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§1114 SCHOOLWIDE PROGRAM REQUIREMENTS

- A. **COMPREHENSIVE NEEDS ASSESSMENT of the entire school §1114(b)(6)** Summarize the result of your 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:

Proficiency on state and local assessments demonstrates the need to further support core instruction and intervention services for students who are at-risk of failing and especially students from poverty, minority subgroups, and English learners. Both proficiency and growth in literacy and mathematics are targeted as measures of improvement.

- B. **Coordination and Integration §1114(b)(5)**

What are the federal, state and local services, resources and programs that will coordinate with or support this Schoolwide Plan (e.g. counseling, school-based mental health programs, specialized instructional support services, mentoring services, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, schools implementing comprehensive support and targeted support and improvement activities under 1111(d), and other strategies to improve students' skills outside the academic subject areas)

In addition to literacy and math supports, we will begin to include behavior supports to reduce referrals and suspensions. Other supports include TeamMates mentoring, support from our nutrition services that works to enhance proper nutrition, and 21st Century after-school programs. This coordination of supports allows us to address not just the academics but the social, emotional, and behavioral needs of our students, particularly our at-risk students.

- C. **Strategies-Opportunities for all Children §1114(b)(7)(i)**

Describe the strategies that the school will be implementing to 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

In addition to the supports mentioned in section B (above), we will also focus on continual professional development (weekly release, PLCs and learning teams, as well as district-wide opportunities (known as Council Bluffs University catalog offerings and Summer Academy conference-formatted sessions). It is through these unique, relevant, and on-going opportunities (both at the building and at the district level) that teachers learn the strategies that are most effective in addressing the learning and social-emotional-behavioral needs of students who are most at risk; particularly students from our various subgroups.

- D. **Strategies – Method and Instructional Strategies §1114(b)(7)(ii)**

Describe the 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

1. Time spent with each teacher on instructional practice.
2. Number of interactions with each teacher for the year.
3. Amount of time spent watching the educator teach.
4. Amount of time talking with the teacher about lessons
5. Amount of time planning with the teacher, in PD sessions and PLC's.

6. Purchase of PLC books for all Teachers
7. Celebration of students completing MAP Testing/As well as Statewide Assessments
8. Provide Behavior Specialists with chromes to be housed in their classrooms for student use
9. FAFSA nights with Teachers/Parents and Students

E. Strategies- Students at risk §1114(b)(7)(iii)

Describe the strategies used to 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, through activities which may include:

(Check the box and respond to all that apply)

- (I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

As mentioned above, this year we will use a portion of our Title I funding to support behavior specialists that will help to support the social-emotional-behavior needs of our most at-risk students and with the end result of keeping students in the classroom, focused and productive.

- (II) 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);

NA

- (III) 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.);

See Section I

- (IV) 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; and

As mentioned above, professional learning will be a major focus of our school improvement efforts. These include weekly release, PLCs and learning teams, as well as district-wide opportunities (known as Council Bluffs University catalog offerings and Summer Academy conference-formatted sessions). Again, it is through these unique, relevant, and on-going opportunities (both at the building and at the district level) that teachers learn the strategies that are most effective in addressing the learning and social-emotional-behavioral needs of students who are most at risk; particularly students from our various subgroups.

(V) strategies for assisting preschool children in the transition from early

childhood education

NA

F. Parent and Family Engagement §1114(b)(2) and §1116

Describe how the school will involve parents and family members in the development and evaluation of this plan; planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance; programs the reach parents and family members at home, in the community, and at school.

A portion of our Title I funds are set aside for parent activities that include opportunities for parents to come to our school and review the curriculum being received by their children (curriculum nights) as well as learning ways they can help their children succeed both academically and socially/behaviorally. Please see section D

G. Consolidated Programs 1114(b)(7)(B)

If the programs are consolidated, list the specific Federal, State and Local programs that will be consolidated in the schoolwide program. Examples might include programs such as nutrition programs, housing, Head Start, adult education, homeless education, etc.

NA

H. Monitoring and Revisions §1114(b)(3)

This schoolwide plan and its implementation shall be regularly monitored and revised based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. How do you plan to monitor and revise this plan?

We put tremendous effort into aligning our district formative and summative assessments to the Iowa Core. We use these (as well as state-wide assessment results) as a feedback system which informs us whether we are being successful, with which students, and whether revisions and adjustments are necessary. We cannot afford to wait until the ISASP results are returned to determine our success. Our goal is to have this feedback system be as continuous and seamless as possible. Please see section D.

I. Required for Secondary programs §1114(b)(7)(A)(iii)(II)

Dual or Concurrent Enrollment programs for Secondary Schools (Address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards; training for teachers, and joint professional development for teachers in collaboration with Career and Technical educators and educators from institutions of higher learning; tuition and fees, books, required instructional materials for such program, and innovative delivery methods; transportation to and from such program.)

Thomas Jefferson High School Counselors will continue to work collaboratively with Wilson Middle School Counselors to ensure the incoming students are scheduled for the appropriate 9th grade courses. Identifying the unique needs of each student. Communicating with incoming Freshman Parents ensures Parents are in the know regarding the courses their students have been assigned. This open and honest communication will assist parents in understanding just how focused Thomas Jefferson High School and the District are in providing the support their students need and deserve.

Title I School/Parent Learning Compact
Thomas Jefferson High School
2022-2023 School Year

Parents/Guardians

I understand that my participation in my child's education will help his/her achievement and attitude. I agree to carry out the following responsibilities:

1. Provide a quiet place/time to do schoolwork and encourage my child to complete schoolwork.
2. Make sure my child gets adequate sleep and has a healthy diet.
3. Make sure my child is at school on time.
4. Encouraging him/her to read 15 minutes a day.
5. Monitor his/her TV/video viewing/internet usage.
6. Communicate and work with teachers and school staff to support and challenge my child.
7. Support the attendance policy at Thomas Jefferson High School. My child will miss no more than five days of school unless excused by the administrator.
8. Support the school's safe and respectful plan and District Code of Conduct.
9. Discuss my child's progress with his/her teacher three times each year(minimum).

Students

I know my education is important to me. It will help me become a better and more productive person. I agree to do the following:

1. Return completed school work on time.
2. Be at school on time and ready to do my best, unless I am ill.
3. Be responsible for my own behavior.
4. Help to keep my school safe.
5. Respect and cooperate with other students and adults
6. Read at least 15 minutes each night.
7. Work not to miss more than five days of school this year.
8. Follow the school's safe and respectful plan and District Code of Conduct.

Teachers

I understand the importance of the school experience to every student and my role as a teacher. I agree to carry out the following responsibilities:

1. Teach concepts and be aware of individual needs.
2. Report progress to parents at least three times each year.
3. Develop intervention plans that meet the individual needs of each student.
4. Encourage each child to achieve his/her personal best.
5. Regularly communicate with the parents/guardians.
6. Support daily independent reading and responsive writing.
7. Provide a safe, positive, and healthy learning environment for all students.
8. Respect the cultural differences of students and their families.
9. Encourage attendance at school and inquire when each child is absent.
10. Monitor the school's safe and respectful plan and District Code of Conduct.

Principal & Administration

I understand the importance of the school experience to all students, staff parents and community members and my role as a principal. I agree to carry out the following responsibilities:

1. Monitor the school discipline plan and District Code of Conduct.
2. Provide an environment that allows for the positive communication between student, staff, parents and community members.
3. Show respect for students, parents, staff and community members.
4. Encourage parents to be partners in the school community.
5. Encourage students and staff to do their personal best that will result in higher student achievement.
6. Enforce the attendance policy and encourage attendance each day.
7. Monitor the school's safe and respectful plan and District Code of Conduct

Contrato de Aprendizaje entre los Padres/Escuela (Título I)
Thomas Jefferson High School
2022-2023

Padre/Tutor

Entiendo que mi participación en la educación de mi hijo/a ayudará a su logro y actitud. Estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

1. Proporcionar un lugar tranquilo/hora para hacer las tareas y animar a mi hijo/a a hacer las tareas.
2. Asegurarme que mi hijo/a duerma lo suficiente y tenga una dieta saludable.
3. Asegurarme que mi hijo/a llegue a la escuela a tiempo.
4. Animar a mi hijo/a a leer 15 minutos al día.
5. Supervisar el uso mi hijo/a de TV/video/Internet
6. Comunicarme y trabajar con los maestros y personal escolar para apoyar y desafiar a mi hijo/a.
7. Apoyar la política de asistencia en la Escuela Secundaria Thomas Jefferson. Mi hijo/a no va a faltar más de cinco día de clases a menos que sea justificado por un administrador.
8. Apoyar el plan de seguridad y respetuoso de la escuela y el Código de Conducta del Distrito.
9. Discutir el progreso de mi hijo/a con su profesor tres veces cada año (mínimo).

Alumno:

Sé que mi educación es importante para mí. Me ayudará a que me convierta en una mejor persona. Estoy de acuerdo en hacer lo siguiente:

1. Regresar el trabajo escolar terminado y a tiempo.
2. Estar en la escuela a tiempo y listo para hacer mi mejor esfuerzo, a menos que esté enfermo.
3. Ser responsable por mi propia conducta.
4. Ayudar a mantener mi escuela segura.
5. Respetar y cooperar con otros alumnos y adultos.
6. Leer por los menos 15 minutos todas las noches.
7. Yo trabajo para no faltar más de cinco días de clases este año.
8. Seguir el plan de seguridad y respetuoso de la escuela y el Código de Conducta del Distrito.

Profesor:

Entiendo la importancia de la experiencia escolar para cada estudiante y mi papel como profesor/a. Estoy de acuerdo de llevar a cabo las siguientes responsabilidades:

1. Enseñar los conceptos y estar al tanto de las necesidades individuales.
2. Informar el progreso a los padres por lo menos tres veces cada año.
3. Desarrollar planes de Intervención que respondan a las necesidades de cada alumno.
4. Animar a que cada niño logre su mejor esfuerzo personal.
5. Comunicarme de forma regular con los padres/tutores.
6. Support daily independent reading and responsive writing.
7. Proporcionar un ambiente de aprendizaje seguro, positivo y sano para todos los estudiantes.
8. Respetar las diferencias culturales de los estudiantes y sus familias.
9. Fomentar la asistencia a la escuela e indagar cuando cada niño esté ausente.
10. Supervisar el plan seguridad y respetuoso de la escuela y el Código de Conducta del Distrito.

Director:

Entiendo la importancia de la experiencia escolar para todos los estudiantes, personal, padres y miembros de la comunidad y mi papel como director. Estoy de acuerdo de llevar a cabo las siguientes responsabilidades:

1. Supervisar el plan de disciplina de la escuela y el Código de Conducta del Distrito.
2. Proporcionar un ambiente que permita la comunicación positiva entre los estudiantes, personal, padres y miembros de la comunidad.
3. Mostrar respeto para los estudiantes, padres, personal y miembros de la comunidad.
4. Motivar a los padres a ser socios en la comunidad escolar.
5. Animar a los alumnos y personal a hacer su mayor esfuerzo que resulte en un mayor rendimiento del estudiante.
6. Hacer cumplir la política de asistencia y fomentar la asistencia cada día.
7. Supervisar el plan seguridad y respetuoso de la escuela y el Código de Conducta del Distrito.