

ILLINOIS STATE BOARD OF EDUCATION
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN

Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	Zion-Benton Twp. High School		
RCDT:	34-049-1260-17-0001		
Principal:	Dr. Chris Pawelczyk		
Address:	3901 21st Street		
City, ZIP code:	Zion, IL 60099		
Telephone:	847-731-9792		
Email address:	pawelczc@zbths.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2008-09	40.1%	N	Original School Wide = 8/27/09 2018 School Wide Plan = 12/20/18

DISTRICT INFORMATION

District Name/Number:	Zion-Benton Twp. High School District 126
Superintendent:	Dr. Chris Clark
Telephone:	847-731-9792
Email address:	clarkc@zbths.org

Chris M. Clark, Ed.D.
 Superintendent's Signature

December 20, 2018
 Date

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan and/or annual review:

NAME	REPRESENTATION
Dr. Chris Clark, Superintendent	District
Audrey Liddle, Chief School Business Official	District
Dr. Melissa DiGangi, Director of Teaching & Learning	District
Steven Richter, Director of Student Services	District
Dr. Sue Barker, Director of Special Education	District
Dr. Chris Pawelczyk	Building Principal ZBTHS
Dr. David Frusher	Building Principal NT@ZB
Socie Cantu	Parent
Pat Goodwin	Community
Syndy Nugent	Community
Donna Linder	Community
Nann Hilyard	Community
Julie Sexton	Teacher
Courtney LaStacy	Teacher
RaVonya Knight	Teacher
Becky Muff	Teacher
Jeff Burd	Teacher
Ryan Mitchell	Teacher

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

The following agencies/organization provide additional supports to the District 126 school wide programs:

1. Federal Level: Title I, Title II, Title IV, National School Lunch Program (Health & Wellness), V.E. Perkins (Vocational Training and Preparation), United States Navy (NJROTC Program and Student Leadership Development), E-Rate Funding (Telecommunications and Internet Access), Federal Lunch Program (Health & Wellness)
2. State Level: Bilingual Education (ELL Academic Services), State Free Lunch and Breakfast Program (Health & Wellness), General State Aid and Categorical Funding (Instructional Programming)
3. Local Level: Zion-Benton Public Library, Coalition for Healthy Communities, College of Lake County, Elementary Districts 1,3,6, Zion & Winthrop Harbor Police and Fire Departments, Lake County Health Department, Zion Family Resource Center, Youth for Christ, One Hope United

3. Conduct a comprehensive needs assessment of the entire school:
 a. Include a copy of the document used to conduct the assessment.
 See Attached.

4. Describe schoolwide reform strategies in narrative form to include the following:

- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards:

The district's instructional program is designed to ensure all students have access to a common, rigorous course of studies at each of its campuses. District courses are aligned to current Illinois learning standards and the Next Generation Science Standards. In addition, coursework is infused with intentional opportunities for students to develop relevant skills necessary to perform well on Illinois' required SAT assessment. Instructional technology is deployed throughout the district's programming,

providing all students with a Chromebook and online resources, including an online Learning Management System (Canvas). The utilization of one-to-one computing provides students an enriched learning experience and extends students' learning beyond the normal school day.

Zion-Benton Twp. High School is committed to ensuring all students have access to a common rigorous curriculum that prepares students to be college and career ready. As a result, all students are required to earn the following Carnegie Units for graduation: 4.0 in English, 3.0 in Math, 3.0 in Science, 3.5 in Social Science, 3.0 in Physical Education, .5 in Health, .25 in Driver Education, .5 in Computer Tech, 4.5 in Electives, and 1.5 Senior Core Electives, totaling 23.75 Carnegie Units. To meet the diverse academic needs within the school, ZBTHS coursework is provided via a tiered learning pathway system, although the curricular content of courses is largely common. Accordingly, as students gain skills to approach the course at a more advanced level, the district is able to ensure swift upward mobility and access to higher level coursework. In addition, the district is explicitly aiming to increase enrollment and provide more access to programming that prepares for post-secondary opportunities. For example, the district has added a variety of new Advanced Placement courses that cater to more diverse interests and needs, including AP Computer Science, AP Human Geography, and AP World History. In support of increasing and diversifying the students enrolled in AP coursework, the district has entered a partnership with Equal Opportunity Schools, a national organization specialized in this area. The district has also approved increasing enrollment by 50% at the Lake County Area Vocational Technology Campus to provide more students with access to programming that prepares them for post-secondary career and college options, and the district has added dual credit and transitional opportunities to the Zion-Benton Twp. High School campus, including the College of Lake County's English Composition course, Transitional Math courses, and Introduction to Business (FY19).

In addition to our regular education programming, the district also provides a number of programs to meet the needs of our Special Education and ELL students who require support outside of our regular education programming or in conjunction with our regular education programming. For example, in Special Education, the district employs a Director of Special Education, a Division Chair for Special Education, a Division Chair for Alternative Programming, two case managers, and a number of special services personnel and support staff, including but not limited to vocational coaches, social workers, psychologists, speech and language therapists, special education teachers, instructional aides, job coaches, program attendants, etc. These staff oversee and/or support the following educational programming: educational life skills, vocational skills, a therapeutic day school for emotional disabilities, co-teaching programming, self-contained programming, Teaching Appropriate Behaviors programming, transitional programming, etc. Likewise, the district provides ELL programming for our English learners, offering sheltered programming in all required academic coursework under the oversight of an ELL program coordinator and bilingual certified teacher. To provide additional support, these courses are also staffed with bilingual instructional aides, and students in these courses, as well as those ELL students in our regular education programming, are provided support through ELL Resource and after school tutoring.

As part of its instructional program, the district provides a number of additional supports to students to help them meet the challenging State academic standards, including on-site summer bridge programs in math, English, and team-building taught by certified personnel. Likewise, ZBTHS offers math and reading intervention courses during the school day taught by certified Math and Reading/ELA teachers. Students in need of additional Reading support utilize Achieve 3000, a reading intervention software, to assist with their literacy skill development. ZBTHS also offers math and writing labs during the school day facilitated by certified math and English teachers. These labs are also offered after school and staffed with certified personnel. Students who are struggling with their Math 1 or Math 2 course are provided the opportunity to extend the amount of time necessary to master math standards by continuing their first semester coursework into second semester coursework and second semester coursework into the summer in order to pass the yearlong course and be on track for Math 2 or 3 the

following school year. For students who have been identified as failing within the first nine weeks of school, ZBTHS offers a small guided study in lieu of study hall for personalized homework help and relationship building to help students get back on track. Students are assigned faculty advisors who serve as student advocates and provide or direct students to additional support. The district also employs a reading and math academic coach to assist students struggling with math or ELA skills.

Moreover, the district has additional monitoring processes and subsequent interventions in place to provide additional education assistance to its student athletes. Teachers submit weekly eligibility updates, and students requiring additional academic support are identified. Once identified, ineligible students must participate in athletic study tables staffed by certified personnel.

Lastly, for those students persistently struggling, the district employs Student Support Teams (SSTs) who meet regularly to discuss students referred by staff who have consistent academic and/or behavior struggles in one or more courses. These teams consist of each building's Assistant Principal or the District's Director of Student Services, a school psychologist, social worker, counselor, dean, and a representative from the district's attendance and safety office. Each team meets weekly to determine interventions for identified students and to discuss individual student progress.

In addition to these programs, the district provides a number of supports to its ELL and Special Education students. For example, as part of their individualized programming, many of these students receive academic support via Learning Resource Center, a small guided study hall with a certified Special Education teacher or ELL Resource, a small guided study hall with a certified Bilingual Education teacher and bilingual instructional aide.

- b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education:

Please refer to 4a.

District 126 adopted a new teacher evaluation program aligned to the Performance Education Reform Act (PERA) requirements, which is rigorous and aligned to the Charlotte Danielson Teaching Framework. As a result, administrators have noted a continual strengthening in the quality of instructional practice as they coach teachers through unannounced informal and formal observations and provide feedback.

In addition to its academic programming, the district offers student leadership development opportunities through a wide range of extra-curricular offerings and service learning activities. The Bee Leader Program, Rising Stars, Key Club, National Honor Society, Sister to Sister, Brotherhood of Extraordinary Young Men are several examples where leadership, student learning and service opportunities expand beyond the classroom.

Noteworthy is that the district was one of 447 districts across the country and Canada named to the College Board's 8th AP Honor Roll for its efforts in simultaneously increasing its diverse representation in and success with its AP courses. The district's NJROTC unit was also recently named number one unit in the country.

- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Please see 4a and 4b.

For students who enter below readiness levels and who struggle academically while enrolled in the instructional program, the district provides a number of supports and opportunities for students to receive instructional support. For example, the district offers a number of transitional summer bridge programs for those students who will be entering high school deficient in literacy and math, including

our Summer Hive program, our Summer Stinger program, and our Summer Honeycomb program. These programs provide non-cognitive support, with a focus on team-building and study skills, as well as cognitive skill development in literacy and math that prepares students for their respective coursework. In addition, for those students who do not demonstrate proficiency through these programs, ZBTHS provides literacy support and math support through its freshman intervention courses, Interactive Language Skills and Math 1 and Math 2 Extension. Regardless of academic proficiency levels, for those freshman students struggling to maintain their grades, ZBTHS also offers small guided study courses (in place of a study hall) where small groups of students (6-8) can receive cognitive and non-cognitive support via a certified teacher to help them get back on track.

The district uses a number of indicators throughout students' careers in the district to identify students at risk of failure. For example, prior to entry, the district examines students' level of readiness based on their middle school PSAT and Measure of Academic Progress (MAP) performance data to identify students who might need more academic support starting the freshman curriculum. Once enrolled and attending the district, the district uses Freshman On Track, a locally established metric, to identify students at risk of failure and to provide subsequent counseling and/or academic support. Principals, division chairs, and counselors continue to monitor academic progress throughout each school year, regularly assessing grades and holding individual meetings or designing program support when a collective need presents. In addition to grade data, the district utilizes assessment data, including College Board's SAT Suite of Assessment data and locally developed and implemented PERA assessment data to identify appropriate placement and determine interventions and supports.

Students who are at risk of dropping out due to failing courses are able to complete online credit recovery coursework before and after school to make up credits. Those who are significantly behind are placed in the district's Project Recover Program where they work with a teacher and team of instructional aides to complete a suite of specific online courses in order to return to regular programming and/or to meet graduation requirements.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

While academic achievement outcomes are often a result of academic struggles, the district is mindful that academic struggles can occur as a result of social-emotional struggles students may be facing. As a result, the district employs two full-time psychologists, seven social workers, nine counselors, and one speech and language therapist. These certified staff, along with trained teachers, provide counseling and support through a number of avenues and programs. For example, the district runs a Student Assistance Program, developing programs based on assessed needs. To date, the district has developed a number of groups to support student needs (e.g., anger management, incarcerated parents, grief, resiliency, SPARKS, eating disorders, concerned persons, etc.). Likewise, through its academic elective program requirements, as well as extracurricular and athletic offerings, the district values and provides programming to support the development of a well-rounded student.

Within our system, we also monitor a number of non-cognitive indicators that help us proactively identify students at risk of failure, including various attendance, behavioral, and social-emotional data points. Personnel within our Attendance and Safety, Student Services, and Deans offices use this data as a point to inform Student Support Team recommendations and to communicate with parents, students, and faculty regarding concerns. At the teacher level, teachers monitor and document academics and behaviors, with a number of outlets and processes to identify students who might be in need of interventions, including but not limited to, our behavioral referral process, Student Support Team (SST) intervention process, and Student Assistance Program (SAP) recommendations. The district also offers Text a Tip and Anonymous Alerts messaging systems whereby students can reach out for emotional support/intervention or report their concerns about a fellow student's well-being.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

Once enrolled, students receive support and services from a college and career counselor campus, as well as their primary counselor. Working with counselors and advisors, students learn of options and opportunities related to college and career via completing the Career Cruising inventory and via adult advisement. They also complete advisory coursework in Naviance, a comprehensive K-12 college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary options. Through Naviance and other Student Services surveys/needs assessments, ZBTHS has amended and expanded its course offerings to meet student needs and interests. Through counselors and advisors, as well as through their teachers, students learn about ZBTHS's expanded AP opportunities, expanded Dual Credit opportunities and transitional academic courses (e.g., College of Lake County Transitional Math), and Tech Campus vocational programming opportunities, many of which offer certification and/or dual credit with The College of Lake County. District 126 also partners with the TRIO Program via the College of Lake County, which provides free college advisement, college visits, college application and scholarship advisement, test prep, etc.

As a whole, the district currently has implemented a concerted effort to increase AP, dual credit, and Tech Campus vocational programming access for students, increasing by 50% the number of spots available for our Tech Campus vocational programs and added dual credit and AP offerings over the last several schools years to meet diverse learning needs and interests. During Summer School 2017, the district also piloted summer dual credit courses with The College of Lake County. The summer pilot was successful and continued for Summer School 2018. In addition, to help expose all students to a number of choices, the district has developed programming specifically related to post-secondary options. For example, beginning their freshman year, all students will take a trip with their advisor and district counselors to a college to learn about requirements, offerings, and post-high school life at the college level. Beginning in 2016-17, for example, freshman students attended one college or university in Illinois or Wisconsin. The district continues to encourage college visits later in the high school career, allocating both a day in the fall and spring to voluntary college visits and coordinating several additional trips or in-house college presentations. In addition, it offers an annual college and career fair, hosting over 75 colleges and universities on an evening.

ZBTHS offers a number of opportunities and supports to meet diverse learning needs and interests in academic and career and technical fields through our programming and a variety of instructional strategies. Of the many opportunities the district provides, its programming includes coursework in Business, Marketing and Computer Education, Technology and Engineering Education, Family and Consumer Education, and Industrial Technology. These programs emphasize relevant, hands-on learning opportunities within the respective fields. For example, students enrolled in Electricity and Electronics, Woods, and Metals collaborate on a multi-course integration project to plan, create, and evaluate a construction project. Spanning beyond the classroom, the district offers various internship opportunities, cooperative work experience, and job training programs. In addition to in-district programming, District 126 also supports student enrollment at the Lake County Area Vocational Tech Campus. Regarded as one of the best career and technical education training programs in the midwest, the Tech Campus enrolls students from 22 districts in Lake County and provides students opportunities to earn high school credit, college credit, work experience, and a variety of certifications. Programming includes opportunities in Architecture & Construction, Arts, A-V Technology & Communications, Business & Administration, Education & Training, Health Science, Hospitality & Tourism, Human Services, Law, Public Safety, Corrections & Security, Manufacturing, and Transportation & Logistics. Likewise, ZBTHS works with its local partners and employers to provide internships, offer student scholarships, provide support services, and collaborate on school or community-based projects.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

The district utilizes a Response to Intervention model. Professional development activities and the teacher evaluation instrument provide training on effective Tier 1 interventions at the classroom level. The district's discipline policies and procedures are fully aligned to SB100, meaning additional efforts are made to reduce exclusionary practices and students who are excluded complete a reentry process in order to process and learn from their poor choice(s). Those students in need of additional academic supports, are provide Tier 2 interventions via specific remediation courses, daytime labs, and/or guided study. Those students in need of additional behavioral supports, receive counseling and/or social work service designed to redirect negative behaviors. Students are also offered to participate in group counseling sessions or the district's Student Assistance Program. Students whose behaviors continue to escalate have been provided a 60-day diagnostic evaluation to determine if the student has an unidentified disability that qualifies for special education services under IDEA. Those students found eligible under IDEA are assigned a case manager and IEP team. Other students who are identified as needing behavioral assistance who make insufficient progress in modifying their behaviors are assigned to a Student Success Team previously mentioned (see 4A and 5 above) so that appropriate interventions can be deployed.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

The district has a Board approved multi-year strategic plan for improvement that identifies specific goals and action plans to strengthen academic programs and improve school conditions for student learning. As an important part of the plan, the district works diligently to provide teachers with professional learning intended to strengthen the academic program and support learning within the classroom. Utilizing teacher evaluation data, student achievement data, staff feedback, and administrator feedback, the district has developed district-wide professional development to help equip staff to continue to develop their curriculum, instruction, and assessment practices; manage student behaviors; and provide greater student engagement and cultural responsiveness. For example, major focuses include the Common Core State Standards Math practices and professional learning around the Charlotte Danielson Framework--its components and specific elements--with specific emphasis on classroom management, using questioning and discussion techniques, engaging students in learning, using assessment in instruction, and meeting diverse learning needs (social-emotional and culturally responsive practices). At the district level these topics were determined based on the various data sources outlined above, and each year the district seeks proposals from administrators and certified staff to provide sustained workshop series over the district's three institute days to allow staff to develop in areas most relevant for their current level of practice and specific to the needs of their positions.

At the building level, the principal and supporting administrators develop programming for building-level school improvement times based on individual, department, or school needs. Again, similar building-level data sources are used to inform each school's weekly or monthly programming.

In alignment with the district's data-informed, research-based approach to its district- and building-wide professional development programming, the district offers a variety of district- and building-level opportunities at all times of the year for staff to strengthen their instructional expertise and become involved in the decision-making process regarding academic programming. For example, the district offers and/or supports staff participation in a number of professional learning opportunities that occur outside the school day, including, but not limited to, a variety of in- and out-of-district summer professional development opportunities, in-district course programming options (e.g., ZB University), district- or building-level committees (e.g., School Improvement Planning, Instructional Practices

Committee, Equity and Access Task Force, Culture and Climate Committee, etc.), and relevant out-of-district professional development opportunities (e.g., AP conferences and various content and professional learning conferences, etc.). To encourage continuous professional learning at all levels, the district provides tuition reimbursement for approved courses and programs.

Illinois is currently experiencing a significant teacher shortage. In order to recruit and retain effective teachers, particularly in high needs subjects, building administrators begin recruitment early, attend recruitment fairs, communicate with colleges and universities, and/or communicate within their respective content area networks. Once on board, teachers are provided a mentor, enrolled in a two-year mentoring program, and provided professional development opportunities as outlined above in order to strengthen their instructional practices and to lend support that fosters a long-term relationship with the district.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

We are a high school district so this is not applicable.

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

Zion-Benton Twp. High School
Title I Schoolwide Plan Needs Assessment
December, 2018

District 126's Title I Schoolwide Plans are a synthesis of the District's Strategic Plan for Improvement, District Improvement Plan, School Improvement Goals, Title I Plan, and Consolidated Application. All components of the Title I Schoolwide Plans are designed to, in concert, address the academic, social, and emotional needs of District 126 students and reflect the input of District 126's various stakeholders. This systematic, holistic approach to school improvement provides significant opportunities for District 126 students to reach their maximum potential in and beyond high school. The following needs assessment is an integral component of the schoolwide planning process.

Through school year 2015-16, all District 126 schools administered two EPAS tests to all freshmen, sophomores, and juniors in the fall and the spring in order to comply with Response to Intervention (RtI) universal testing requirements and to identify areas of academic strengths and weakness. The State of Illinois also added PARCC as a state required assessment for 2015 and 2016. PARCC was administered to freshmen only, but Illinois determined to discontinue PARCC and moved from ACT to SAT for juniors beginning spring 2017. As a result of this transition, the District chose to locally fund the administration of the ACT to all juniors in the spring of 2017 on a Saturday in addition to administering the state required SAT to all juniors during the school day. Illinois has now fully transitioned to solely using the SAT for junior year high school assessment.

Staff members receive ongoing training in revising curriculum and assessments to align to the Illinois Learning Standards, which are based on Common Core and Next Generation Science Standards. With the transition to the SAT, staff continues to refine curriculum to incorporate developing skills specific for success on the SAT. Division chairs, working with their teachers, continue to align formative and summative assessments to the revised curriculum as well. Training in the utilization of Mastery Manager, Canvas, and other programs that support the collection and analyses of data is provided through departmental meetings and inservice time.

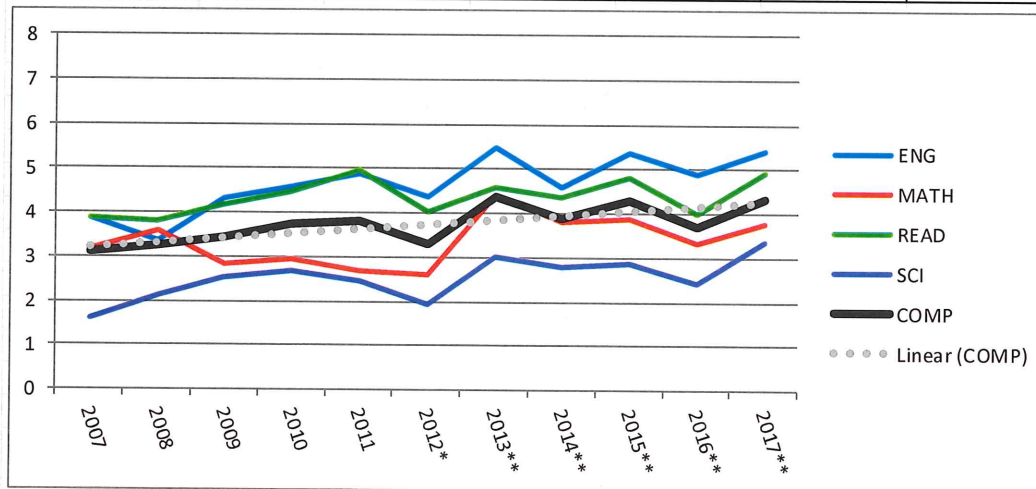
Assessment data are also utilized in order to make decisions about appropriate student placement. As students master the standards imbedded in the revised curriculum, and data demonstrates achievement gains, students are moved up to higher level learning pathways/courses that provide more challenging rigor in order to best prepare students for opportunities after high school.

In addition to academic assessments, ZBTHS also assesses student behaviors on an ongoing basis. Systems are deployed to monitor discipline referrals, tardies, and attendance. The principal, working with the assistant principal, the director of safety and attendance, and the deans, develop strategies to improve attendance and decrease tardies and disciplinary occurrences in order to ensure a safe school environment conducive for learning. All school discipline policies have been aligned to the recently adopted Senate Bill 100, which limits the amount of time and reasons for which students can be suspended from school and requires a more thoughtful reentry process when students return. As a result, absences for suspension has been reduced.

Recent educational reform policies/laws have shifted a long-standing focus away from student academic attainment, which was the primary goal measurement under No Child Left Behind's Adequate Yearly Progress (AYP) requirements, to student academic growth as the primary goal measurement. Congress voted to replace No Child Left Behind (NCLB) with the Every Student Succeeds Act (ESSA) legislation. ESSA reflects an emphasis on considering multiple factors when determining a student's readiness for college and career. ESSA's system of metrics is complex and is currently evolving as the Illinois State Board of Education transitions to fully implementing all components of their ESSA plan.

District 126 has, for many years, measured student year over year academic growth via EPAS/ACT assessment results. Beginning with 2017, the District utilized performance on the SAT suite of assessments, utilizing 2017 performance as a benchmark year to track assessment performance throughout a student's high school career. In the meantime, the chart below depicts ZBTHS' longitudinal gains over time beginning with the Class of 2007 through the Class of 2017. The data represent students for whom the District has both EXPLORE and ACT scores. The gray dotted trend line shows that ZBTHS students have gained 1.25 points of growth on their Composite since the Class of 2007 in spite of expanding the testing pool to include all juniors in the testing cohort beginning in 2012 as compared to including only those students who earned junior level credit status in years 2007 through 2011.

EXPLORE to ACT-STATE Growth						
ZBTHS MATCHED STUDENTS - All Credits						
Grad Year	ENG	MATH	READ	SCI	COMP	Count
2007	3.88	3.20	3.88	1.60	3.10	331
2008	3.38	3.58	3.80	2.12	3.24	334
2009	4.33	2.85	4.21	2.53	3.46	290
2010	4.61	2.96	4.51	2.69	3.73	344
2011	4.92	2.70	4.99	2.46	3.80	366
2012*	4.39	2.63	4.03	1.93	3.29	422
2013**	5.49	4.40	4.61	3.04	4.38	421
2014**	4.61	3.80	4.37	2.81	3.88	394
2015**	5.39	3.88	4.84	2.90	4.30	384
2016**	4.91	3.33	4.01	2.45	3.70	398
2017**	5.41	3.77	4.96	3.36	4.35	378
GOAL	5.00	5.00	6.00	4.00	5.00	



*Includes original cohort tested as 4th year students

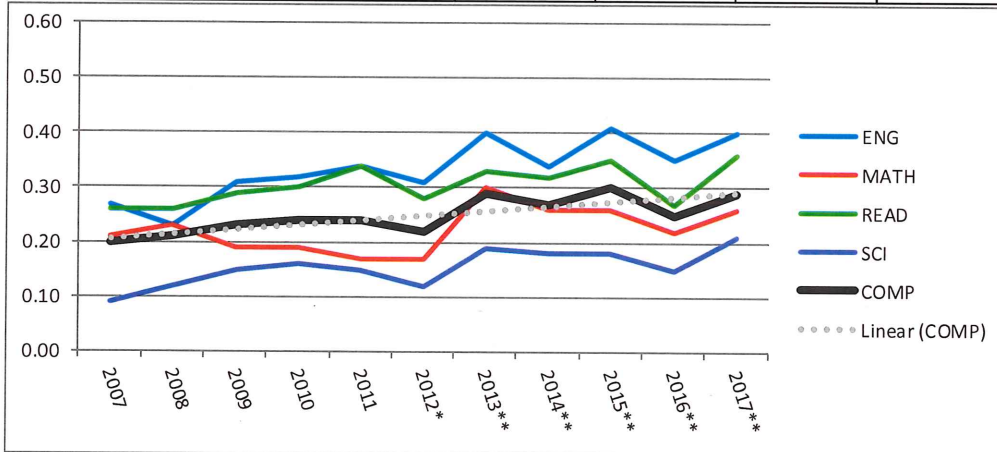
**Includes All students with less than 14 Junior Credits

It should also be noted that in 2015, the Class of 2016 ACT assessment was moved up six weeks from the time of year it had been historically administered contributing to a dip in the 2016 scores.

The Growth from Entry Measurement (GEM) is another data point the District has relied upon when analyzing student growth. GEM is simply a percentage increase in the ACT scale scores from an initial assessment to a later one and, importantly, takes into account the variances in student readiness and assessment performance when entering the District. The GEM "Goal" listed in the following chart is calculated based on the EXPLORE College Readiness Benchmarks in comparison to the ACT Benchmarks for all students who have taken both assessments (matched students).

A comparison of the Class of 2007 GEM to the Class of 2017 GEM reveals noteworthy improvements in students' growth from entry. In 2016, ZBTHS's Class of 2017 exceeded its GEM goal in English and Science and was close to reaching its GEM goals in all other subjects. The Class of 2017 tied the second highest GEM in English of all cohorts, tied for second highest in math, the highest in reading, the highest in science, and second highest composite. The negative impact of an earlier administration of the Class of 2016 ACT is reflected in the Class of 2016 data. Also noteworthy, is that academic growth has occurred during a time when ZBTHS's low income population has grown from 33.2% in 2007 to 60.5% in 2018. Research demonstrates a strong correlation exists between higher poverty and lower student academic achievement.

EXPLORE to ACT-STATE GEM						
ZBTHS MATCHED STUDENTS - All Credits						
Grad Year	ENG	MATH	READ	SCI	COMP	Count
2007	0.27	0.21	0.26	0.09	0.20	331
2008	0.23	0.23	0.26	0.12	0.21	334
2009	0.31	0.19	0.29	0.15	0.23	290
2010	0.32	0.19	0.30	0.16	0.24	344
2011	0.34	0.17	0.34	0.15	0.24	366
2012*	0.31	0.17	0.28	0.12	0.22	422
2013**	0.40	0.30	0.33	0.19	0.29	421
2014**	0.34	0.26	0.32	0.18	0.27	394
2015**	0.41	0.26	0.35	0.18	0.30	384
2016**	0.35	0.22	0.27	0.15	0.25	398
2017**	0.40	0.26	0.36	0.21	0.29	378
GOAL	0.38	0.29	0.40	0.20	0.31	



*Includes original cohort tested as 4th year students

**Includes All students with less than 14 Junior Credits

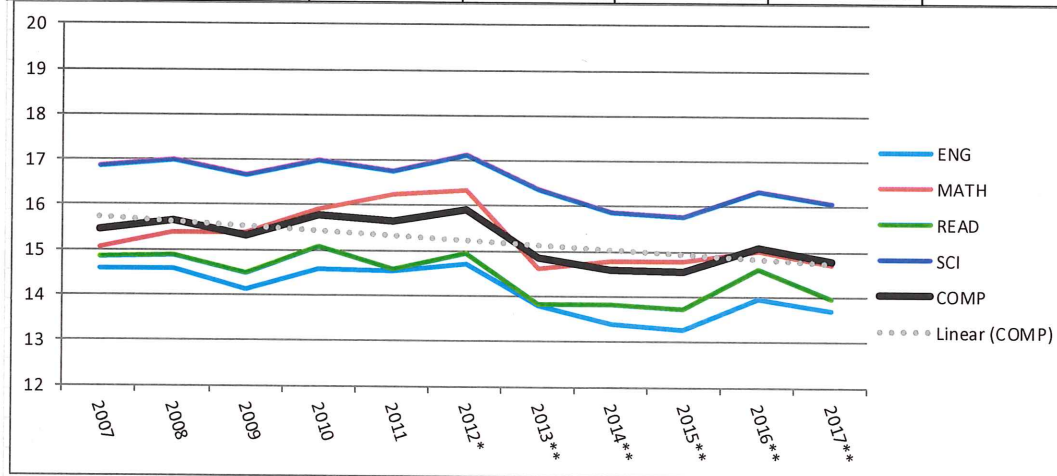
It is important to note that EXPLORE high school placement scores for incoming ZBTHS students did not rise, but rather lowered/declined from the Class of 2012 to the Class of 2017 (see below chart). Sender elementary schools are experiencing the same academic challenges that occur with a growth in mobility and low income. Two factors may also have contributed. First, the District started including students for ACT testing who possessed less than 14 credits and/or included 4th year students who didn't qualify to test their junior year in 2012. Secondly, about 100 of ZBTHS "College Prep" level students transferred to the New Tech Campus. Whatever the causes, the Composite score for incoming ZBTHS students dropped by nearly a point. Thus it could be assumed that these cohorts' ACT scores junior year would be negatively impacted.

The average of the 8th grade EXPLORE Composite mean score for the six years prior to the change in who was included in the testing was 15.63. The mean/average score for the following years' cohorts, after the changing criteria for students to be included, is lower. This illustrates that the school's final ACT score is

dependent to some degree on the incoming EXPLORE score and thus the most useful measure of success is growth from one point in time to another as depicted in previous charts/graphs.

INCOMING 8th GRADE STUDENT EXPLORE SCORES

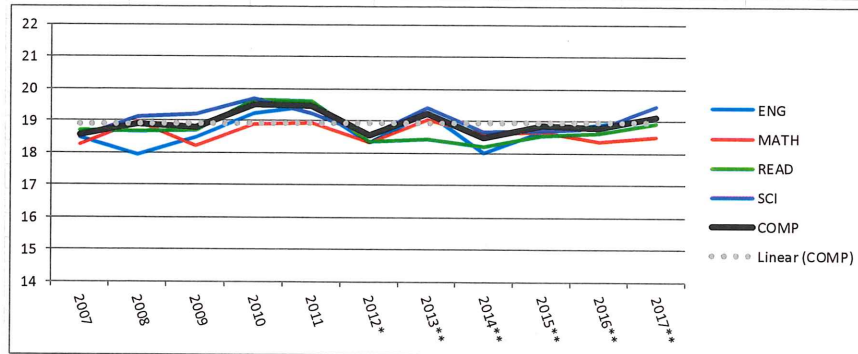
8th GRADE EXPLORE MEAN						
ZBTHS MATCHED STUDENTS - EXPLORE TO ACT-STATE						
Grad Year	ENG	MATH	READ	SCI	COMP	Count
2007	14.61	15.07	14.86	16.88	15.47	331
2008	14.59	15.39	14.88	17.01	15.66	334
2009	14.15	15.38	14.50	16.68	15.32	290
2010	14.61	15.93	15.10	17.01	15.77	344
2011	14.56	16.25	14.61	16.79	15.65	366
2012*	14.73	16.36	14.96	17.13	15.91	312
2013**	13.80	14.64	13.83	16.37	14.86	421
2014**	13.42	14.78	13.84	15.87	14.61	394
2015**	13.29	14.78	13.73	15.80	14.56	384
2016**	13.97	15.03	14.63	16.34	15.09	398
2017**	13.70	14.74	13.96	16.08	14.79	378
GOAL	13	17	15	20	16.25	



*Includes original cohort tested as 4th year students
 **Includes All students with less than 14 Junior Credits

Given the drop in entry EXPLORE scores for incoming ZBTHS students beginning with the Class of 2013, it would not be surprising to see a resultant drop in ACT scores junior year that generally coincides. However, ZBTHS's most recent composite score (see below) is higher than the first recorded composite scores. In other words, ZBTHS experienced similar performance while assessing a broader range of students and an increasing population of low income students. While ZBTHS's ACT mean scores appear to be relatively flat, growth per student increased given students' lower entry scores. Even with the changes in which students entered and were assessed, the trend line for the mean scores (dotted line) slightly increased, which is encouraging given the challenges previously addressed. Nonetheless, the District remains very concerned that students need to demonstrate they are high school and college ready as they matriculate through school and efforts and initiatives will continue to this end.

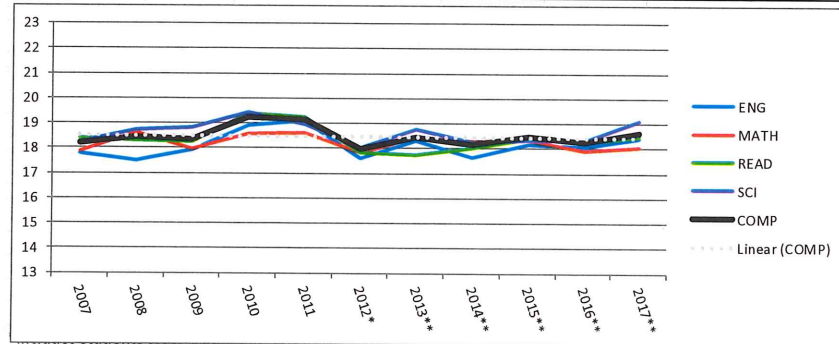
ACT-STATE MEAN						
ZBTHS MATCHED STUDENTS EXPLORE TO ACT-STATE - All Credits						
Grad Year	ENG	MATH	READ	SCI	COMP	Count
2007	18.49	18.27	18.70	18.47	18.57	331
2008	17.97	18.97	18.68	19.14	18.90	334
2009	18.49	18.23	18.70	19.21	18.78	290
2010	19.22	18.90	19.64	19.70	19.50	344
2011	19.48	18.95	19.60	19.25	19.45	366
2012*	18.35	18.32	18.38	18.54	18.56	422
2013**	19.29	19.04	18.44	19.41	19.25	421
2014**	18.03	18.58	18.21	18.68	18.49	394
2015**	18.68	18.66	18.57	18.70	18.86	384
2016**	18.89	18.36	18.64	18.80	18.79	398
2017**	19.11	18.51	18.92	19.45	19.14	378
GOAL	18	22	21	24	21.25	



*Includes original cohort tested as 4th year students
 **Includes All students with less than 14 Junior Credits

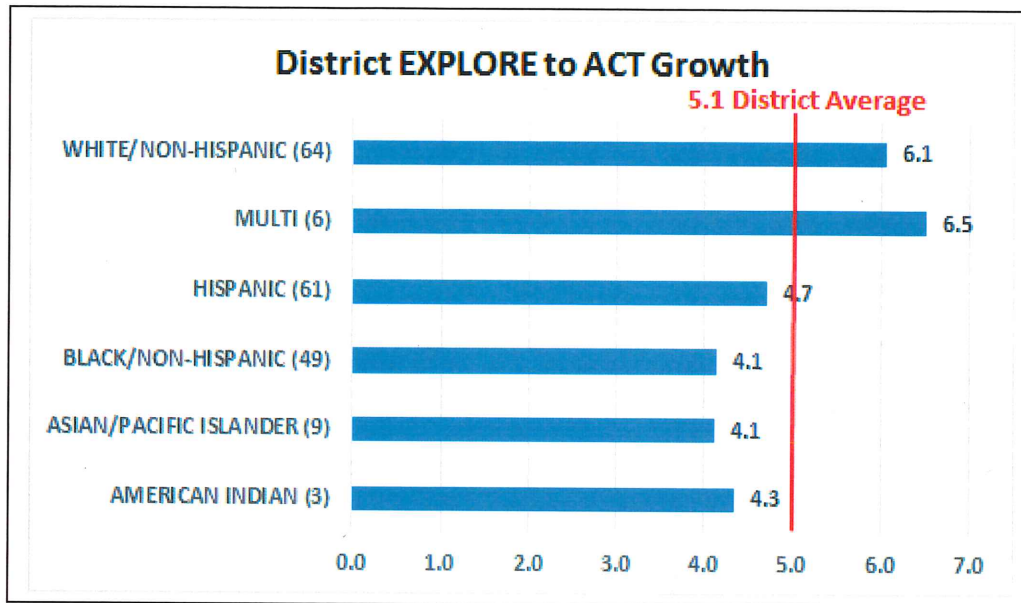
The average ACT scores for all students (not matched to EXPLORE scores) show a similar incremental increase over time. The dotted line represents the linear trend for the Composite score from the Class of 2007 to Class of 2017. Again, beginning with the Class of 2013, the District switched to testing all juniors regardless of credit status.

Junior Spring ACT-STATE							
ZBTHS ALL STUDENTS							
Grad Year	Test Date	ENG	MATH	READ	SCI	COMP	Count
2007	4/1/2006	17.77	17.86	18.38	18.24	18.19	446
2008	4/1/2007	17.51	18.64	18.29	18.73	18.43	451
2009	4/1/2008	17.94	17.97	18.24	18.81	18.35	406
2010	4/1/2009	18.89	18.59	19.40	19.41	19.22	446
2011	4/1/2010	19.08	18.63	19.25	18.96	19.12	460
2012*	4/1/2011	17.59	17.84	17.81	18.02	17.96	559
2013**	4/1/2012	18.32	18.44	17.73	18.78	18.46	577
2014**	4/1/2013	17.66	18.29	18.03	18.27	18.17	505
2015**	4/1/2014	18.14	18.34	18.38	18.35	18.47	531
2016**	3/3/2015	18.05	17.91	18.26	18.29	18.24	522
2017**	4/1/2016	18.40	18.08	18.49	19.10	18.63	510
Benchmark		18	22	21	24	21.25	



*Includes original cohort tested as 4th year students
 **Includes All students with less than 14 Junior Credits

Although the District offered a free ACT to all juniors in 2017, only 229 took advantage. Of those students, 192 had both an EXPLORE and ACT score, which revealed the below growth metrics. The district average was 5.1, which is just above ACT's standard for excellent growth from EXPLORE to ACT.

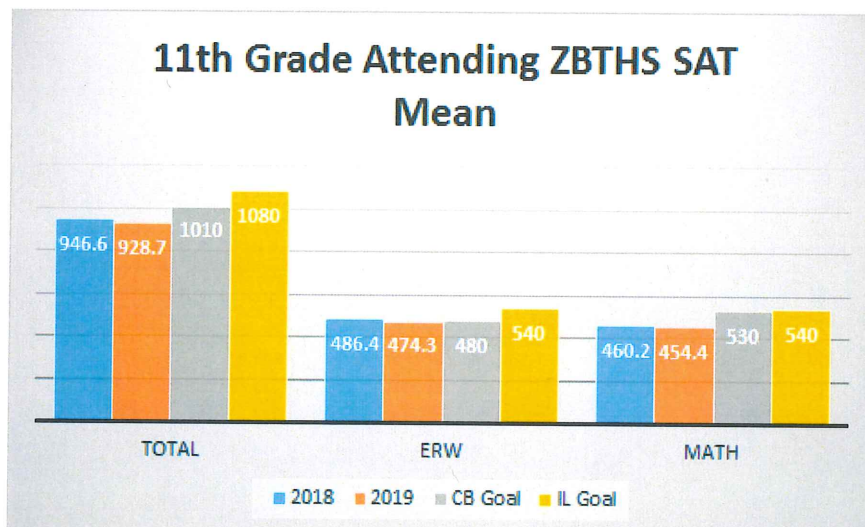


Again, growth over time is what the new ESSA legislation will focus on; however, it will take a couple more years before multi-year College Board assessment data (PSAT-8/9, NMSQT, SAT) is available at all grade levels given the transition from ACT to SAT.

Transition from ACT to SAT

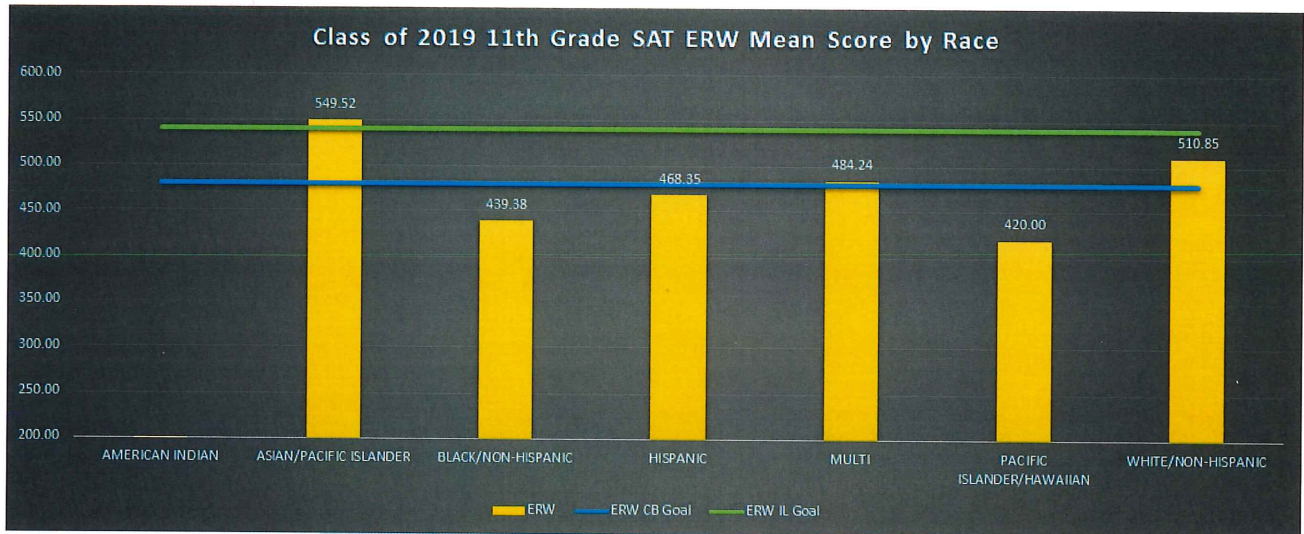
As previously stated, Illinois discontinued its use of the ACT for its state required high school assessment and transitioned to the College Board's SAT assessment beginning the spring of 2017. Thus, the 2017 SAT served as preliminary benchmark data as the district begins a similar historical analysis of performance on Illinois' new required high school assessment.

ZBTHS's results for the Class of 2018 (2017 test) and Class of 2019 (2018 test) on the College Board's SAT appear in the following bar charts:

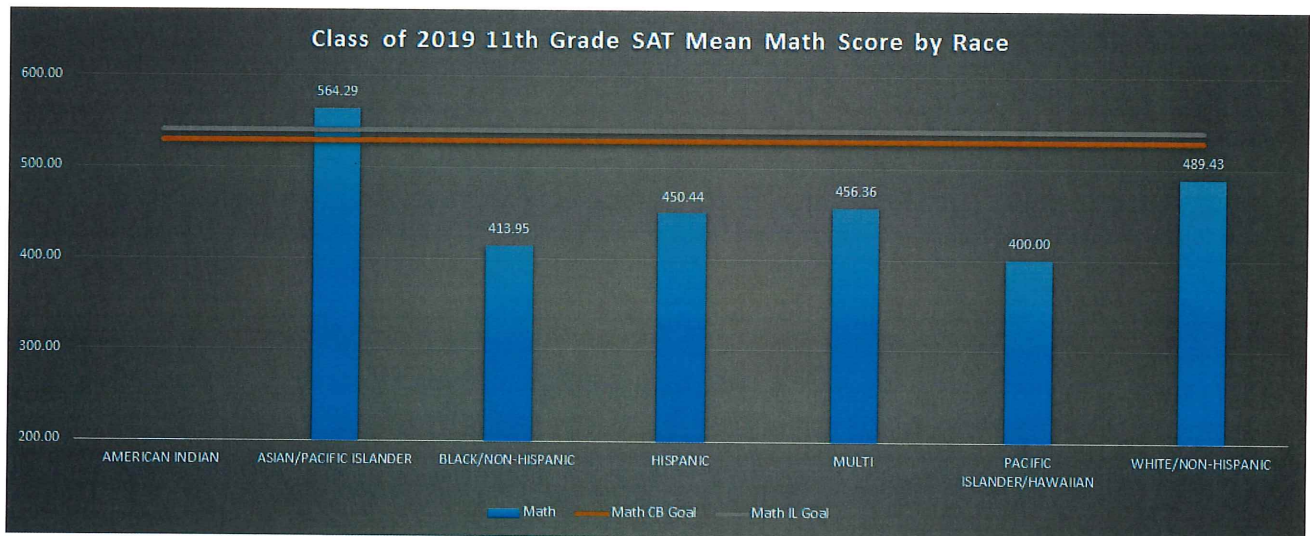


The Class of 2019 scored lower in both Evidence-Based Reading and Writing (ERW) (-12.13 points) and Math (-5.81 points) than the Class of 2018. However, as other data show, the Class of 2018 had a higher high school entry, while the Class of 2019 grew more from their Fall PSAT to the actual SAT.

As part of District 126’s Strategic Plan for Improvement, District 126 analyzes performance by race as a means of identifying needed and appropriate resources to close the achievement gap. Below are the ERW scores for the ZBTHS Class of 2019 disaggregated by race. The College Board sets an ERW benchmark of 480 for junior students to be college ready.



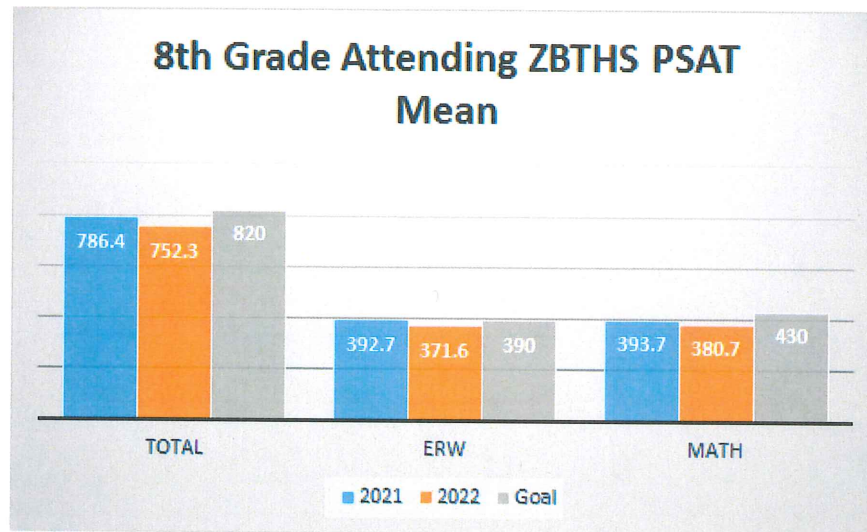
Similarly, below are the Math scores for the ZBTHS Class of 2019 disaggregated by race. The College Board sets a Math benchmark of 530 for junior students to be college ready.



The College Board’s growth metrics expect a growth of 20-30 points from one grade level assessment to the following year’s assessment. Thus, gaps of 40 to 60 points among groups represent a two to three year difference in readiness. Thus the focus in District 126 on closing the achievement gap upon students’ entry via strategic planning and deployment around professional development, interventions, and additional resources.

Examining the entry data for our incoming freshman and our current sophomores at ZBTHS, there is a clear decrease in ERW for our incoming freshman, with the Class of 2022 entering 21.77 points lower than the

Class of 2021. Based on College Board's growth projections for those students who enter on track to be college and career ready, 20 points is the expected growth over the course of an entire school year. Accordingly, there will need to be a significant focus on literacy support and literacy skill-building to support the Class of 2022, our current freshmen. Likewise, scores in Math also decreased, with the Class of 2022 entering 13.21 points lower than the Class of 2021. Again, this decrease could be significant in the support the Class of 2022 may need in Math. As a whole, both classes come in below the benchmark to be college and career ready in Math while the Class of 2021 just met the benchmark for ERW.



Drawing conclusions when comparing two different assessments is difficult. Nonetheless, when comparing how students who took both the spring 2017 SAT and ACT, a greater percentage of students met the College Board's SAT benchmarks than those who met the ACT benchmarks. The percentage of students who met ERW on the SAT was greater than the percentage of students who met the ACT combined ENG, RDG, and SCI benchmarks. The percentage of students who met MATH benchmarks, however, was greater for the ACT.

SAT (April 5, 2017 data from College Board-Schools could elect one of two dates)			
Institution	% Met ALL Benchmarks	% Met ERW	% Met Math
District	18.5%	50.1%	19.8%
State	37.4%	60.4%	39.5%
New Tech High At Zion-Benton East - 144516	16.4%	65.8%	17.8%
Zion-Benton Township High School - 144515	18.8%	48.0%	20.1%

ACT Data (2016 School Report Card)					
Institution	% ALL Benchmarks	% Met ENG	% Met RDG	% Met SCI	% Met Math
District	13.9%	55.0%	29.2%	20.7%	25.2%
State	25.1%	61.9%	40.3%	34.3%	39.7%
New Tech High At Zion-Benton East - 144516	11.1%	74.1%	37.0%	18.5%	32.1%
Zion-Benton Township High School - 144515	14.2%	52.6%	28.6%	21.0%	24.3%

Composite Score Comparisons			
	District	ZBTHS	New Tech
SAT	950	946	976
ACT	18.8	18.7	20

Complicating matters further is Illinois' recent announcement that it set its own college readiness benchmark expectations, which will be higher than the College Board's. This decision has been met with significant push back from school districts across Illinois who believe the state's decision to make these adjustments is

so that the percentage of students meeting standards will more closely align to the percentage of elementary students meeting PARCC standards.

<u>Benchmarks</u>	<u>ERW</u>	<u>Math</u>	<u>Composite</u>
College & Career Ready: College Board	480	530	N/A
Illinois (effective 2017 State Report Card)	540	540	N/A

Needs Assessment Summary

The District believes ZBTHS’s data trends demonstrate that the school’s efforts towards curriculum and instructional improvements aligned to the Illinois State Standards and ACT College and Career Readiness Standards (ACT CCRS) and other supportive systems have moved Zion-Benton Twp. High School’s academic achievement in a positive direction. The Class of 2013 was the first class to experience the comprehensive changes of the integrated, ACT CCRS aligned curriculum. The District’s intent is to continue to build on the initial momentum achieved through its enriched curriculum by infusing additional rigor through the Common Core and Next Generation Science Standards and by continually refining the curriculum to incorporate preparation for the state’s new assessment—the SAT. Students will be exposed to more complex texts, make logical inferential conclusions, and do more extensive writing supported by research and evidence. Students will also be able to take advantage of the many online SAT preparatory resources that are available free of charge. A holistic coordination of local, state, and federal resources will continue to be implemented in order to maximize opportunities for students to experience academic success.