

## **Title I District Plan - FY19**

**Please describe the measures the district will take to monitor student progress in meeting the challenging State academic standards.**

**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.**

The district will continue to provide a rigorous curriculum at all grade levels aligned to the new Illinois Learning Standards. Ongoing review and continual improvement of student outcomes, rigor, relevance, oversight, and enhanced teacher professional development will ensure a high quality, well-rounded instructional program is provided for all students. All lessons will be aligned to ILS, Danielson Model of Instruction, and will integrate a high level of technology at every grade. Bluffview Elementary has a school wide Title program. Bluffview uses a data driven differentiated model to service at risk students. The plan implements reading, math, and behavioral interventions. Dupou Jr. High School became a targeted assistance during the 2010-2011 school year. They receive professional development services to help support a differentiation program for the school. Students receive services based on the State Assessment, DIBELS, and Aimsweb screening test results.

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

Early identification of students that are at risk for failure will be a major focus. The Pre-K program coordinates with outside agencies and has MOU (Memorandum of Understand) with local Head Start. The Pre-K works with local daycare institutions for screening, professional development, and transition activities. Pre-K, early elementary, special education, and district social workers will be a part of the SIP/Title team to ensure all students at risk are identified and included in support plans. Bluffview utilizes bench marking for all students in K-6 three times annually for reading and math using the DIBELS and the Gates-MacGinitie tests. Students are originally screened with the DIBELS and then selected students will be given the Gates based on the percentile ranking from the DIBELS screening. The data from the PARCC scores is evaluated for students in grades 3-6 and students that are in the bottom 10 will be progress monitored with the DIBELS and the Gates. Teacher recommendations are taken for students with concerns and they are also screened. The Junior High School receives services for Tier 2 and Tier 3 students through Read 180.

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

Reading Specialists and Literary Assistants will be hired to provide extra reading support for Tier 2 and Tier 3 students. Math tutoring will be provided for students in K-2 based on Early Numeracy Skills. There is an after-school math program for at risk students in grades 3-6 using Do the Math program and homework support. Bluffview will provide after school and summer supplemental academic courses via STEM camp and other PTO academic activities. The District will continually review ILS and research best instructional practices and provide teachers financial support through the purchase of needed academic materials. Technology is maintained at a high level. Technology will continue to be integrated in daily instruction throughout all grade levels. Tier 1 reading groups are supported through Guided Reading. Students that score below the 30th percentile on the DIBELS are supported through the Rtl process. They receive services from the Rtl teachers forty minutes daily by utilizing scientifically based interventions, such as 6 Minute Solution, Florida Center for Reading Research, Guided Reading, and Words Their Way. These students are progress monitored for growth. Students that are in Tier 3 receive scientifically based interventions from the Reading Teacher 30 minutes a day. The Reading Teacher will be utilizing My Sidewalks, Early Success, and other interventions. Behavior Interventions through the PBIS program will be implemented for students that have received major office referrals or teacher recommendations through the Check In Check Out Process, Individualized Check In Check Out, and SAIG (Social Academic Intervention Groups.)

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

We will continue to strengthen the overall conditions for learning through the implementation of a school wide behavior plan: PBIS. In 2017-18, PBIS was implemented at the Universal Level at Bluffview. During the 2018-2019 school year, we will begin implementing PBIS at the Secondary Level to increase our behavioral interventions for students. We will continue our focus on curriculum alignment to ILS combined with increased rigor at every grade. Our technology plan includes a 1:1 initiative in grades 4-12. We will focus on continual improvement of our assessment process. This includes formative assessment at every grade, standard based grade reports in K-2, KIDS survey in kindergarten, and a plan to monitor and assess ESL students. Our school will focus on differentiated instruction for students to support the individual student's needs.

**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:**

**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.**

By policy, all teachers and new hires must be highly qualified. Currently all teachers are highly qualified in their respective fields. If a staff member is reassigned, they will only be reassigned into a position for which they are highly qualified.

**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).**

The district will carry out its responsibilities by at Bluffview (comprehensive) by using the Title funds in a variety of ways. This will be accomplished through classroom reduction, professional development, purchase of materials aligned to the Illinois Learning Standards, and hiring a reading teacher and the Rtl Teachers to support the reading instruction for students identified by the benchmark testing process. At the Dupo Jr. High (targeted), the district will focus funds on professional development for staff to help differentiate learning to support the targeted students.

**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 ages 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.**

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.),

**Select the type(s) of Title I programs the district is operating in all attendance centers.**

Bluffview Elementary School is school wide and Dupo Jr. High is targeted.

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

No

**Describe, in general, the targeted assistance and/or schoolwide programs 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.**

Bluffview- School wide: Will have a Reading Teacher and Literacy Assistants to provide extra interventions for students as identified by benchmark screening test. Bluffview will provide math tutoring for K-2 and after school for at risk math students. Data driven decisions will be made with the data team meeting monthly to monitor the students' progress. Technology will continue to be a critical part of the classroom and the learning process with a technology special area weekly. Parent involvement activities will be funded with the PTO and professional development will be provided or staff. In the Jr. High, students will be assessed with Aimsweb and the data will be analyzed. Students in need of support for reading will receive Read 180. PD will be provided to the staff to support the targeted students. Title money will be used to provide an appropriate education for neglected and abused children including social services as needed. District 196 is a part of a PD cooperative administered by the ROE 50. The district has institutes and SIP days throughout the year to provide PD to the staff.

**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.**

The Superintendent of School is the Homeless Liaison officer for District 196. The officer will work with families and the homeless coordinator at the ROE 50 to register

families, obtain supplies, and provide transportation when needed according to the McKinney-Vento Act. Homeless students are immediately assessed and provided Title services if warranted. ELA, homeless, migratory, neglected, disabled and immigrant children are provided services. There is money allocated to assist with ELL and homeless services.

**Describe the approach 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.**

The District has a Parent Involvement Policy. This policy is located in the student handbook and on the district's web-site. Bluffview and the Jr. High have a Home-School Compact. The junior high and elementary school have parent meetings to review the programs the school offers. The District maintains regular communication with parents via conferences, telephone calls, classroom newsletters, teacher e-mail, and monthly PTO meetings.

**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 for such programs to local elementary school programs. If the district does not offer early childhood education programs, please state so below:**

Bluffview Elementary has a Pre-K program that focuses on early identification of students that are at risk. The Pre-K program coordinates with outside agencies and has MOU with local Head Start. The Pre-K works with local daycare institutions for screening, professional development, and transition activities. Pre-K, early elementary, special education, and district social workers will be a part of the SIP team to ensure all students at risk are identified and included in support plans. The Pre K has a public screening multiple times during the school year. The Pre K students transition into the kindergarten classrooms in the same wing of the school. There is a day where the Pre K students, eat with the kindergarten students, tour the school, and meet the kindergarten teachers. Also, there is an Open House before the school year begins for the parents and students to visit the new classrooms, and meet the teachers and principals.

**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.**

Bluffview Elementary students in 6th Grade take a tour of the Dupo Junior High school at the end of their 6th grade year. At the beginning of the school year for 7th grade, they have a 7th Grade Orientation for parents and students to help them transition to the Jr. High School. In addition, 8th grade students are enrolled in a college and career quarterly course. Furthermore, teachers participate in vertical alignment PD focusing on student transitions from Dupo Jr. High to Dupo High School. At the high school level, we have an active Guidance Department that routinely provides post-secondary information and guidance to our high school students. We routinely have college reps in the building talking and meeting with students. We conduct a College Signing Day and invite elementary and junior high students to watch high school students sign letters of intent to join the military or sign a letter of intent to attend the college where they have been accepted.

**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 education of the target population.**

The Junior High School is a targeted school. They identify students for ELA services through the Aimsweb benchmark for math and ELA. For both subjects, teachers are allowed to make recommendations for extra services using information from parents and pupil personnel services.

**The process through which 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**

Dupo School District has a Bullying Policy that is in the handbook and on the web page. Reporting bullying is encouraged at all times. Also, there is a Cyber Bully Hotline Program. The parents and students can send a text or leave voicemail, and the caller ID is masked for those that wish to remain anonymous. Bluffview is implemented a PBIS Program for the 17-18 school year. This program focused on teaching the students behavioral expectations and rewarding positive behavior. Data is collected by utilizing the SWIS program and this data is analyzed monthly to build in support for all students. This will reduce the overuse of discipline practices that remove students from the classroom, and make sure all students are treated fairly regardless of racial and ethnic group, economically disadvantaged students, students with disabilities, ELL, gender or migrant status. During the 18-19 school year Bluffview will be implementing the Secondary Interventions to support students that receive multiple ODR (Office Discipline Referrals.)

**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.**

The Dupo Jr. High School is a targeted school. The 7th, 8th, and 9th grade students take exploratory career courses to explore college and career options. These courses have guest speakers that introduce students to different career fields. Also, the 8th grade students take a quarter of ROTC to expose them to the technical military careers. The Dupo High School is not a Title School. However, there are many college and technical education opportunities for credit for those students. The Dupo High School is also creating a Co-Op program during the 18-19 school year.

**How will the district fulfill the following:**

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

Bluffview Elementary utilizes the DIBELS to benchmark students three times a year. This data is analyzed and students that are score in the top percentiles are grouped for

Guided Reading to support and differentiate their ELA activities. This will allow them to be challenged in the classroom. There is a STEAM summer program offered to support student in science and math. The PTO provides after school enrichment program called, Evenings in Education, to extend the learning day. Bluffview has a Reading Counts program that differentiates reading for all students. It helps the gifted students to be challenged and to continue to grow and develop at their ability level. In the Jr. High and High School, advanced classes and honors classes are offered for gifted students.

**(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?**

The Dupo School District has a Technology Specialist, and a Media Specialist-Assistant Technology Coordinator. The District maintains a budget for each school library, which includes a digital content. The District maintains several subscriptions to a variety of academic and online references and resources. The District provides computers, Chromebooks, and other internet connected devices for staff and students. The library program is aligned with the ILS and the Common-Sense Media's Scope and Sequence Curriculum. The District has keyboarding skills, utilizes Microsoft Office, and Google Apps for Education at grades 4-12. The 4-6 grade students also focus on mastering the Google Chrome browser, Documents, Spreadsheets, and Presentation apps. The 4-12 grade students are provided school email accounts. Also, the Dupo Jr./Sr. High addresses digital literacy in English classes, and business and information processing classes. The Jr./Sr. High Library subscribes to the 3M Cloud Library consortium in conjunction with Illinois Heartland Library System. (IHLS) Students are given a mini workshop in accessing and using digital content.

**(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.**

Currently, Bluffview Elementary, due to budget cuts and lack of state funding, is unable to offer options for fine arts during the academic day. However, if funding is available for FY 19, Dupo School District is working to create a Music Program for the K-6 students at Bluffview Elementary. Currently, it does provide after school chorus and brings in a performing arts troupe in during the year. In addition, the PTO holds a talent night for students to demonstrate their talents in various art forms. The PTO has a program called Evenings in Education classes in various disciplines of which several are fine arts based for four weeks during the school year.

