essentials Survey	<p>The Master Schedule at Jackson was redesigned to provide a 90 minute uninterrupted block for both Math and Reading. There are appropriate instructional minutes for all Tiers of instruction and to improve collaboration and co-planning among staff. Grade level teams, including Instructional Coach and SPED staff, share common plan time to receive ongoing professional development in using formative assessments to plan instruction for all Tiers.</p> <p>All teachers write professional growth plans including goals aligned to components of personalized learning</p> <p>Align 6th-8th grade curriculum with RPS 9th grade curriculum</p>	<p>5 Essentials administered in the Spring</p> <p>PGP Logs reflect weekly coaching and Formal Observation using the Danielson Framework confirms teacher support</p>
To increase student achievement in reading and math (Tier 1, 2, 3)	<p>Reading Measures of Academic Progress (MAP)</p> <p>Math Measures of Academic Progress (MAP)</p>	<p>Power Hour blocks built into schedules for grades K-8 to service learners in Tier 2 and Tier 3 in a small group setting.</p> <p>Implement NWEA Skills Navigator and to identify skill gaps or areas of mastery aligned to a Common Core strand are for students in K-8.</p> <p>Purchase student subscriptions for Lexia Power UP and Lexia Strategies in</p>	<p>MAP for Reading and Math administered in Fall, Winter and Spring</p> <p>NWEA Professional development workshops for teachers to</p>

		grades K-8 and Envision Math along with ST Math for K-5 to fill foundational skill gaps identified by MAP. Instructional programs begin with a skills assessment that sequence a student's learning pathway to acquire foundational skills. Students will have a prescribed amount of minutes to meet in a blended learning model during Tier 1 instruction.	examine data to instruction.
to improve parent involvement and collaboration	5 Essential Survey  Parent Attendance at Monthly School Events with Instructional Focus	Providing parents voice and choice in school through workshops, training and educational experiences led by staff in areas of expertise Determine services that can be provided by community agencies to support parents at Jackson during the 2018-2019 school year regarding SEL . We have elected a School PTO president and assigned a faculty advisor for monthly meetings for this group.	End of year Parent Survey and 5 Essentials Survey Attendance at Family Night Events

### **Component 3**

#### **Instruction by Highly Qualified Teachers**

Attracting and retaining top talent is our top priority. Research clearly shows that the most important factor to student growth is talented teachers. To retain our top talent, Jackson provides leadership and growth opportunities. Our culture is positive, supportive, and solution-oriented. We empower our teachers to do what they do best - teach and lead!

The Hiring Process for Jackson is rigorous and provides evidence of high quality instruction. Candidates complete an online submission through Indeed.com, which includes resumes, references, and Professional Educator Licensure. Next, these candidates are contacted for a phone screening in addition to a digital reference check. High quality candidates are contacted for a team interview at the school-site, where they conduct a sample lesson before an offer is extended. This process attributes to 95% of our staff being highly qualified.



## **Component 4**

### **High Quality and Ongoing Professional Development (PGP)**

Jackson believes in growing exceptional teachers and relates all professional growth to performance evaluation so that teachers can examine change in performance to inform professional growth needs. The Professional Growth Plan process engages teachers in self-reflection to determine their individual professional growth needs. It involves teachers in identifying goals that are based on immediate needs as evidenced by student performance, self-reflection, performance evaluation, and other sources of qualitative and/ or quantitative data. Ongoing use of a PGP engages teachers in identifying a plan of action for improving teaching and learning in the classroom. Finally, the PGP provides an authentic purpose for collaborating with fellow educators (mentor, instructional coach, or administrator) to identify professional growth goals, reflect on and analyze performance, and provide documentation that supports growth and change. In addition to individual coaching support, PGP's goals drive the creation of school-wide professional development.

In the event that Jackson Charter School is unable to hire a highly qualified teacher, the following procedure will be implemented.

- A certified teacher or substitute will fulfill the position on a temporary basis.
- This teacher or substitute will be placed in the high need position while enrolled in a program that results in licensure.
- The position will remain posted on job recruitment databases to encourage highly qualified teachers to apply.
- Emergency or short-term certification will be obtained for the certified teacher or substitute teacher if feasible.
- Jackson will continue to partner with the Regional Office of Education to provide assistance in filling temporary positions.

## **Component 5**

### **Strategies to Attract High-Quality Teachers and Ongoing Professional Development.**

The Jackson Charter School recruiting process focuses on finding fully licensed, highly qualified teachers and staff. The process includes online outreach through teacher recruitment databases such as K-12 Jobspot and Indeed.com as well as online college/university databases from regional institutions.

The Principal will reach out directly to regional colleges and universities to attend all educational based job fairs and events. Additionally, the recruiting team will develop an on campus presence by partnering with regional university career centers to assist students that may have both classroom observation and student teaching requirements to meet. The recruiting team will also develop and a multi-faceted marketing plan that will include but is not limited to brochures, pamphlets, digital videos, as well as radio/print/television advertisement. All marketing materials will comprehensively convey our mission and brand to prospective employees. Candidates for each position will follow a formal application process that will be set in place by the recruitment team. The application process includes collection of a resume, cover letter and writing sample; a phone interview; a sample teaching lesson; reference checks; an in person interview and both federal and state criminal background checks. While the recruitment team will lead efforts to identify potential candidates, the School Principal will make all hiring positions for school personnel.

Jackson Charter School's focus on academic excellence centers on empowering first-rate teachers guided and supported by outstanding school leaders, to deliver data-driven, personalized instruction. High-quality teaching is a top priority, built on The Jackson Charter School framework with significant professional development, rigorous selection and evaluation protocols, compensation to attract and retain the best, and an innovative residency program. Jackson Charter School fosters great leadership through leadership retreats and on-site executive coaching. The approach to professional development includes deep, frequently embedded professional development linked to the daily work of teachers and leaders. Jackson Charter School provides the structure, support and tools to ensure that data-driven instruction is the norm.

Jackson Charter School will conduct criminal background checks in both state and federal databases for all potential employees. Once a candidate has been selected to fill a position they will undergo fingerprinting to allow for both local and federal law enforcement background check results. The candidate must have satisfactory background check results in order to complete the hiring process.

## Component 6

### **Strategies to Increase Parental Involvement**

Jackson has taken many steps to increase parent communication and involvement pertaining to operational, instructional, and extracurricular decisions . Listed below are examples of how we take every opportunity to provide families with voice and choice in their child's academic career.

#### Face-to-Face Communication in the form

- family night/social event each month with connection to Instruction
- mandatory Parent Teacher conferences twice a year, additional on an as needed basis
- weekly phone calls and positive communication log
- IEP Meetings
- Behavior Plan Meetings
- open door/open office meeting time where parents can request a meeting with school personnel

#### Written Communication in the form

- progress reports midway through each quarter
- weekly classroom newsletters
- monthly school newsletters
- School and State testing details with descriptions of impact on instructional minutes

#### Mobile/Online Communication in the form

- Jackson school website and online event calendar
- Facebook page
- Class Dojo
- School Reach for urgent or time sensitive information
- Panther Pulse Monthly Newsletter

To sustain a sense of urgency regarding the Achievement Gap our students face, Jackson has implemented initiatives to foster a home-school connection for Literacy. Students and families receive information annually for myON, an online leveled library accessible from any device that connects to WiFi.

## **Component 7**

### **Transition Plans for Incoming Kindergartners**

Incoming Kindergartners, who are new to the school district, are screened in the Spring and Summer prior to enrollment. Current Kindergarten teachers, with support from the Instructional Coach conduct and interview each student to determine the skill level in following areas:

- school readiness
- self-care
- language
- cognition
- gross-motor skills
- fine-motor

The instructional Coach will implement criteria from the Kindergarten Individual Development Survey (KIDS) to assess each individual student to determine instructional skill levels within the following domains of functioning:

- English Language Development
- Self and Social Development
- Self-Regulation
- Language and Literacy Development
- Mathematical Development
- Physical Development

Based on the results of the interview, school staff meet with parents to share opportunities for students by providing them with materials to prepare them for the school year. The goal is to develop skills for language, self-care and school readiness during the summer to ensure success at the beginning of the school year. Jackson will working to design a developmentally appropriate curriculum for students and families who are new to the school that aligns with the KIDS as mandated by ISBE.

## Transition Plan for Graduating Middle School Students

Students transitioning from Jackson Middle School into Rockford Public School Academies work to develop student ownership of learning and commitment to academic excellence. The following Tier 1 supports foster self-directed learning and goal setting to accelerate instructional achievement.

- Community Groups to support social skills, problem solving, and homework completion
- Elective courses to allow for exploration and experimentation in Art, Music, Health, Physical Education and Media Studies
- Common language for behavior expectation and self-monitoring through weekly incentives
- Learner Profiles to encourage metacognition and investment in learning preferences beyond life at Jackson

Jackson is partnering with RPS to ensure alignment of middle school curriculum to 9th grade academic expectations. The goal is to better prepare students to make informed decisions concerning academic and elective pathways in High School academies. Jackson instructional leadership team will reach out on a quarterly basis to ensure that curriculum is appropriately aligned.

## Transition Plan for Students with Individualized Education Plans

When transitioning students into RPS, the Director of Special Education and Student Support holds a meeting with the parent, the student, and a representative from the RPS High School that the parent is interested in having the student attend. Any relevant related community service providers (for example the Arc, RAMP, etc.) based on the student's individual needs is invited to attend the meeting per parent or Director of Special Education and Student Support request. After this meeting, a follow-up meeting is set to review the current IEP and make any necessary amendments to the student's services for the upcoming school year. Finally, the Director of Special Education and Student Support tours the new High School with the student and parent present.

### Initial Meeting Details

- address student's needs for college and career readiness

- address future goals and aspirations
- set goals in order to meet those overall college and career goals
- discuss the student's academic progress

#### Follow-Up Meeting Details

- meeting occurs at the "intake" school
- summary of student's academic performance
- review criteria to ensure that the new school is a good "fit"
- review of student's special education services
- introduction to the building and staff

## Component 8

### **Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments and the use of Assessment Data to Inform Instruction**

Jackson believes in regrouping of students based on all available data and using multiple data points to measure mastery of a skill or concept identified by the Common Core Standards. In order to to personalize instruction for every student, instruction happens through face-to-face in small groups, through independent or collaborative choices, or through blended learning with a high quality online program. Jackson believes in using multiple data points to measure mastery of a skill or concept identified by CCS.

The following description outlines who meets, what is discussed, how often meetings take place and the intended outcomes of data meetings.

#### MAP Data Review and Instructional Planning for School Leadership Teams

- 3x per year at the Network level after a testing event (Fall, Winter, Spring)
- Weekly updates and support are provided to School Leadership Teams on a campus by campus basis
- The Leadership Team designs a school-wide plan to implement in response to the data utilizing structures (PowerHour, Flexible Grouping, Tier 1 Curriculum)
- Instruction and Instructional Coaching

Weekly Data Meetings facilitated by Mentors, Instructional Coaches and Specialists

- Bi-monthly, instructional program data from Lexia Core5, Lexia Strategies, Lexia Power UP and ST Math
- problem solving on a student by student basis to align the appropriate programs, resources and supports

Weekly Team Planning Meetings with General Education and Special Education teachers

- Co-creating short, focused assessments on one skill or standard given frequently
- Teacher/coach choice in modifying and creating assessments
- Professional development to increase teacher use of formative assessments
- Instructional delivery of the skills for one standard
- Data protocol for analyzing formative assessments
- Review of the Danielson Framework and identifying growth areas for teaches.

## **Component 9**

### **Activities to Ensure that Students who Experience Difficulty Attaining Proficiency Receive Effective and Timely Additional Assistance**

Jackson implements a universal screening process during the school year to help identify students in kindergarten through eighth grade who may benefit from differentiated supports during their school experience. The screener was developed specifically for our student body and is the mechanism for targeting students who struggle with their attitude toward school, SEL skill set, executive functioning, and behavior (both internalizing and externalizing). Universal screening is typically conducted three times per school year, in the fall, winter, and spring. The purpose and goal of early identification of potential problems in these areas is to increase the likelihood of at-risk students receiving Tier 1 or Tier 2 interventions that will support their development of adequate competence in identified areas. As noted in the flowchart above - student interventions will be prioritized depending on screening results.

Upon completion of the self-assessment, the school Student Support Team will analyze the data and determine school response and appropriate interventions based on student responses and severity of need. For students who are already receiving tiered interventions, this process will help to inform their targeted support plan. Campus SST members will build response plans and structures to address students who score at elevated levels without a current support plan in place.

#### Tier 1

- Positive Behavioral Intervention System (PBIS): School-wide support of student behavior and academic expectations (SWAG); addresses SEL as well as academic functioning.
- Great differentiated classroom teaching that reinforces academic skills and strengths and identifies weaknesses.
- Classroom management that addresses specific psychosocial and mental health concerns that may represent barriers to learning.
- Implementation of class-wide/grade-wide/school-wide positive culture plans with fidelity as checked by Instructional Coach that promote healthy cognitive, social, and emotional development and resiliency.
- Teacher completes an “Observation Request Form” for SST member(s) to observe class.
- After the observation has been completed the teacher, instructional coach, and SST member will make adaptations to class culture plans to meet differentiation needs of specific students.
- Tier 1 Data Tracker
- Duration: Intervention trial period: 6-8 weeks (however, adjustments to plan should be made if behavioral challenges escalate)

#### Tier 2

- Tier 2 interventions involve increased intensity in targeted intervention, focus skill area, and in-class accommodations.
- Student progress is tracked and discussed with SST members during MTSS meetings, in order to assess the effectiveness of the implemented interventions.



- Additional screening tools used to diagnose challenges, as needed.
- Duration/Frequency/Intensity: 6-8 weeks, 20-30 minutes for 3-5 times/week, small group, push-in or pull-out services, determined on an individualized basis.

### Tier 3

- Tier 3 interventions involve increased intensity in targeted intervention, focus skill area, and in-class accommodations. The SST reconvenes after an approximate 6-8 week period to evaluate student progress, assess the effectiveness of the implemented interventions, and determine next steps.
- Additional screening tools used to diagnose challenges, as needed.
- Duration: 6-8 weeks, 20-30 minutes for 3-5 times/week, individualized or small group, pull-out services.

## **Component 10**

### **Coordination and Integration of Federal, State, Local Services and Programs**

Jackson Charter School will continue to coordinate and integrate the use of Federal, State and local services. We currently do not receive Title II funding. However, we will use that all Title I funding along with IDEA funding are allocated and spent in accordance with the law. It will also be spent in alignment with the Title Plan that is sent to RPS in accordance with the charter contract with RPS.