

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

Title I Plan Components and Prompts to Meet the ESEA, as Amended by the ESSA April 2017

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

Document has been uploaded to Base Camp under the title Rockford East Comprehensive Needs Assessment.

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

Current supports include a variety of tutoring services, some of them being content specific, and others being offered by certified teachers, but not directly tied to content. Additional tutoring programs are managed by outside agencies. Teachers communicate “office hours” to students for additional help with academics. Activities and athletics are a strong component to the school with high levels of participation from community members, families, and students. School support personnel have begun identifying areas of need to run small groups.

The Problem Solving Team (PST) addresses referrals from staff members for our chronic truant and chronic behavioral students offering interventions and supports. The Multi-Tiered System of Supports (MTSS) team continues to plan orientation days in the beginning of each year, along with celebrations for positive behavior. There are young women and a young men’s group being offered after school to promote leadership among students.

Title one teachers have been hired for additional support in literacy and numeracy. Students will be served based on level of need and seat availability. Priority for seats in this first year of implementation will be given to 9th grade students in an effort to support them throughout their high school career. It is believed that this will improve the graduation rate for this cohort. A parent liaison will be employed to continue community engagement and offer additional opportunities for parents and students to engage in programs that will help support learning at school and at home.

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

- a. **Opportunities for all students, including each of the subgroups**
- b. **Methods and strategies to strengthen and enrich the program**
- c. **Ways to address students’ needs, especially those at risk of failing**

The FY19 school continues to focus on all students maintaining on-track status toward graduation. Each Academy tracks the progress of each student to identify students in need of supports. Once identified, teams will meet to discuss appropriate interventions for the individual, and staff members will be assigned to support the student during the intervention. Progress monitoring will be done at the Academy meetings. These efforts will be paired with the work of the Problem Solving Team to address high need students whose requirements may go beyond the scope of classroom teachers. The Multi-Tiered Supports Team will work to establish support at various levels based in a solid foundational instructional program. Additionally, positive rewards

will be used to continue to motivate those students who are succeeding. School support personnel will also continue to provide social/emotional services as needed.

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.

Reductions in disciplinary consequences and a general decline in bullying incidents over the last year indicate an improvement in the mental health of the building. However, occasional group violence, ongoing reports of bullying, and inappropriate behavior still occur at a significant level. Chronic truancy and tardy behavior has improved, yet some students have not demonstrated an intrinsic motivation to be here and actively engaged. Academic engagement fluctuates and continues to be a voiced concern from teachers throughout the building.

The School Improvement Planning Team has taken a leadership role in the building. They have developed sub committees to address teacher support, discipline strategies, assessment work, and building goals. This team plans to improve communication and work to reset the culture in the building so that all staff members are compelled to work towards the same goals of student engagement. This will also reduce discipline.

A number of social emotional learning strategies will be employed to address the needs of the students with the intent of reducing the chances of problems later.

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.

The Academy model is the driving force for preparing students in post secondary awareness. Staff members are assigned to an Academy, and students select pathways of academic study. School counselors visit middle schools to help prepare students to provide explanations of the Academy Model and prepare them for high school. Student tours are arranged, students provided with course selection options and guidance. The Equal Opportunity Schools (EOS) efforts have been geared towards growing the number of students taking AP courses in all sub-groups.

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.

Activities and athletics are a strong component to the school with high levels of participation from community members, families, and students. School support personnel have begun identifying areas of need to run small groups. This program will continue in the coming year. We utilize a team of teachers to act as a Problem Solving Team (PST) for our chronic truant students offering interventions and supports. The Multi-Tiered System of Supports (MTSS) team has implemented class wide or schoolwide celebrations for positive behavior and attendance improvements, and this group is being revitalized for the coming year. There are young women and a young men's group being offered after school to promote leadership among students.

In the FY19 school year, teachers will improve participation in small learning communities to address the issue of a common tier of instruction for all students. Additionally, teachers will be given release time to continue aligning their teaching practices with each other, providing a consistent platform of instruction. Students will be selected for additional tiered support on a weekly basis, with priority for seats going to freshmen students entering high school.

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

Professional development around the use of specific learning targets that clearly articulate student learning outcomes will be offered in coordination with the district curriculum department. Through a focus on planning for specific learning and differentiating instruction, teachers will be trained to increase their levels of engagement through effective and proven methods. Inquiry based learning will continue to be incorporated into lessons and units with more projects being offered across the curriculum. Teachers continue to be offered opportunities to work on developing updated lessons that address the needs of individual students.

Teachers will also receive specialized training in analyzing assessment data for the purpose of appropriately differentiating learning to groups with varying needs.

These efforts continue to be a priority in FY19; however, teacher leaders will be directing much of the work.

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

Not applicable

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.

Hiring practices follow district and building protocols. Prospective teachers are considered based on their credentials and certification. Teachers are placed in areas for which they are licensed pending approval from the district Human Resources Department.

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

The district Family in Transition Services department communicates directly with the school support personnel regarding specific needs for these students. Youth Services Network support is available. Referrals can be made by any staff member to the program. Efforts to meet the needs of individual students are coordinated between the school and the district. Clothing, school supplies, basic living necessities are some of the available supports to families.

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

Community Engagement events will continue to be offered in FY19. Some events will be coordinated with the various support departments throughout the city. Some of these events are

designed to take the school staff outside of the school and into the community. Topics included drug prevention, violence prevention, suicide and abuse prevention, and career and college readiness.

New efforts will blend past practices, such as family recreational time with informational content relevant to current needs, such as safety concerns and what to report to authorities for the safety of the school. A parent liaison will be hired to assist with these efforts, generate new ideas, and serve the families at a deeper level.

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

Staff members are given access to the Title 1 Plan and encouraged to participate in identification of areas of need or development of approved actions. Student literacy efforts have helped raise awareness with students, as they have been the recipients of reading materials. Families have been offered college planning guidance at community engagement with explanations of how Title 1 can be used for these purposes. Information is presented to the Booster Club when applicable for potential Title 1 expenditures.

Title 1 strategy/informational sessions will be offered and incorporated into various meetings and settings. The approach will include narrowing the focus to a given topic for a particular meeting. This would include explaining and exploring ideas for how literacy related purchases can benefit families outside of the school day. This topic would then be shared with various groups before moving on to a new area of concern. This method is anticipated to help staff, students, and families frame their ideas in a more useable format that can contribute to the overall program.