

Applicant: ROCKFORD SCHOOL DIST 205

County: Winnebago

Title I District Plan

Application: 2018-2019 Title I District Plan - 00

Cycle: Original Application

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Project Number: 19-T1Plan-00-04-101-2050-25

Overview

PROGRAM: Every Student Succeeds Act (ESSA) - District Title I Plan

PURPOSE: The District Title I Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and with parents of children in schools served under this part, and as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C.2301 et seq., the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

LEGISLATION: [Every Student Succeeds Act \(ESSA\)](#)
[Individuals with Disabilities Education Act](#)
[Rehabilitation Act](#)
[Carl D. Perkins Career and Technical Education Act](#)
[Workforce Innovation and Opportunity Act](#)
[Head Start Act](#)
[McKinney-Vento Homeless Assistance Act](#)
[Adult Education and Family Literacy Act](#)

DUE DATE: As soon as possible, but no later than June 30 if a July 1 start date is required with the understanding that approval of the Title I District Plan is required for the approval of the Title I Application.

DURATION: The District Title I Plan shall be submitted for the first year for which ESSA is enacted and shall remain in effect for the duration of participation.

AMENDMENTS: Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan. These amendments may necessitate amendment of the Title I Application.

INSTRUCTIONS: [Instructions in PDF format](#)

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District Information

See the Overview page for instructions

Contact Person

Last Name* First Name* Middle Initial Personal Title *

Position Title*

Address 1*

Address 2

City*

State*

Zip +4 *

Phone* Extension

Fax

Summer Phone* Extension

Email*

Use this text area for any needed explanations to ISBE in regard to this program.
*Required field

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Consultation	Part 1	Part 2	Part 3	Part 4	Part 5
<p>Consultation See the Overview page for Instructions</p>					
<p>An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below. ESEA section 1112(a)(1)(A)</p>					
<p>Such stakeholders must include, but are not limited to, the following:</p> <ul style="list-style-type: none"> - teachers, - principals, - other school leaders, - paraprofessionals, - specialized instructional support personnel, - charter school leaders (in a local educational agency that has charter schools), - administrators (including administrators of programs described in other parts of this title), - other appropriate school personnel, and - parents of children in schools served under this part 					
<p>The box below reflects the response from the last approved FY18 Consultation response. It reflects the previous articulation of how the LEA consulted with the stakeholders identified above in the development of this plan. It also includes a list of meeting dates and how stakeholders' input impacted the final plan submission, as well as, references to particular meetings and how the stakeholders' input impacted the final plan submission. Note that documentation of stakeholder engagement may be requested at a later date. Please keep sign-in sheets, agendas, and other documentation on file. *</p>					
<p>In the box below, articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Include a list of meeting dates and how stakeholders' input impacted the final plan submission, as well as, references to particular meetings and how the stakeholders' input impacted the final plan submission. Note that documentation of stakeholder engagement may be requested at a later date. Please keep sign-in sheets, agendas, and other documentation on file. *</p>					
<p>Re-display of the approved response from the FY18 Title I District Plan. The Improvement and Innovation Department held meetings with principals, other school leaders, Charter School leaders and teachers on April 25, 26, May 16, 18, 23, 24 June 2, 6, 7 to discuss the changes to ESEA as amended by ESSA. During these meetings, school improvement plans were discussed along with the overarching District Plan. Recommendations were given improving program efficacy and are implemented in the District plan.</p>					
<p>During Ed Committee meetings on Friday, May 5 and May12th, a joint meeting with the executive directors of Special education, Early childhood, Bilingual department and curriculum areas met to discuss the impact that the changes to ESEA as amended by ESSA could have on their programs. Suggestions were given on areas that additional assistance could be used. After discussion, areas were addressed in the District Plan.</p>					
<p>The I&I department held a meeting on May 12 for Non Public Consultations. Suggestions were given on areas of concern with the non-public schools. As a direct result of this meeting, the non-public enrollment in Title I funded services has increase for FY18.</p>					
<p>District parent advisory committee meetings were held on December 16, February 8, March 16, and May 18.</p>					

Areas of concern for parents included engaged teachers/tutors that interact with all students, personalized instructions for their students and the lack of supplies available for student use. Each of these items are addressed in the District's Title I plan.

Review the information from your FY18 Plan displayed above. Copy the text into the text area below. Make necessary changes and save the page. DO NOT use special characters, 'see above', or n/a as this will delay the approval of your plan.

([count] of 1500 maximum characters used)

The Improvement and Innovation Department held meetings with principals, other school leaders, Charter School leaders and teachers on April 30, May 14, May 21 and May 22 to discuss the updates to ESEA as amended by ESSA. During these meetings, school improvement plans were discussed along with the overarching District Plan. Recommendations were given improving program efficacy and are implemented in the District plan.

During Ed Committee meeting on October 10 and May 8, a joint meeting with the executive directors of Special education, Early childhood, Bilingual department and curriculum areas met to discuss the impact that the changes to ESEA as amended by ESSA could have on their programs. Suggestions were given on areas that additional assistance could be used. After discussion, areas were addressed in the District Plan.

The I&I department held a meeting on May 14 for Non Public Consultations. Suggestions were given on areas of concern with the non-public schools. As a direct result of this meeting, the non-public enrollment in Title I funded services has increase for FY19.

District parent advisory committee meetings were held on November 8, January 17, March 21, and May 9. Areas of concern for parents included engaged teachers/tutors that interact with all students, personalized instructions for their students and the lack of supplies available for student use. Each of these items are addressed in the District's Title I plan.

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District Plan Provisions: See the Overview page for instructions

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

1. Please describe the measures the district will take to monitor student progress in meeting the challenging State academic standards in the corresponding text boxes:

(A) Please describe the well-rounded instructional program to meet the academic needs of all students and how the district will develop and implement this program.*

Re-display of the approved response from the FY18 Title I District Plan. Board of Education Policy (6.60) is our guiding statement on the instructional program of the District. Due to character restrictions, the policy can be found at <http://www3.rps205.com/District/BOE/Documents/GoverningPolicies/Policies/Adobe%20600/6.60.pdf>.

In order to implement this broad, well-rounded program for students, there are multiple layers of support, activity, and supervision. The core is found in a well-trained faculty, including teachers, administrators, and support staff. Professional Development and Curriculum Department support ensure adults are prepared to deliver the required programs.

Schools have implemented Professional Learning Communities (PLC) and enshrined the practice in the Professional Agreement (contract) with the Teachers Association. The PLCs are formed at grade-level or content-area as best meets the needs of the teachers and students.

The District's Continuous Improvement department, led by Dr. Monson, provide data dashboards on a wide variety of metrics to schools so they are able to act in a timely manner to improve practice. Susan Fumo, Executive Director of School Improvement, works with a variety of educators to utilize data through analysis using the SMART Learning Systems approach and implemented with the services of Instructional Coaches.

In addition to the school-day based programming, we provide an extensive array of extra- and co-curricular activities to inculcate positive values, engage students, and develop student skills and qualities. Activities to support a well-rounded education include athletics, specific interest-based (e.g., Environmental Key Club) clubs, and other organizations such as Arts Club and Student Council.

Review the information from your FY18 Plan displayed above. Copy the text into the text area below. Make necessary changes and save the page. DO NOT use special characters, 'see above', or n/a as this will delay the approval of your plan. ([count] of 7500 maximum characters used)

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(B) What measures does the district take to use and create the identification criteria for students at risk of failure? Please list.*

Re-display of the approved response from the FY18 Title I District Plan.

The District has developed a problem-solving approach to implement Multiple Tiers Systems of Support (MtSS) in each school and ensures fidelity through a district-wide Steering Committee. The Committee includes a broad spectrum of practitioners, including: Differentiation/MTSS Steering Committee will consist of the following: School psychologist, Special Education and General Education teachers, ESL/bilingual teachers, Instructional Coaches, Building and Special education administrators. The Committee oversees efforts of schools and district departments efforts to differentiate instruction, develop structures, and implement supports for all students.

Specific measures Include:

#1: Student achievement will be measured by the PARCC assessments for 3-8 and SAT for 11th grade students.

#2: Classroom assessments aligned with Common Core Standards will serve as progress indicators for supplementary instruction.

#3: MAP Assessments, aligned to CCSS, will be administered with K-10 students to provide a third data point to indicate targeted, supplemental instruction, and the College Board's SAT Suite will provide the data point for high schoolers, from 9th-12th grade.

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(C) Please describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic standards.*

Re-display of the approved response from the FY18 Title I District Plan.

By June 2018, 60% of all K-8 Title I students will meet or exceed their growth targets in reading and math achievement RIT scores as measured by the District's Universal Screener, Measures of Academic Progress (MAP), and 60% of all high school Title I students will increase reading and math achieve scores as measured by the MAP or SAT Suite scores.

Core Activities Will Include:

#1: Recognizing the direct impact of teachers on student achievement, instructional aides and tutors, Title 1 will employ licensed teachers, paraprofessionals and tutors to work with students.

#2: Instructional materials in reading and math will be designed to provide teachers with multiple resources to meet the needs and learning styles of their diverse student population.

#3: Students who are not meeting reading and math standards will be identified for supplemental instruction by Academic Achievement Specialists, using standards-based assessment results.

#4: Teachers and administrators will receive professional development on using assessment results to

prescribe supplemental instruction, meeting the needs of diverse learners, engaging parents, and providing differentiated lessons to meet the needs of students.

#5: Schools may choose to provide direct supplemental math and/or ELA services via tutors or Academic Achievement Specialists.

#6: Students will receive supplemental ELA and Math focused services during a summer instructional program (summer school). Students who are identified as most-below personalized growth targets as measured by the MAP Tests A and B will be offered seats first. Transportation will be provided for all students. Summer nutrition services will be utilized to provide meals during the summer sessions.

#7: Schools may choose to provide educational field trips including transportation costs.

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#2: Instructional materials in reading and math will be designed to provide teachers with multiple resources to meet the needs and learning styles of their diverse student population.

#3: Students who are not meeting reading and math standards will be identified for supplemental instruction by Title I Teachers, using standards-based assessment results.

#4: Teachers and administrators will receive professional development on using assessment results to prescribe supplemental instruction, meeting the needs of diverse learners, engaging parents, and providing differentiated lessons to meet the needs of students.

#5: Schools may choose to provide direct supplemental math and/or ELA services via tutors or Title I teachers.

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(D) Please describe the instructional and additional strategies intended to strengthen academic programs and improve school conditions for student learning and how they are implemented.*

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We are also mindful that the core instructional program must be strengthened and technology-based instruction embraced to better meet the needs of students. Teachers, staff, and administrators will participate in Professional development training to deepen educator's content knowledge, provide research-based instructional strategies to assist students in meeting academic standards. In Targeted Assistance schools, the PD will be reserved for relevant teachers of Title I students. Tech support will ensure teachers and students are able to access digital resources to increase scale scores.

1. Professional development will be provided via consultants and workshops in curricular areas, various instructional approaches like Arts Integration, data analysis, and school improvement.
2. Professional development will be provided by job-embedded coaching in curriculum and instruction facets, as well as data analysis and utilization.
3. A technician will be utilized to maintain operability of instructional devices.

We intend to monitor progress on these efforts by:

#1: Pre- and Post-assessments are given to gauge progress on educator indicators.

#2: Student achievement will be measured by the PARCC assessments at grades 3-8 and SAT for 11.

#3: Classroom observations will provide a data set regarding implementation of PD objectives and targets.

#4: MAP and SAT Suite results will be used to assess effects on student mastery of learning objectives.

#5: Staff surveys and work ticket processing will be analyzed to evaluate the effectiveness of the technician's services.

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To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

2. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.*

Re-display of the approved response from the FY18 Title I District Plan.

The District will fully implement the ISBE-identified processes for accurately identifying and reporting educator experience, education, and effectiveness. We have and/or are embarked(ing) on several efforts to ensure excellent teachers are available to all students. The efforts include:

- 1. Peer Assistance and Review (PAR) Program - this program provides extensive support to a teacher who receive a "Needs Improvement" as his/her summative evaluation rating. While not a required program, many educators have taken advantage of the program jointly developed by District Administration and Rockford Education Association Leadership and members.
- 2. New Teacher Induction Mentoring - the District provides a two-year program for educators who are new to the profession. The program is largely funded by Title II and provides professional development and job-embedded coaching.
- 3. Multi-Classroom Leader (MCL) Program - is new program to be launched in FY2018 that will provide Master Teachers the opportunity to work with a small team of teachers within in their building and grade level to coach and develop skills through release time. The program is modeled after successful programs in other districts.
- 4. Academy Program to Develop local residents - this program is being launched to provide high school students a clear path to teaching. While the effects of this program will take years to see, we believe that "growing our own" will improve retention of effective educators in the years to come.

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- 4. Academy Program to Develop local residents - this program is being launched to provide high school students a clear path to teaching. While the effects of this program will take years to see, we believe that "growing our own" will improve retention of effective educators in the years to come.

3. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section

1111(d):*

Section 1111(d)

Re-display of the approved response from the FY18 Title I District Plan.

The District will utilize services of the Regional Office of Education (ROE) and IL-Empower to facilitate thoughtful, building-specific improvement plans. The plans will meet all regulations and guidance established by ISBE.

The core of the efforts is thoughtful responses to data for each site as each site will have different reasons why they were so identified. A new principal, faculty or staff turnover, residential boundary changes that cause a marked change in student composition, faculty problems of practice, and other factors have each or compositely been evident in schools that achieved results significantly below State Averages. A needs analysis will be conducted with internal and external partners to determine the best course of action.

Components of each plan will include targeted professional development activities and coaching, instructional coaching, additional services for students via technology-based or in-person means, parental engagement strategies, and coordinated supervision from the District's central office from school management, school improvement, and grant services.

Comprehensive and Targeted designations have replaced the Priority and Focus School designations (Beyer, Kishwaukee, West, Jackson, and Kennedy are the Comprehensive/Priority Schools. Targeted/Focus Schools are: Auburn, Guilford, Jefferson, Lincoln, RESA, Carlson, Conklin, Ellis, King, Lathrop, McIntosh, Nashold, and Nelson) (Walker was closed in June 2016).

We are mindful that the components that will be used for the designations in 2018 will include different subgroups as n= will be reduced to twenty (20), growth and graduation rates metrics will play significant roles in identification of schools, and faculty responses to data from PARCC assessments have not been uniform. We will work with ISBE and ROE personnel to be informed and prepared to meet the refined needs.

Several components for the 2017-2018 will be included:

1. Professional Development will include services of Instructional and Data Analysis Coaches who will guide faculty on using data to provide improved instruction to students. The goal for their work is to increase achievement scores of 60% of students on MAP by at least the expected growth targets.
2. Academic Achievement Specialists will provide supplemental instruction to students from low performing eligible schools.
3. Instructional materials will be designed to provide teachers with multiple resources to meet the needs and learning styles of their diverse student population.
4. Students who are not meeting math standards will be identified for supplemental instruction using various activities and strategies, such as appropriate instructional grouping, in-school tutoring, extended day opportunities, and summer instruction.

We will monitor progress via PLCs and SMART goals and sharing using:

1. Student achievement will be measured by the PARCC assessments in grades 3-8 and SAT in grade 11.
2. Classroom assessments aligned with state standards will serve as progress indicators for supplementary instruction.
3. MAP Assessments, aligned to Common Core Standards, will be administered with K-10 students to provide a third data point to indicate targeted, supplemental instruction and the PSAT-SAT suite by the College Board will provide a third data point for high school students.

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Comprehensive and Targeted designations have replaced the Priority and Focus School designations (Beyer, Kishwaukee, West, Jackson, and Kennedy are the Comprehensive/Priority Schools. Targeted/Focus Schools are: Auburn, Guilford, Jefferson, Lincoln, RESA, Carlson, Conklin, Ellis, Washington, Lathrop, McIntosh, and Nelson). We are waiting for the preliminary lists to be released

We are mindful that the components that will be used for the designations in 2019 will include different subgroups as n= will be reduced to twenty (20), growth and graduation rates metrics will play significant roles in identification of schools, and faculty responses to data from PARCC assessments have not been uniform. We will work with ISBE and ROE personnel to be informed and prepared to meet the refined needs.

Several components for the 2018-19 school year will be included:

1. Professional Development will include services of Instructional and Data Analysis Coaches who will guide faculty on using data to provide improved instruction to students. The goal for their work is to increase achievement scores of 60% of students on MAP by at least the expected growth targets.
2. Title I Teachers will provide supplemental instruction to students from low performing eligible schools.
3. Instructional materials will be designed to provide teachers with multiple resources to meet the needs and learning styles of their diverse student population.
4. Students who are not meeting math standards will be identified for supplemental instruction using various activities and strategies, such as appropriate instructional grouping, in-school tutoring, extended day opportunities, and summer instruction.

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4. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA:*

[Measures of Poverty from 1113\(5\)\(A\) and \(B\)](#)

- School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
- TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
- Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,
- Composite: a composite of such indicators,
- Secondary School Feeder: For measuring the number of students in low-income families in secondary schools, the district shall/may use the same measure of poverty above or an accurate estimate of the number of students in low-income families in a secondary school that is calculated by applying the average percentage of students in low-income families of the elementary school attendance areas that feed into the secondary school to the number of students enrolled in such school.

5. (A) Select the types of Title I programs the district is operating in all attendance centers. * [Program Guidance](#)

- Targeted Assistance
- Schoolwide
- Both Targeted Assistance and Schoolwide

(B) Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution? *

- Yes
- No

(C) Create and upload an attachment which lists each attendance center/school, by applicable program.*

For convenience and consistency, please download the excel template and complete each applicable column. To facilitate future amendments, save the completed document using the district RCDT code and the word Original or Amendment within the name of the file. (example: 88-888-8888-88 Original)

[Excel Template](#)

To Upload: Browse your fields to locate the required document. Double click to display it in the Browser window. Click on the Upload button. The name of the uploaded document will display in the green bordered area below.*

Any uploaded files will appear below. Ensure naming conventions have been applied for differentiation. Files can be deleted by selecting the document to be deleted and clicking on the Delete Selected Files button below. Note: file uploads can only be deleted prior to submission to ISBE.

Check the box below, as appropriate.

- Upload file represents an original listing of attendance centers.
- Upload file represents an amendment to the attendance centers previously uploaded.

(D) Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.*

[Section 1114 and 1115](#)

Re-display of the approved response from the FY18 Title I District Plan.

School-wide programs are implemented at 37 District schools - 4 high schools, 6 middle schools and 27 elementary schools. Program services range from classroom tutors, pull out tutors, after school tutors, after school instructional programs, and on-line tutoring services to supplemental supplies and materials to complement the learning environment. The District uses Title I funds to support the "Summer Camp" program for all elementary students performing below grade level, giving priority to those scoring below grade level in math and reading. This program runs for 20 days during the summer and utilizes an Arts Integration approach to teaching reading and math. Academic Achievement specialists are used at the elementary level to assist struggling students. At the middle and high school level, Math and/or Reading Leaders are used with a two-fold purpose. Part of their time is spent working with students and part of their time is spent working with teachers. This allows a teacher the ability to receive timely meaningful feedback and assistance presenting curriculum. All levels of instruction use technology to reach the students. In the tech-based world, teaching with the assistance of electronic devices ranging from iPads in elementary schools to Chromebooks in middle and high schools allows the students to become familiar with a device and how it works. As standardized testing is moving toward electronic testing, our students were found to be at a disadvantage as they had no prior exposure to the devices/processes. We have provided professional development to the teachers to train them on data driven instruction. This complements the NEWA MAP assessments that are used in K - 10. With the roll-out of this software last year, we anticipate more training on using data to drive instruction. School wide plans are updated annually by each school principal and team. Administration offers numerous trainings and direction as to the usage of Title I funding to support the underperforming students, teachers' professional development and outreach to engage parents. School-wide plans include a parent outreach component as well as a district level parent engagement team. Some parent events are district-wide (Father-daughter dance), while others are school specific (Family Reading nights). The core subjects are included, as well as electives such as art - as many of our schools have started looking at STEAM possibilities and more schools have started down the pathway of Arts Integration to improve the students' numeracy and literacy skills. College and career readiness is incorporated at all grade levels at the schools by the use of activities ranging from learning about local occupations at the elementary level, college visits at the middle and high school level, career fairs at the high school level to dual credit programs at the high schools.

Targeted programs are carried out at the non-public locations. Screenings are performed at the beginning of the school year based on the non-public teachers' recommendations and test scores. Once students are tested, tutoring schedules are developed to provide the most assistance possible. Non-public schools are also provided with materials to use with the targeted students.

Targeted assistance is also used at one of the charter schools, but due to the high poverty rate and low test scores, all charter schools are migrating to school wide programs in FY18.

Review the information from your FY18 Plan displayed above. Copy the text into the text area below. Make necessary changes and save the page. DO NOT use special characters, 'see above', or n/a as this will delay the approval of your plan.

([count] of 7500 maximum characters used)

School-wide programs are implemented at 38 District schools - 4 high schools, 6 middle schools, 3 Charter schools and 25 elementary schools. Program services range from classroom tutors, before/after school tutors, and after school instructional programs to supplemental supplies and materials to complement the

learning environment. The District uses Title I funds to support the "Summer Camp" program for all elementary students performing below grade level, giving priority to those scoring below grade level in math and reading. This program runs for 20 days during the summer and utilizes an Arts Integration approach to teaching reading and math. Title I Teachers are used at the elementary level to assist struggling students. At the middle and high school level, Title I Teachers are used with a two-fold purpose. Part of their time is spent working with students and part of their time is spent working with teachers. This allows a teacher the ability to receive timely meaningful feedback and assistance presenting curriculum. All levels of instruction use technology to reach the students. In the tech-based world, teaching with the assistance of electronic devices ranging from iPads in elementary schools to Chromebooks in middle and high schools allows the students to become familiar with a device and how it works. As standardized testing is moving toward electronic testing, our students were found to be at a disadvantage as they had no prior exposure to the devices/processes. We have provided professional development to the teachers to train them on data driven instruction. This complements the NWEA MAP assessments that are used in K - 10. With the roll-out of this software in 2017, we anticipate more training on using data to drive instruction. School wide plans are updated annually by each school principal and team. Administration offers numerous trainings and direction as to the usage of Title I funding to support the underperforming students, teachers' professional development and outreach to engage parents. School-wide plans include a parent outreach component as well as a district level parent engagement team. Some parent events are district-wide (Father-daughter dance), while others are school specific (Family Reading nights). The core subjects are included, as well as electives such as art - as many of our schools have started looking at STEAM possibilities and more schools have started down the pathway of Arts Integration to improve the students' numeracy and literacy skills. College and career readiness is incorporated at all grade levels at the schools by the use of activities ranging from learning about local occupations at the elementary level, college visits at the middle and high school level, career fairs at the high school level to dual credit programs at the high schools. Targeted programs are carried out at the non-public locations. Screenings are performed at the beginning of the school year based on the non-public teachers' recommendations and test scores. Once students are tested, tutoring schedules are developed to provide the most assistance possible. Non-public schools are also provided with materials to use with the targeted students.

*Required Field

Applicant: ROCKFORD SCHOOL DIST 205
Application: 2018-2019 Title I District Plan - 00
Cycle: Original Application
Project Number: 19-T1Plan-00-04-101-2050-25

County: Winnebago

Title I District Plan

[Click to Return to Application Select](#)

Consultation	Part 1	Part 2	Part 3	Part 4	Part 5
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District Plan Provisions: See the Overview page for instructions

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

6. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the [McKinney-Vento Homeless Assistance Act \(42 U.S.C. 11301 et seq.\)](#).*

Re-display of the approved response from the FY18 Title I District Plan.

Title I Homeless Education: By June 2018, students identified as "Homeless" will increase achievement in reading and math by at least the expected growth targets in MAP or demonstrated mastery on the CFAs of their non-homeless peers. We will focus on coordinating services for students identified as Homeless using professional liaisons to engage parents/guardians in educational processes and community agencies. Our liaisons are located in the District's Welcome Center, which is where parents/guardians enroll students. By locating the liaisons there, it is easy for parents to access services and learn of other agencies. Liaisons work to ensure stable housing, basic needs and supplies, instructional supplies, and transportation needs are met. The District coordinates with our Regional Office of Education for McKinney-Vento activities.

#1: Student achievement will be measured by the PARCC assessments for students in grades 3-8 and SAT for 11. 2015 serves as the baseline year.

#2: Classroom assessments aligned with state standards will serve as progress indicators for supplementary instruction.

#3: MAP Assessments, aligned to Common Core Standards, will be administered with K-8 students to provide a third data point to indicate targeted, supplemental instruction.

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#2: Classroom assessments aligned with state standards will serve as progress indicators for supplementary instruction.

#3: MAP Assessments, aligned to Common Core Standards, will be administered with K-8 students to provide a third data point to indicate targeted, supplemental instruction.

7. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied populations:*[Sec 1116](#)

Re-display of the approved response from the FY18 Title I District Plan.

The District is deeply committed to partnering with parents and our community in meaningful ways. It is clearly stated in one of the District's Value statements: When families, caregivers, community, business and higher education are active partners, student growth and achievement increases. And, a commitment from the strategic plan states: We will open two-way communication with our partners and ensure that their engagement and collaboration is purposeful, productive, and timely. These commitments are honored and result in a collaborative LEA Plan for Title I services.

A. Specific strategies will include, but are not limited to:

1. Outreach to hard-to-reach families through a dedicated staff member (Parent Liaison) who will focus on engaging parents
2. Enhancing a welcoming environment through better customer service. This is a core strategy for the District to implement its strategic plan (Strategy 3 in support of goals 2, 4, and 5)
3. Revitalize each school's Parent Teacher Organization (PTO) to ensure there is a regular family engagement process. The PTO will also benefit from the services of the dedicated staff member.
4. Regular feedback will occur through usage of the 5-Essentials Survey and frequent Focus Group sessions to maintain relevant family programming.
5. Each school's website will be frequently updated to increase communication with parents. Data from each school's data dashboard will be included to ensure parents remain informed. The District's accountability department will support the efforts through readily provided data and reports.
6. Our Bilingual Department will provide support and additional Liaisons to ensure families from different language backgrounds are engaged.

B. Parents, Community members, and staff will be frequently engaged in monitoring and celebrating progress at our schools through a variety of means. Print and digital newsletters/reports will provide one key channel. The schools will use the SMART Learning Systems charts and posters to provide in-building visual status updates. PTO meetings will be a regular forum for in-person updates. And, the district will conduct quarterly meetings as part of the support.

C. Two persons will share direct responsibility for the district's support of Kennedy and West in parent and community engagement. Marsha Sisney, Parent engagement Supervisor, oversees two liaisons and leads the DPAC - District-Parent Advisory Council. The DPAC meets quarterly to ensure two-way communication on the wide-ranging issues for students, parents, and schools.

D. Metrics will include: parent attendance and satisfaction at/with monthly events, logs of parent communications, customer service data as evidenced in the 5-Essentials survey and Let's Talk, a district-wide online communication system, achievement data, and behavior-related metrics.

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C. Parent Liaisons will share direct responsibility for the district's support of Auburn, East, Bloom, Ellis, Kishwaukee, Lewis Lemon, Kennedy, McIntosh, Riverdahl, Rolling Green, West View and West in parent and community engagement. A Parent engagement Supervisor, oversees two liaisons and leads the DPAC - District-Parent Advisory Council. The DPAC meets quarterly to ensure two-way communication on the wide-ranging issues for students, parents, and schools.

D.Metrics will include: parent attendance and satisfaction at/with monthly events, logs of parent communications, customer service data as evidenced in the 5-Essentials survey and Let's Talk, a district-wide online communication system, achievement data, and behavior-related metrics.

8. If applicable, please describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs. If the district does not offer early childhood education programs, please state so below:*

Re-display of the approved response from the FY18 Title I District Plan.

The mission of the Rockford Public Schools Early Childhood Program is to empower all young children to become effective, enthusiastic, and socially competent learners by creating a bond among children, their families, the school, and the community. Rockford Public Schools has a variety of programs available to support the growth and development of children.

In keeping with the mission, transition services are provided for each student and family as the child matriculates to Kindergarten. Our Executive Director, Kim Nelson, is the co-chair of a community-wide committee of Alignment Rockford to address the needs of all children, even those not in a program sponsored by RPS205.

Prevention Initiative Birth to Three Home Visiting Program

Who is eligible?

- Prenatal mothers
- Children ages birth to three*
- At-risk families that reside within Rockford Public Schools boundaries

Services offered

- Home visits
- Developmental, hearing, and vision screenings
- Connection to community service agencies
- Parenting information and encouragement
- Parent-child interaction groups
- Transition to preschool
- Referrals to Early Intervention

Preschool Programming (3 - 5 years)

Who is eligible?

- Children ages three to five*
- Families that reside within Rockford Public Schools' boundaries

Services offered

- Developmental, hearing, and vision screenings
- Preschool Classes
- Special Education Preschool Classes
- Bilingual Preschool Programming

Preschool classes are held at a variety of convenient locations throughout the city of Rockford. Classes run Monday through Friday for 2 hours 45 minutes. All students are provided with a free development screening prior to placement.

* Children who are 3 or 4 years old by September 1st are eligible for preschool. Children who are 5 years old before September 1st qualify for kindergarten.

The Early Childhood Curriculum

The Rockford Public School District's Early Childhood Program implements the HighScope Preschool Curriculum, which is aligned to the Illinois Early Learning and Development Standards. The HighScope Preschool Curriculum is based on the principles of active learning and support of a child's positive interactions with adults and peers. It is a comprehensive model that addresses all areas of development through eight content areas: Approaches to Learning; Social and Emotional Development; Physical Development and Health; Language, Literacy and Communication; Mathematics; Creative Arts; Science and Technology; and Social Studies.

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9. How will the district facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable: (A) Through coordination with institutions of higher education, employers, and other local partners;* and (B) through increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*

Re-display of the approved response from the FY18 Title I District Plan.

A core part of transition programming is found in the creation of a Freshman Academy in each high school. The Freshman Academy is designed to support students as they transition from middle school to high school. Teachers collaborate to develop common expectations for the students and develop materials, activities, and events to support students' successful completion of their first year of high school. Another focus of the team is to help ninth grade students make an informed decision as to which of the College and Career Academies they will enroll in beginning their sophomore year.

The Freshman Academy program provides many opportunities for students to consider career pathways and the educational needs for each. A one-page guide demonstrates one of the tools used to guide students. It may be found at: <http://www3.rps205.com/academies/Documents/How%20to%20choose%20an%20Academy%20and%20Pathway.pdf>.

As students matriculate to their Sophomore year, they enter an Academy. Academies are small learning communities that provide real-world experiences with local businesses and professionals, linking schoolwork and the workplace. Regular coursework, including Core Curriculum, Global Electives, and College and Career Pathways, is presented within the context of the academy's focus. To view all classes available, see the High School Planning Guide, available at:

<http://www3.rps205.com/District/Documents/Planning%20Guides/2017-18%20HS%20Planning%20Guide%20ONLINE.pdf>.

Academies available to all students include:

HS, which stands for Health Sciences. Pathways include Fitness and Wellness, Health Care Associate, and Medical and Health Sciences.

HPS, which stands for Human and Public Services. Pathways include Education and Child Development, Land and Resource Management, Law and Public Safety, Human Services, Performance Production, and Performing Arts.

BAMIT, which stands for Business, Arts, Modern World Languages and Information Technology. Pathways include Business, Accounting/Finance, Graphic Design/Media Production, Modern World Languages, Information Technology and Studio Arts.

EMITT, which stands for Engineering, Manufacturing, Industrial and Trades Technology. EMITT career pathways include Architecture and Construction, Engineering, Manufacturing Operations, Skilled Trades and Transportation Technology.

We have developed multiple courses that provide students with Dual Credit Opportunities. They include: Dual credit courses are offered in order to provide students access to rigorous course options aligned with the post-secondary plans. Courses on this list are approved RPS 205/Rock Valley College Dual Credit courses. If you enroll in and complete the RVC course(s) listed on the left at Rock Valley College, you will receive high school credit for the corresponding course on the right. Students are responsible for all course tuition, associated fees, and the cost of books. Students should work with their school counselor to obtain a Dual Credit/Dual Enrollment Agreement form. The signed enrollment packet should be submitted to the RVC High School Connections Office.

Course taken at Rock Valley College RVC Credits District 205 Course HS Credits

MATH

MTH 120: College Algebra 3 13400U: College Algebra 2

MTH 125: Plane Trigonometry (prereq MTH 120) 3 13412U: Trigonometry 2

MTH 132: Pre-Calculus 5 13330U: Pre-Calculus 2

MTH 135: Calculus I

(prereq MTH 120 & 125 or 132) 5 13462U: Calculus I 2

MTH 235: Calculus II (prereq MTH 135) 4 13463U: Calculus II 2

MTH 236: Calculus III (prereq MTH 235) 4 13464U: Calculus III 2

MTH 220: Elements of Statistics 3 13423U: Elements of Statistics 2

SCIENCE

BIO 103: Introductory Life Sciences 3 14220U: Introductory Life Sciences 2

BIO 104: Introductory Life Science Lab 1 14221U: Life Sciences Lab 1

CHM120: General Chemistry I (prereq MTH 120 + HS Chemistry) 4 14320U: General Chemistry I 2

PHY 201: Mechanics and Heat (prereq MTH 125) 5 14422U: Physics: Mechanics and Heat 2

PHY 202: Waves, Electricity, and Modern Physics (prereq PHY 201) 5 14423U: Physics: Waves, Electricity, and Modern Physics 2

BIO 185: Foundations of Anatomy and Physiology (prereq BIO 103 & CHM 120) 5 14603U: Anatomy & Physiology 2

ENGLISH & LANGUAGE ARTS

ENG 101: Composition I 3 10300U: English 11 OR 10400U: English 12 2

ENG 103: Composition II 3 10400U: English 12 2

SPH 131: Fundamentals of Communication 3 10640U: Speech 1-2 2

SPH 132: Public Speaking 3 10643U: Speech 3-4 2

SOCIAL STUDIES

HST 142: US Pre 1865 3 12150U: US History pre 1865 2

HST 143: US Post 1865 3 12151U: US History post 1865 2

ECO 101: Introduction to Economics 3 12222U: Introduction to Economics 1

PSC 160: Government 3 12219U: Government 1

PSY 170: General Psychology 3 12400U: Psychology 2

SOC 190: Introduction to Sociology 3 12410U: Sociology 2

FOREIGN LANGUAGE

FRN 102: Continuation of Beginning French (prereq FRN 101) 4 11303U: French 2 2

FRN 203: Intermediate French 3 11306U: French 3 2

FRN 204: Continuation of Intermediate French 3 11309U: French 4 2

SPN 102: Continuation of Beginning Spanish (prereq SPN 101) 4 11103U: Spanish 2 2

SPN 203: Intermediate Spanish 3 11106U: Spanish 3 2

SPN 204: Continuation of Intermediate Spanish 3 11109U: Spanish 4 2

GRM102: Continuation of Beginning German (prereq GRM101) 4 11203U: German 2 2

FINE ARTS

ART 115: Introduction to Commercial Arts 4 15123U: Graphic Design 2

ART 251: History of Art I 3 15112U: History of Art I 1

ART 252: History of Art II 3 15116U: History of Art II 1

COMPUTER TECHNOLOGY

PCT 120: Cisco Networking I (prereq CIS 102) 4 21213U: Cisco Networking I 1

PCT 122: Cisco Networking II 4 21214U: Cisco Networking II 1

PCT 124: Cisco Networking III 4 21215U: Cisco Networking III 1

PCT 126: Cisco Networking IV 4 21216U: Cisco Networking IV 1

WEB 101: Programming Related to the Web (prereq CIS 102) 4 15129U: Fundamentals of Web Design 1

CIS 240: Intro to JAVA Programming (prereq CIS 102) 4 13440U: Computer Science A 1

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SPH 132: Public Speaking 3 10643U: Speech 3-4 2

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PSC 160: Government 3 12219U: Government 1

PSY 170: General Psychology 3 12400U: Psychology 2

SOC 190: Introduction to Sociology 3 12410U: Sociology 2
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 FRN 203: Intermediate French 3 11306U: French 3 2
 FRN 204: Continuation of Intermediate French 3 11309U: French 4 2
 SPN 102: Continuation of Beginning Spanish (prereq SPN 101) 4 11103U: Spanish 2 2
 SPN 203: Intermediate Spanish 3 11106U: Spanish 3 2
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 PCT 124: Cisco Networking III 4 21215U: Cisco Networking III 1
 PCT 126: Cisco Networking IV 4 21216U: Cisco Networking IV 1
 WEB 101: Programming Related to the Web (prereq CIS 102) 4 15129U: Fundamentals of Web Design 1
 CIS 240: Intro to JAVA Programming (prereq CIS 102) 4 13440U: Computer Science A 1

10. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.*

Re-display of the approved response from the FY18 Title I District Plan.

By June 2018, at least 80% of students served in Targeted Assistance and Non-Public schools will demonstrate increased proficiency in reading and math, as measured by the grade-appropriate, standards-based assessment used by the school and Scholastic Reading Inventory used by Title I teacher/tutors. In consultation meetings with non-Public Schools, it was determined that maintaining a focus on Reading and Math was desirable.

In order to identify students, a licensed teacher will assess and provide direct supplemental reading and/or math services to students. Free or Reduced Price Lunch status will be validated in addition to demonstrated academic need in reading or math.

The teacher who conducts the assessments will prescribe supplemental reading and/or math services, to be performed by (a) tutor(s) who is licensed to serve the appropriate grade level. Supplemental reading and/or math materials will be utilized for eligible students to support learning objectives.

Parents will be included in the child's education through direct and indirect means (Compact, conferences, reading time and math facts at home). A newsletter is also produced by the Title I department for families of students served in Non-Public Schools.

Our goals to indicate success include:

1. At least 80% of eligible students' parents will complete a Parent Compact.
2. At least 80% of eligible students will increase their Lexile scores at least an average amount on the SRI.
3. At least 80% of eligible students will improve their math proficiency level as measured by classroom assessments.

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*Required Field

Applicant: ROCKFORD SCHOOL DIST 205

County: Winnebago

Title I District Plan

Application: 2018-2019 Title I District Plan - 00

Cycle: Original Application

[Click to Return to Application Select](#)

Project Number: 19-T1Plan-00-04-101-2050-25

Consultation	Part 1	Part 2	Part 3	Part 4	Part 5
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District Plan Provisions: See the Overview page for instructions

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

11. The process through which the districts will (i) reduce incidences of bullying and harassment, (ii) reduce the overuse of discipline practices that remove students from the classroom, and (iii) reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined:*

- (I) each major racial and ethnic group;**
- (II) economically disadvantaged students as compared to students who are not economically disadvantaged;**
- (III) children with disabilities as compared to children without disabilities;**
- (IV) English proficiency status;**
- (V) gender; and**
- (VI) migrant status.**

Re-display of the approved response from the FY18 Title I District Plan. The District is addressing this area of student life via multiple means. They include policy established by the Board of Education, a department dedicated to serving students entitled, Student Services and Alternative Learning, training organized by our Special Education Department, and a broad-based committee called the Social Emotional Health Steering Committee. The committee is charged with the following:

Purpose: To act as a problem-solving team and communication function between administration and building-level staff. To ensure students develop 21st Century social and emotional skills and health for success in school, career, and life.

Outcome: Develop a Social/Emotional framework for the district, for all students.

Time to meet: 2nd Wednesday after school, 4:30 to 6:30

The Strategy 4: Social Emotional Health Steering Committee will consist of the following:

- General education teachers
- Social worker
- Academy coach
- Guidance counselors
- Assistant principals
- Middle school health teacher

The Board of Education-approved Code of Conduct defines expectations, assistance and support, and consequences. The document may be found at: http://www3.rps205.com/District/Documents/SSAL/2017-2018_StudentCodeOfConduct_LowRes.pdf.

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12. If applicable, please describe the district's support for programs that coordinate and integrate the following:*

(A) Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.

Re-display of the approved response from the FY18 Title I District Plan.

In addition to the vigorous and broad offerings listed in Question 9, we partner with CEANCI for a variety of course offerings. The north central Illinois EFE region administrative organization is the Career Education Associates of North Central Illinois, known as CEANCI, organized in 1987. The state of Illinois is divided into Education for Employment (EFE) regions which direct the state's Career and Technical Education (CTE) programs at a local level. The CEANCI region covers 1,075 square miles, and provides support to over 17,000 students 9-12 graders and more than 200 certified high school staff. CEANCI administrative offices are housed in Rock Valley College's Stenstrom Center in Rockford.

CEANCI is governed by a Board of Governors comprised of superintendents from each member district. At present, ten local public school districts are members of this cooperative joint agreement. Member districts include: Belvidere CUSD 100, Harlem UD 122, North Boone CUSD 200, Rockford SD 205, Hononegah CHD 207, Oregon CUSD 220, Meridian CUSD 223, Byron CUSD 226, South Beloit SD 320, and Winnebago CUSD 323.

The System provides regional career and technical programming among its members, supports career and technical programming at member high schools, collects and reports data to the Illinois State Board of Education, acts as the flow-through of federal and state resources, and markets career and technology education throughout the region. Career and technical programming in the region is provided in the occupational clusters of agriculture, business and information technology, family and consumer sciences, health occupations and industrial/technical occupations.

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13. How will the district fulfill the following:

(A) Describe how the district will identify and serve gifted and talented students by using objective criteria.*

Re-display of the approved response from the FY18 Title I District Plan.

The Gifted Academy defines itself by the core subjects taken by students. The smaller learning community consists of teachers in the four core subject areas, English, Mathematics, Science, and the Social Sciences. Students take a four-year sequence of courses that prepares them to be competitive at any college or university of their choice.

Mirroring the intense, multifaceted, and nonconformist nature of giftedness, the Gifted Academy sets forth a qualitatively differentiated instructional program in content compacted and extended, in teaching strategies of exposition and inquiry, in assessment balancing logical critique and open-ended creativity. Intellectual development is promoted through planned activities, which include critical thinking skills, as well as skills that develop the capacity for analysis, synthesis, and evaluation. It is designed for academically talented, highly motivated students who intend to pursue the most rigorous, challenging educational programs beyond high school.

Beyond the four core subject areas, students have wide and varied interests. The Gifted Academy prepares them for the intellectual challenge in their futures; selecting a pathway at Auburn High School allows them to explore the careers that may develop as they take on those life challenges. Therefore, students fulfill the core requirements of the Gifted Academy. They are then able to choose not only Gifted Academy specific pathways, but also any career pathway that is offered at Auburn High School.

The term "gifted and talented students" means students whose mental development is accelerated beyond the average or who have demonstrated a specific aptitude or talent to the extent they need and can benefit from specially planned educational services. "Gifted and talented students" include students with exceptional ability in academic subjects, high level thought processes, divergent thinking, creativity, and the arts.

Eligibility to participate in the gifted program shall not be conditioned upon race, religion, sex, disability, or any factor other than the student's identification as a gifted or talented learner. Academic and the Naglieri Nonverbal Ability Tests are used to determine eligibility.

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(B) What are the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement?*

Re-display of the approved response from the FY18 Title I District Plan.

The Executive Director of Academics for the District, Heidi Dettman, oversees literacy, technology, and Librarian services. This combination of personnel and supervision provides a consistent approach to ensuring a thoughtful curriculum, adequate tools and services, and print materials are available and implemented in the schools.

The District utilizes a variety of funding mechanisms to develop robust School Libraries. These funds come from local sources (taxes, PTOs, and book fair proceeds), State sources like the Per Capita Library Grant, and federal sources, including Title I, Title III, and Title IV.

All K-8 students in eligible, Title I - Schoolwide programs gained access to HyBridge and MyPath programs from Edgenuity in the summer of 2017 to supplement access to Standards-based lessons in non-school year times. High School students have access to Khan Academy and Edmentum sources.

Professional Development is provided through various mechanisms, including external consultants, school- and district-based personnel trainings, and online platforms such as Education Leaders Network. Ongoing training and coaching will be provided by ROE, NWEA, and Edgenuity consultants and others as needs develop.

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(C) Describe the approach of the district in developing and supporting the arts (music, dance, and other fine arts) to provide students an opportunity to develop an appreciation of the arts and improve academic achievement.*

Re-display of the approved response from the FY18 Title I District Plan.

Dr. Jarrett, RPS Superintendent, has actively promoted the Arts within the school district and community. He has identified the "front porch" of the District and placed the Arts and Athletics on it. This promotion has led to two successful funding drive that have placed several hundred thousand dollars into endowment funds to build and maintain Arts programming. The focus has also helped us write and obtain Arts-related grants.

We wrote and won an Enhancing Education Through the Arts grant from the Community Foundation of Illinois. This grant provided arts enhanced programming in twelve schools and encouraged faculty to infuse, enhance, and integrate core curricular areas with the Arts. This effort spurred further work. We wrote and won two federal Arts grants.

The first federal grant won was an Arts in Education-Model Development and Dissemination Grants Program (AEMDD) grant. This grant program partnered Arts Integration using the John F. Kennedy Center for the Performing Arts definition in below-level Math classes in two middle schools and their nine elementary feeder schools. Local teaching artists and classrooms teachers collaborated to developed Arts-

integrated lessons, deliver the lessons with students, and then review and refine their work for the next cycle. The concept produced positive results and spurred the next application, one for the Professional Development for Arts Educators (PDAE) program.

Our PDAE-funded program has brought presenters from the Kennedy Center to Rockford to provide professional development and coaching to teachers seeking to use an Arts-integrated approach to improve student engagement and achievement. The PDAE program works with faculty from all schools and has shown positive results as more students are now taking Arts elective courses, music and band programs have increased participation, and teachers' responses to the approach have been positive.

The Arts-integration approach has also formed a core conceptual framework for the Title I - funded summer program for 1,800 students who are below-level in Math and/or Reading. Students work in core curricular areas and then demonstrate their learning in arts-integrated projects. The projects end in an exhibition of learning for parents, guardians, and community members. 2016 was the first year for the approach and results were positive. Results were used to refine the program for 2017 and will be again for 2018. Additional information on the Arts grants may be found at:

<http://www3.rps205.com/departments/Pages/Improvement-and-innovation.aspx>.

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