

Jefferson High School
Title I Plan
For FY19
for
Board Approval - June 26, 2018

FY 18 Title I Plan Components and Prompts to Meet the ESEA, as Amended by the ESSA May 2018

1. Comprehensive Needs Assessment – a sample will be emailed. Also, consider the work your school completes as part of the SMART SIP Cycle process.

MAP data from this year shows that the building wide strategies in reading and math were mostly effective. During the spring 2018 MAP assessment 45% of students met their NWEA MAP growth goals in reading. We saw more growth from last year in Mathematics with 56% of students meeting their growth goals in Math. We believe that the success we saw in reading and math were due in part to supports provided through title I funding to including a Title 1 Teacher shared cross curricular reading and numeracy strategies, and book purchases. We believe that the lower growth in scores in reading could be best addressed with the following supports: professional development in effective reading instruction and planning (cross-curricular), using the MAP data to drive instruction, and supplemental tutoring.

Needs Identified from data: The building needs to continue to support the implementation of two Title 1 Teachers. A library with plenty of current high interest reading materials is needed and would continue to be beneficial. Research shows that “voluminous reading in school has long been established as one of the most effective ways of increasing reading proficiency for all students, regardless of their socio-economic backgrounds or ability levels” (Allington, McGill-Franzen, et al., 2010; Krashen, et al., 2012; Pilgreen, 2000). Continued support for reading and math through the purchase of online subscriptions that can be used in the classroom and in after school programs. Continued support for the purchase of instructional supplies, classroom libraries, including print, audio, and multimedia sources. JHS also needs to provide professional development to staff in the areas of math instruction, effective instructional techniques, motivational techniques, systematic approaches to setting and meeting goals, and data driven instruction. The building also needs to continue to provide technology devices to support the use of supplemental materials and individualized lessons.

For FY 17 the PSAT, the grade 10 our mean total score was 816 compared to the district's 853. For grade 9 PSAT, our mean total score was 764 compared to the district's 806. A total of 19% of our 10th grade students and 12% of our 9th grade students met both benchmarks. For grade 11, our preliminary SAT mean score was 902 compared to our district's mean score of 924.

We believe that in order to best meet the academic needs of our students, we should incorporate an additional Title 1 Teacher (for a total of 2) to support all content areas; offer professional development including Danielson Group Training, NWEA MAP training, and resources available in house as well as outside for topics including data driven instruction, academy model, motivation and classroom management; and continue to offer additional support.

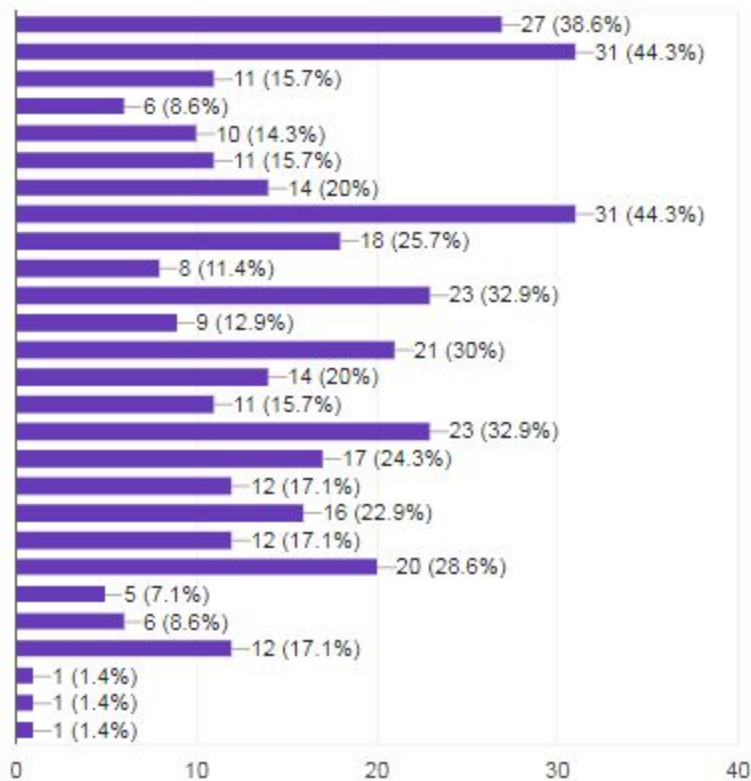
These weaknesses and needs seem to be consistent with previous years, and we believe that an increased focus on building the capacity of our teachers through professional development and short cycle SMART goal setting will make a significant change in the results. We will review, collaborate, and create short cycle goals within each PLC content team. Every 6 weeks we will have a panel that will consist of administrators, Title 1

Teachers, district curriculum deans, and/or the executive director of school improvement. We will conduct the short cycle goal presentations during the school day and have allocated substitutes through our Title 1 budget.

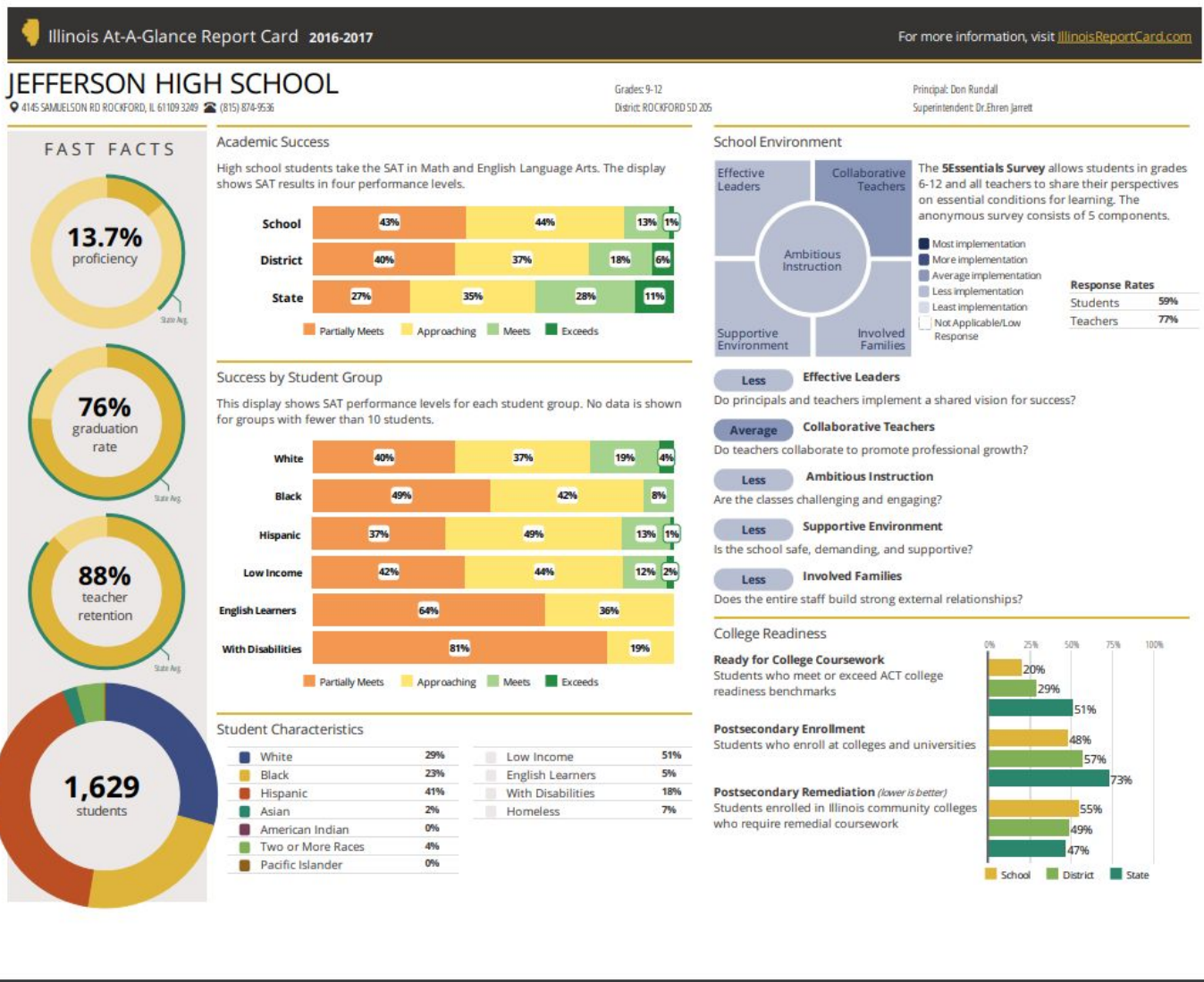
In a parent forum, data gathered showed that there was a high need for parent workshops. Parents were specifically looking for workshops in the following areas, including social/emotional needs, curriculum and assessments, accessing community resources. To implement these enrichment programs we will need to provide staffing, materials, equipment, transportation and space.

An end of year survey on professional development needs and desires (see below) show that the majority of staff would like professional development on PBL, motivating students, data driven instruction, classroom management techniques, and peer instruction (students teaching students). The survey results tell us that the majority of our teachers are seeking more ways to reach students and different types of learners (PBL, motivation, data driven instruction, classroom management). By targeting these skills, more students will be reached academically, directly benefiting our learners. The majority of teachers surveyed said that they would like this professional development during institute days. Other areas needing to be addressed through professional development include academies, engagement techniques, supporting social/emotional needs. Furthermore, professional development should to be differentiated to the needs of the teachers and allow for opportunities for observation of techniques within the building.

PD Survey Data:



Socially and emotionally, our students have needs. According to an informal review of data gathered by our social workers and psychologist, many of our students would benefit from support with mental health. Many families do not have access to resources to give the students the help that they need and, unfortunately, community resources are limited and often have waiting lists for students to receive services. Offering more prevention at the building level may alleviate the need for outside services. Mental health issues that we consistently see in our student population include anxiety, depression, and self-harm. Students would also benefit from stress management techniques and suicide prevention awareness and education. We believe that these needs could best be addressed in the following ways, offering PD for our staff, offering more prevention at the building level as determined by staff. Additional services which would be funded with Title 1 allocation include the following: tier 1 social/emotional screening via a social/emotional screening assessment in order to provide early intervention and monitoring, an all school or targeted research based social/emotional curriculum which focuses on self-awareness, self-development, and social awareness and responsibility, a Tier III violence prevention curriculum for targeted at risk students as based on referral documentation and problem solving team data, a Secondary PBIS and school behavior management program to focus on overall school climate, additional Tier II and Tier III groups as provided by current staff or outside agencies, on-going professional development for staff on classroom management, trauma based care, crisis intervention, suicide prevention, and mental health needs of students, outside speakers on motivation and goal setting for students.





JEFFERSON HIGH SCHOOL

School Highlights

Academic Courses

AP Biology, AP Calculus AB, AP Chemistry, AP English Language and Composition, AP English Language and Composition, AP English Literature and Composition, AP Environmental Science, AP Macroeconomics, AP Physics B, AP Psychology, AP Spanish Language, AP Spanish Language, AP Statistics, AP Studio Art-Drawing Portfolio, AP Studio Art-General Portfolio, AP United States Government and Politics, AP United States History, Automotive Technician I, Fire-Fighting I, French I-II, French I-III, French I...

Physical Education, Health and Wellness

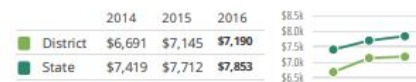
Career Development Courses and Programs

Accounting II, Accounting I, Architectural Drafting I, Automotive Technician I, Automotive Technician II, Beginning Digital Graphics, Beginning Machining, Business and Technology Concepts, Care and Learning Services Occupations, Child Development and Parenting, Communication Technology, Computer Concepts and Software Applications, Cooperative Education, Digital Graphics, Drafting, Information Processing I, Information Processing II, Introduction to Family and Consumer Sciences Careers, Intro...

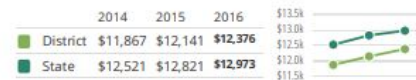
Athletics

District Finance

Instructional Spending per Pupil includes only the activities directly dealing with the teaching of students or the interaction between teachers and students.



Operational Spending per Pupil includes all costs for overall operations in this school's district, including Instructional Spending, but excluding summer school, adult education, capital expenditures, and long-term debt payments.



Other Programs and Activities

School Personnel Resources

Librarian/Media Specialist, Paraprofessional, School Guidance Counselor, Special Education Teacher

Educator Measures

This school has had **1 principal(s)** over the past 6 years. In the last three years, an average of **88% of teachers** return to this school each year.

School Awards

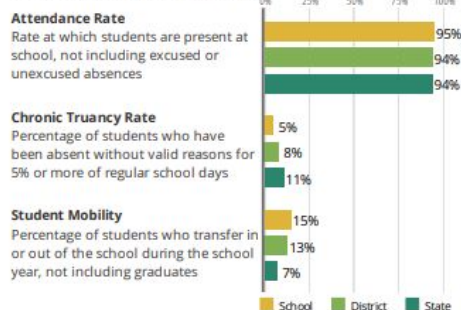
Facilities

FOR MORE INFORMATION

Visit IllinoisReportCard.com to see additional details about each item of information for this school. There you will find charts spanning multiple years, detailed explanations, resources, more of the school's programs and activities, and powerful tools that let you dig deeper into data.

Most of this data has been collected by ISBE from school districts through data systems. Some information, such as the School Highlights, is entered directly by principals and can be updated throughout the year.

Student Attendance and Mobility



2. List other special or support programs offered at your school.

- Bilingual
- Edmentum
- Manufacturing Program
- Academy Model
- Self-Contained Site Based Emotional Disabilities Program for High School Aged Students for the district
- Low Incidence/Intellectually Disabled (severe and profound)
- Aerospace program
- continuum of special education services provided in the least restrictive environment
- Tutoring
- After school tutoring and programs

3. Describe schoolwide improvement or reform strategies in narrative form, to include:

a. Opportunities for all students, including each of the subgroups:

Our school is currently making use of cross-curricular literacy strategies, and English students who are struggling in literacy skills (and other Language Arts/English skills) are offered additional assistance through lunch and after-school tutoring). Math support that is offered includes lunch and after-school tutoring. Cross curricularly, we are using skill-based grading. A skill-based curriculum (combined with

skill-based grading) has allowed teachers to introduce individual goal setting for students based on pre-assessments. We are using small Learning Communities/academies implemented wall to wall (for all students). Finally, we are using data-driven instruction: Both PLCs and SLCs use the SMART process to identify needs, adopt strategies to meet the needs, monitoring progress, review, and refine. Our CNA shows that there is an achievement gap among our low income, special education, Black/Hispanic and Biracial students. We believe that we could better support these students by incorporating an academic achievement specialist position to support all content areas; offering professional development available in house as well as outside for topics including data driven instruction, academy model, engagement and classroom management, transition strategies for ESL students; provide awareness of the different levels of performance of special education students while using the rubrics to analyze professional practice and continue to offer support

b. *Methods and strategies that are used to strengthen and enrich the program include:* differentiation, internships, site visits, college visits, Academy Support Team presentations and assistance in classrooms, and workshops, project-based learning, a flexible model of service currently implemented which allows special education teachers to work within a single academy and become more involved in allocation of time, planning, and individual student intervention planning and monitoring. Academic strategies that are being used are close reading, chunking, using text based evidence, context clues for vocabulary, cold calling, no opt out, standards-based assessments, spiral reviews, Khan academy practice, all test retakes, Google classroom, Remind, ELOs, publishing step by step video tutorials. Support staff that is available for students and staff includes the academy coach, two Title 1 Teachers, and tutors for different content areas to offer further academic support. We believe that by having Title 1 Teachers and coaches available, our students' assessment scores will increase.

c. *Ways to address students' needs, especially those at risk of failing:*

Tutoring (lunch time and after school), student peer mentoring, academy problem-solving team, building problem-solving team.

Teachers must provide documentation of interventions attempted and results before giving a special education student a failing grade. Documentation will additionally be provided to teacher's evaluating supervisor.

Currently Jefferson has one full time school psychologist, two full time social workers, and six full time guidance counselors. Needs assessments are done of the freshman students by the freshman guidance counselors and counseling groups for the year are based on needs. Our school currently makes use of a two-step problem solving team approach. The first step is the academy level problem solving teams. At this step, the academies come up with strategies to problem solve for individual students. If those strategies don't yield the desired results, the student is then referred to the building level problem solving team. This is where a team consisting of social workers, psychologists, special education administration, academy APs, the executive principal, Title 1 teachers work together and analyze data to determine further strategies to support the student. We also use the weekly academy specific data dashboards to prevent and address problems. We institute PBIS and incentives to support a positive climate.

4. Describe your school's mental health, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside of the academic subject areas.

Currently Jefferson has one full time school psychologist, two full time social workers, and six full time guidance counselors. Needs assessments are done of the freshman students by the freshman guidance counselors and counseling groups for the year are based on needs (previous groups have been done on social skills, study skills, grief, etc. Groups have been provided by local outside agencies such as young mothers support groups and grief groups for students who have lost a parent. PBIS Tier II Check-In/Check Out is done as an intervention through the academies. Tier III Check-In/Check Out is

done with administrators and student support personnel. Crisis services are provided on an as needed basis by counselors, social workers and psychologist. Rockford Screening, Assessment and Support Services (SASS) may be called for additional support for Medicaid eligible students in crisis – short term counseling services may be provided in the school setting. Special Education counseling services are provided by the school social workers for students who are determined to require services by their IEP team. Counseling is provided on an as needed basis for general education students with 504 plans by counselors and psychologist.

Jefferson houses the district self-contained program for high school aged students with Emotional Disabilities. Curriculum focuses on structure, academic and behavioral supports, life skills, and group counseling on school based topics such as conflict management.

Additional services which would be funded with Title 1 allocation include the following: tier 1 social/emotional screening via a social/emotional screening assessment in order to provide early intervention and monitoring, an all school or targeted research based social/emotional curriculum which focuses on self-awareness, self-development, and social awareness and responsibility, a Tier III violence prevention curriculum for targeted at risk students as based on referral documentation and problem solving team data, a Secondary PBIS and school behavior management program to focus on overall school climate, additional Tier II and Tier III groups as provided by current staff or outside agencies, on-going professional development for staff on classroom management, trauma based care, crisis intervention, suicide prevention, and mental health needs of students, outside speakers on motivation and goal setting for students.

We believe that these needs could best be addressed in the following ways, offering PD for our staff, offering more prevention at the building level as determined by staff, tier 1 social/emotional screening via a social/emotional screening assessment in order to provide early intervention and monitoring, an all school or targeted research based social/emotional curriculum which focuses on self-awareness, self-development, and social awareness and responsibility, a Tier III violence prevention curriculum for targeted at-risk students as based on referral documentation and problem solving team data, a Secondary PBIS and school behavior management program to focus on overall school climate, additional Tier II and Tier III groups as provided by current staff or outside agencies, on-going professional development for staff on classroom management, trauma based care, crisis intervention, suicide prevention, and mental health needs of students, outside speakers on motivation and goal setting for students.

5. Describe any activities regarding the preparation for and awareness of postsecondary education and career. This area may include Advanced Placement, IB, and other like programs.

Activities offered for preparation and awareness of postsecondary education and career include AP courses; Freshman Seminar: a one-semester course in which freshmen take a variety of inventories and research to identify their assets, interests, and goals. At the end of the course they have developed a preliminary 5-year plan, including post-secondary education and career objectives and how to meet them; the academy model: The National Standards of Practice require that academies prepare all students for (post-secondary education customized to their career goals) and careers; parent AP Informational Workshops; freshman RVC visit: All freshmen take a half-day visit to Rock Valley College to learn the opportunities available and the steps needed to apply; sophomore site visits take students into a business site specific to their pathway of choice so that sophomores can see careers in this pathway in action and can ask questions of the employees; on campus college representatives: College representatives meet on campus with students throughout the year both in common areas and in specific classrooms. FAFSA nights help students and parents navigate the application for federal aid, site visits to various skilled trades apprenticeship programs in the area, the RVC College Fair, and dual-credit opportunities through Advance Now and Running Start with Rock

Valley College and Education Psychology with Rockford University. Seniors have the option to take a Capstone course, which aligns with their pathway and through this experience students can further develop plans for college and career.

Our needs in this area include: offering related workshops and field trips/site visits on career and college topics to include, postsecondary education and career for students and parents with any necessary staffing, space and transportation provided; offering AP content specific weekly tutoring; providing professional development for Advanced Placement teachers; continued work with College Board.

6. Describe any activities regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, and how your school coordinates such with IDEA Services.

Our school currently makes use of a two-step problem solving team approach. The first step is the academy level problem solving teams. At this step, the academies come up with strategies to problem solve for individual students. If those strategies don't yield the desired results, the student is then referred to the building level problem solving team. This is where a team consisting of social workers, psychologists, probation officer, special education administration, academy APs, the executive principal and the Title 1 teachers work together and analyze data to determine further strategies to support the student. We also use the weekly academy specific data dashboards to prevent and address problems. We institute PBIS and incentives to support a positive climate. Additionally, we offer PD, Tier 1 behavioral intervention, trauma informed school strategies, restorative practices to support students. As part of Tier I disciplinary and code of conduct talks are given by administrators at the beginning of the school year to clearly define expectations and behavioral consequences. School-wide data is collected through school and district wide information systems and used to make data based decisions. Disciplinary data is collected through disciplinary referrals in e-school. Behavioral data is tracked at the district level and a data dashboard of referrals for discipline broken down by the category of incident, time, and place is sent to building administration. Data is discussed by building level administration in a weekly meeting to determine if additional supervision from administration or security is necessary in certain parts of the building at certain times. Individual students with on-going behavioral issues are discussed by the academy teams and interventions are put into place. If additional support is needed the academy team refers individual students to the building level problem solving team. In coordination with IDEA services students may be referred for a special education evaluation through the problem solving team and special education personnel are integral members of the team.

Our needs in this area include incentives for PBIS, professional development for staff on support topics to include Restorative Practices, materials for implementation of PBIS, materials for staff training and Tier 1 interventions, trauma informed school strategies.

7. Describe any activities regarding professional development to improve instruction and use of data.

We have compiled data from a professional development (PD) survey of the staff to determine greatest areas of need for PD. We use the survey data to provide PD custom tailored to our staff's needs. Our leadership team is comprised of administrators, support staff and teachers and regularly works together to analyze data and suggests different PD opportunities based off of our needs as determined by data analysis. Professional development opportunities are available from outside sources and in-house. Our survey results determined that our staff the NWEA MAP training to include the MAP NWEA Fusion Conference and bringing in a NWEA MAP Trainer, student motivation, engaging students, PBL, classroom management, and SMART school training were the greatest areas of need for the 2018-2019 school year. Further, we would like to continue to make use of data retreats and academy

team camps for staff to focus on and analyze data to improve instruction. We would like to send staff to the National Career Academy Conference in order to gain new strategies to modify instruction to bring in college and career readiness opportunities in the classroom.

We believe that offering PD on relevant topic those indicated as needs by our staff in the spring PD survey, we can directly increase the assessment scores and learning for our students (by targeting data driven instruction, academies, instructional techniques, peer instruction, data analysis, PBL, NWEA MAP training, SMART school training, motivation, classroom management and engaging students). Furthermore, professional development should to be differentiated to the needs of the teachers and allow for opportunities for observation of techniques within the building. We believe that our CNA data reflects these needs, showing a need for improvement in assessment scores among our subgroups for math and ELA.

8. Describe any activities regarding strategies for assisting preschool students transition from EC programming to the elementary school program: NA

9. **Describe any activities to ensure all students are taught by effective, experienced teachers who are licensed in the areas for which they are teaching.**

In order to ensure that all students are taught by effective, experienced teachers, Jefferson offers in-house, continuous, and outside PD to further develop strategies and methods to strengthen instruction. We did utilize in house coaching and teacher-to-teacher mentoring in the 2017-2018 school year. We hosted a number of PD trainings regarding various effective teaching strategies; for example, MTSS, teacher showcase, learning lab, coaching cycles, Google training, etc. We will also have 3 teachers on staff who are assigned a caseload of new teachers to mentor. We also have decided to hire a second Title 1 teacher in order to more effectively reach all students. Next year, there will be curriculum implementation leaders with each new curriculum (math, English 9, science, and social studies) to support colleagues with best instructional practices within the content area. PLCs are structured to facilitate conversation and study around best instructional practices.

Our needs in this area include offering PD in house and outside on topics including strategies and methods to strengthen instruction; PD, resources and materials to offer in house coaching; data-driven instruction to include MAP NWEA; and PD, resources, and materials to offer teacher-to-teacher mentoring. To implement these enrichment programs we will need to provide staffing, materials, equipment, transportation and space.

10. **Describe any activities and/or approaches to support homeless children and youth.**

Jefferson will provide tutors and instructional materials to support any academic need or deficiency. PE uniforms and graduation caps and gowns will be provided to children in need. We will also provide laundry supplies for washing clothes and we have laundry facilities available on campus. When notified of a change in a student's status, they will be referred to the district Families in Transition (FIT) program.

Our needs in this area include: supports to include instructional materials, academic supports, school sponsored activities, Advanced Placement course fees, tutoring, PE uniforms, caps and gowns, and laundry supplies.

11. **Describe any activities and/or approaches to engage parents in their child's education and school.**

Jefferson holds parent/teacher conferences twice a year as well as an open house. FAFSA nights are held to support parents and students in the college application process. All parents are invited to serve on the Academy Support Team for their students' academy and to join Fans Club. We would like to offer workshops in the following areas, social/emotional needs, bullying, appropriate use of social media, curriculum and assessments (AP, MAP, SAT, PSAT), and accessing community resources.

Our needs include resources to make workshops available, either from outside sources or from our staff, and accessible by providing funding, equipment, transportation, materials, staffing, and space.

12. Describe any activities and/or approaches to meaningfully engage stakeholders in the development of your school's Title I Plan.

Parent forums held to discuss and determine needs, collaboratively reviewing data from spring PD survey, surveying staff (PD survey, social/emotional needs, interventions and PBIS, areas for parental workshops, AP).