

Joliet Township High School Educational Services Update: Special Education

February 18, 2025





Special Education Services & Strategy 2.2 Update

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JTHS Special Education: Leadership

ADMINISTRATION: 5

TEACHERS:

- WEST 28 & 2 IEP MANAGERS
- CENTRAL 25 & 2 IEP MANAGERS

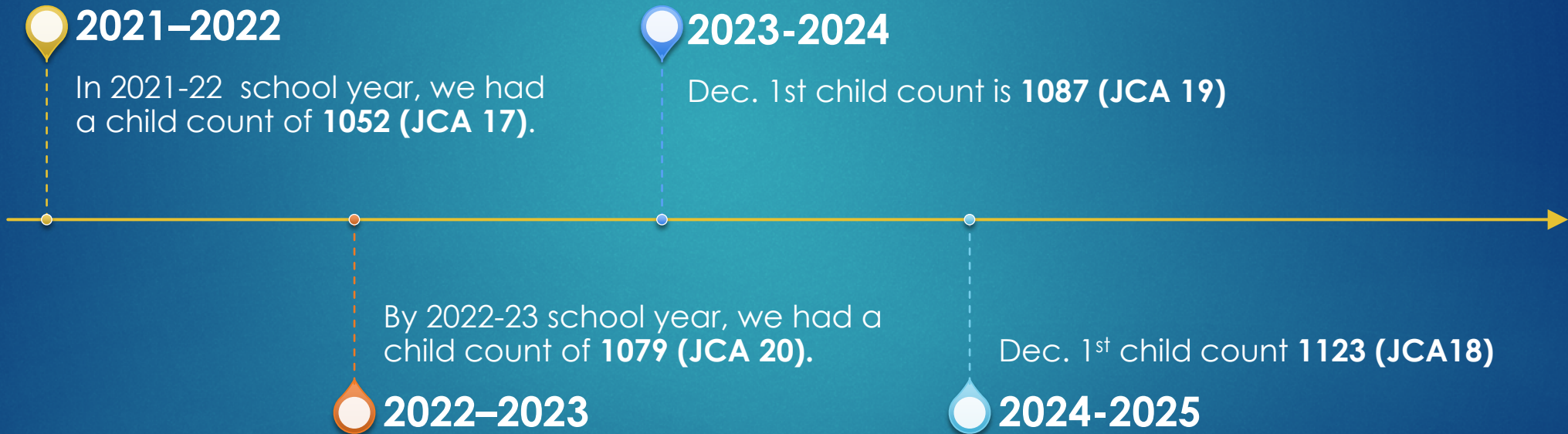
RELATED SERVICE PROVIDERS:

- PSYCHOLOGISTS: 6
- SOCIAL WORKER:13
- SPEECH/LANGUAGE PATHOLOGISTS: 3 FULL, 1PT
- 1DEAF/HARD OF HEARING / 1 VISION IMPAIRMENT
- CONTRACT: OCCUPATIONAL THERAPY/PHYSICAL THERAPY (OT/PT), ORIENTATION & MOBILITY (OM)

PARA-PROFESSIONALS:

- WEST:13
- CENTRAL 13 (NOT INCLUDING AVAC/TRANSITION CENTER)

JTHS Special Services Program: Data



SY 23-24 Placement Data

Central Campus

- ▶ Central Enrollment: **3,218**
- ▶ Students with IEPs: **378 (without AVAC)**
 - **14 Dismissed**
- ▶ Initials IEP: **16**
- ▶ Outplacements/Program Adjustment **16**
 - **5 (Outplacement)**
 - **2 (Pathways Bravo)**
 - **9 (Pathways Alpha)**

West Campus

- ▶ West Enrollment: **3,365**
- ▶ Students with IEPs: **458**
 - **8 Dismissed**
- ▶ Initials IEP: **26**
- ▶ Outplacements/Program Adjustment **13**
 - **3 (AVAC)**
 - **5 (Outplacement)**
 - **5 (Pathways Alpha)**

JTHS Special Education Program SY 24-25

- ▶ Breakdown of students with an IEP (Individualized Education Plan) by campus and grade level
 - ▶ West -404 students
 - ▶ 9th -115
 - ▶ 10th- 91
 - ▶ 11th - 101
 - ▶ 12th - 97
 - ▶ Central - 359 students*
 - ▶ 9th - 83
 - ▶ 10th - 101
 - ▶ 11th -92
 - ▶ 12th - 83
 - ▶ AVAC -74
 - ▶ Pathways- 54 (Alpha)
 - ▶ Transition Center- 86

*Does not include AVAC (Life skills Program) students



JTHS Special Education Program

▶ **What defines a student receiving special education services?**

- ▶ Students receiving special education services have an Individualized Education Plan that offers specialized instruction and possible related services in identified areas of deficit as determined through evaluation data and a plan formed by the student's IEP team.
- ▶ Specialized instruction delivered to address identified areas of deficit are needed for the student to make progress towards goals.
- ▶ Related services: Direct minutes in one or more of the following (but not limited to): social work, Speech, Occupational Therapy/Physical Therapy, Vision Impairment, Deaf & Hard of Hearing Itinerant, Orientation & Mobility

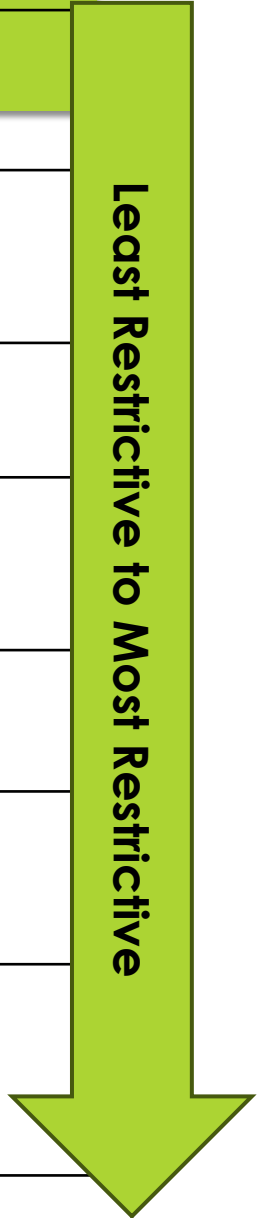
JTHS Special Education Program

What are related services?

- ▶ **Social Work:** Provide student direct support in social emotional domains, executive functioning, and/or social skill building. (Individually/Group)
- ▶ **Speech/Language Pathologists:** Provide student direct support in communication domains such as, speech sounds, language (receptive/expressive/literacy), social communication (social rules), voice, fluency (cognitive-communication), feeding & swallowing.
- ▶ **Vision Itinerant:** Provide student direct support with: Braille, adaptive equipment/materials, make O&M assessments, connection to outside resources
- ▶ **Deaf & Hard of Hearing:** Manage and coordinate audiological assessments, FM systems, recommends accommodations, language support, connection to outside resources.
- ▶ **Occupational/Physical Therapy:** OT- development of fine motor skills, improve hand-eye coordination, and more. PT- development of gross motor skills, improve range of motion, improve muscle weakness, and more.

JTHS Special Education: Continuum of Services

| | |
|----------------------------------|--|
| Freshman Academy Consult | <ul style="list-style-type: none"> • College Prep/Pre-AP curriculum • Additional support provided leveraging pull out and push in model • Consult services provided to students and teachers daily • Targeted intervention and support through resource |
| Consult Model (New) | <ul style="list-style-type: none"> • College Prep/Pre-AP curriculum • Supported through a resource model • Consult services provided to students and teachers daily • Targeted intervention and support through resource |
| Co-taught | <ul style="list-style-type: none"> • College Prep/Pre-AP curriculum • Full time Special Education teacher in classroom • Targeted intervention and support provided within the class setting daily |
| Instructional | <ul style="list-style-type: none"> • Blend of College Prep Curriculum and Intense Intervention Support • Pacing adjustment to meet learner needs • Regular Progress Monitoring (Bi-weekly) • Direct Instruction in the area of deficit |
| AVAC-Practical | <ul style="list-style-type: none"> • Basic skill building in literacy and numeracy • Intense intervention through direct instruction, concrete modeling, and guided note taking with support. • Adaptive skill building and vocational skill building support |
| AVAC-Functional | <ul style="list-style-type: none"> • Essential Elements of Common Core in literacy and numeracy • Intense intervention through direct instruction, concrete modeling with various levels of prompting support. • Focus on Independent functioning skill building • vocational skill building support |
| Pathways | <ul style="list-style-type: none"> • Blend of College Prep Curriculum and Intense Intervention Support • Pacing adjustment to meet learner needs • Integrated SEL support- direct instruction, behavior modeling, and point system (PBIS) • Regular Progress Monitoring (Bi-weekly) • Direct Instruction in the area of deficit |
| Transition Center Program | <ul style="list-style-type: none"> • Continuation of skill building with a focus on strengthening: <ul style="list-style-type: none"> • Vocational Skills • Independent Functioning Skills |



JTHS Special Education Program: Report Card Data

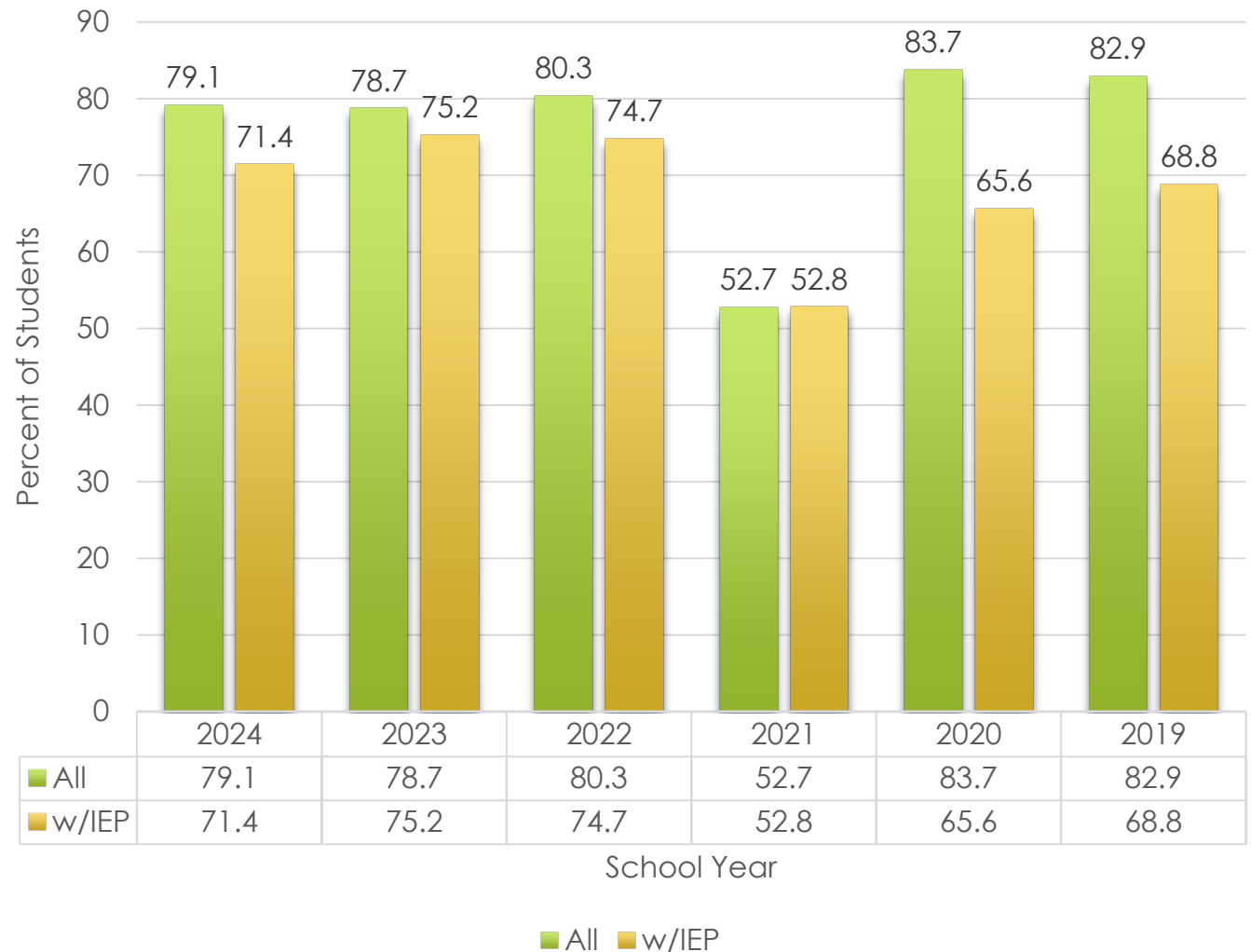
- ▶ Freshmen on Track
- ▶ Graduation Rate



Freshmen on Track

- Credit dependent at the end of their 9th grade year AND only failing 1 semester of a core class.
- Highlights reduction of gap between students with an IEP and students without an IEP.

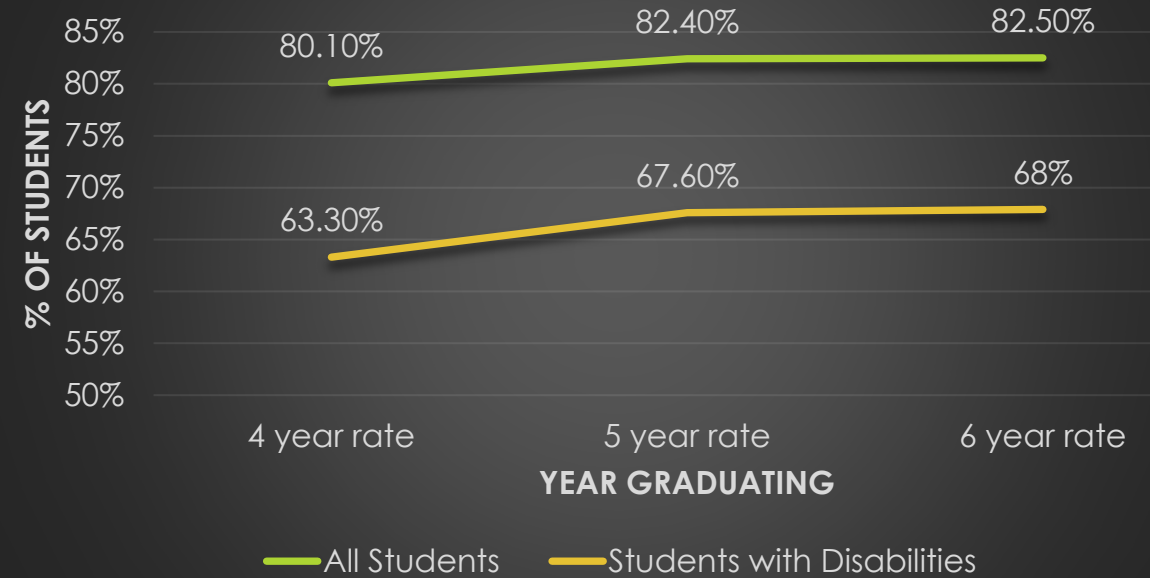
Freshmen On Track Data



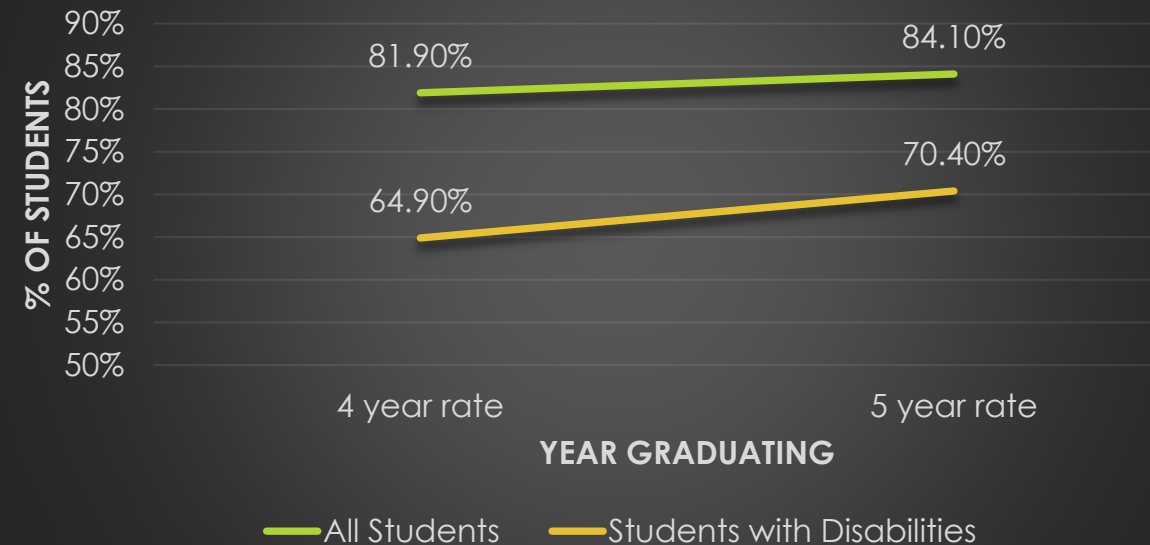
Graduation Rate

- ▶ Class of 2024
 - ▶ All Students 79.2%
 - ▶ Students with Disabilities 65.2%
- ▶ Increase of almost 2% over three cohorts

Graduation Rate-Class of 2022



Graduation Rate-Class of 2023



JTHS Special Education Program: Strategic Planning

- ▶ Strategy 2: We will establish a culture and organizational structure that will foster a positive, safe, inclusive, and supportive climate that engages all stakeholders.
- ▶ Action Plan 2.2: Provide supportive programming that improves the success of all student subgroups to increase the graduation rate and post-secondary success.
- ▶ Shared focus with Special Education, McKinney-Vento, African-American males, and ELs.

Provide supportive programming that improves the success of all student subgroups to increase the graduation rate and post-secondary success.

Instructional Models

IEP Compliance

Post-Secondary Support & Planning

In class supports

Instructional Models

- Focus: Freshmen Academy Consult Model (FAC)
 - 1 Full Time Educator, Special Education Certification
 - 1 Paraprofessional
 - Push in and pull out supports provided to identified students with IEPs enrolled in general education classes.
 - Students enrolled in resource/advisory with a FAC Teacher
- Results/Findings:

| Campus | 23-24 SY Freshman Students | 23-24 SY Dismissed Students |
|---------|----------------------------|-----------------------------|
| WEST | 16 | 5 |
| CENTRAL | 21 | 13 |



Academic Analysis: Consult Model

Growth Percentile
Low Growth 1-34%
Typical Growth 35-65%
High Growth 66-100%

| Central Campus | Number of students | Semester 1 Grades % of Students passing all four core classes | STAR Math Fall to Winter Median Student Growth Percentile | STAR Reading Fall to Winter Median Student Growth Percentile |
|---------------------------------|--------------------|--|--|---|
| 9 th Grade Students | 9 | 78% | 40% | 61% |
| 10 th Grade Students | 10 | 90% | 52% | 49% |
| West Campus | Number of students | Semester 1 Grades % of Students passing all four core classes | STAR Math Fall to Winter Median Student Growth Percentile | STAR Reading Fall to Winter Median Student Growth Percentile |
| 9 th Grade Students | 18 | 100% | 55% | 49% |
| 10 th Grade Students | 17 | 88% | 49% | 60% |

Instructional Models: Consult

25-26 Recommendations

- ▶ Expand 10th grade consult model that will include
 - ▶ 55-minute resource class: Curriculum development of a 55-minute full-year resource class, include components from AVID framework and JTHS Instructional Norms
- ▶ Professional development
 - ▶ AVID Summer Institute for 10th grade Resource Teachers

Instructional Models

- Focus: Instruction in a co-taught classroom
 - 2 full time educators (FTE) assigned to a class.
- Results/Findings:
 - Learning Walks (Spring 2024 and Fall 2024)
 - Joliet West: 80% of all co-taught classrooms utilize the model One Teach One Assist.
 - Joliet Central: 75% of all co-taught classrooms utilize the model One Teach One Assist.
 - STAR Benchmarking
 - Semester Grades

Co-Teaching Models



ONE TEACH
ONE OBSERVE



ONE TEACH
ONE ASSIST



ALTERNATIVE
TEACHING



STATION
TEACHING



PARALLEL
TEACHING



TEAM
TEACHING

Academic Analysis: Co-teaching Model

Growth Percentile
Low Growth 1-34%
Typical Growth 35-65%
High Growth 66-100%

| Central Co-taught Class | Students with an IEP STAR Fall-Winter Median Student Growth Percentile | All Students in Co-taught STAR Fall-Winter Median Student Growth Percentile | West Co-taught Class | Students with an IEP STAR Fall-Winter Median Student Growth Percentile | All Students in Co-taught STAR Fall-Winter Median Student Growth Percentile |
|-------------------------|---|--|----------------------|---|--|
| English 1 | 35% | 43% | English 1 | 44% | 45% |
| English 2 | 44% | 48% | English 2 | 48% | 47% |
| English 3 | 61% | 56% | English 3 | 57% | 56% |
| English 4 | 61% | 51% | English 4 | 43% | 49% |
| Algebra 1 | 51% | 55% | Algebra 1 | 57% | 50% |
| Geometry | 49% | 46% | Geometry | 42% | 54% |
| Advanced Algebra | 56% | 42% | Advanced Algebra | 61% | 59% |

Academic Analysis: Co-teaching Model

| Central Co-taught Class | Students with an IEP % of students that earned semester 1 credit | Students without an IEP in Co-taught % of students that earned semester 1 credit | West Co-taught Class | Students with an IEP % of students that earned semester 1 credit | Students without an IEP in Co-taught % of students that earned semester 1 credit |
|-------------------------|---|---|----------------------|---|---|
| English 1 | 80.95% | 81.43% | English 1 | 76.9% | 89.6% |
| English 2 | 92.11% | 87.5% | English 2 | 81.58% | 91.35% |
| English 3 | 97.14% | 95.12% | English 3 | 95.2% | 97.14% |
| English 4 | 96% | 94.14% | English 4 | 90.2% | 95.79% |
| Algebra 1 | 83.33% | 84.13% | Algebra 1 | 76.67% | 76.92% |
| Geometry | 82.86% | 82.35% | Geometry | 91.67% | 95.65% |
| Advanced Algebra | 91.89% | 91.57% | Advanced Algebra | 86.11% | 96.47% |

Instructional Models: Co-Teaching

25-26 Recommendations

- ▶ Professional development
- ▶ Lesson planning
- ▶ Instruction aligned to JTHS norms and philosophy

| | Meaningful Activities | | |
|----------------------|------------------------|------------------------|----------------|
| Estimated Timeframe: | Teacher (Gen Ed) will: | Teacher (SpecEd) will: | Students will: |
| | | | |
| | | | |
| | | | |

JOLIET TOWNSHIP HIGH SCHOOL DISTRICT 204

INSTRUCTIONAL NORMS

WRITING

Students who write:

- Engage frequently, in every content area and classroom
- Cite evidence to support their thinking
- Deepen their understanding of content
- Demonstrate command of academic vocabulary
- Communicate as a content expert
- Communicate their thinking competently and confidently

INQUIRY

Students who inquire:

- Analyze and synthesize materials or ideas
- Clarify their own thinking
- Probe others' thinking
- Work through ambiguity
- Solve authentic problems

COLLABORATION

Students who collaborate:

- Create a safe and supportive physical and philosophical environment
- Work through identified structures and roles to achieve a common goal
- Develop positive interdependence
- Clearly communicate verbally and nonverbally
- Listen effectively to decipher meaning
- Deepen the learning of others through inquiry and active engagement

ORGANIZATION

Students who organize:

- Self-direct, self-evaluate, self-monitor, and self-advocate to reach academic goals
- Develop and use tools to organize thinking, resources, and time
- Develop and use processes, procedures, and tools to study effectively
- Prepare for rigorous courses and engage fully in instruction

READING

Students who read:

- Activate, Engage, and extend beyond the text
- Make predictions and create visual images as they read
- Understand text structures
- Question the text and engage in deep inquiry
- Become content experts
- Evaluate sources for accuracy and bias

Opening of the lesson **Body of the lesson** **Close of the lesson**

- Opening of the lesson:** Gain students' attention; State the Goal of the lesson; Discuss the relevance of the target skill; Review critical prerequisite skills.
- Body of the lesson:** Implement a gradual release of responsibility within lessons through meaningful classroom experiences that allows students to learn, grow, and build their confidence. Activities should be rigorous and include one or more of the skills above that are highly valued in both the classroom and workplace.
- Close of the lesson:** Review what was learned; Preview what will be learned in the next class period.

FEEDBACK & GOAL SETTING

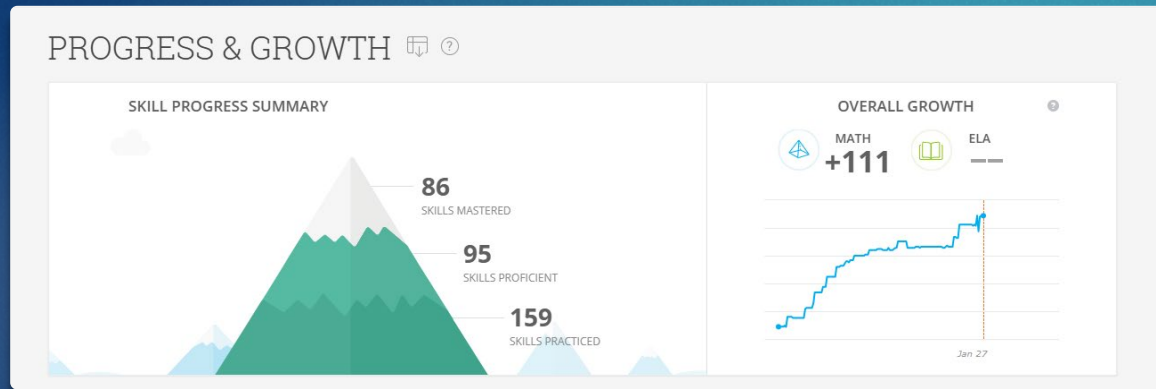
RELATIONAL CAPACITY

Ideally, some form of formative assessment should occur daily. In addition, students should have frequent opportunities to assess the quality of their own performance and set productive goals for future learning. This information should be used to target specific student needs and set them up for success. Formative assessment offers a place to practice and grow.

All students will take responsibility for their learning by checking their grades in each class on a weekly basis and advocating for their academic progress.

Instructional Models

- Focus: Instructional Model
 - 1 full time educators (FTE) with Special Education certification
 - 13-15 students with IEPs
 - Paraprofessional assigned
- 2024-2025 SY:
 - Revised curriculum for English 1-4 and math (Algebra, Geometry, and Advanced Algebra)
 - Progress monitoring tools
 - Professional development
 - Summer 2024
 - School Improvement Days dedicated to INS English and INS Math group
 - Leadership Team for INS English and INS Math



Academic Analysis: Instructional Model

| Central Instructional Class | STAR Fall –Winter Median Student Growth Percentile |
|-----------------------------|--|
| English 1 INS | 51% |
| English 2 INS | 62% |
| English 3 INS | 56% |
| English 4 INS | 34% |
| Algebra INS | 66% |
| Geometry INS | 15% |
| Advanced Algebra INS | 52% |

| West Instructional Class | STAR Fall –Winter Median Student Growth Percentile |
|--------------------------|--|
| English INS | 49% |
| English INS | 41% |
| English INS | 44% |
| English INS | 58% |
| Algebra INS | 34% |
| Geometry INS | 49% |
| Advanced Algebra INS | 40% |

Growth Percentile
Low Growth 1-34%
Typical Growth 35-65%
High Growth 66-100%

Instructional Models: Instructional Classes

- ▶ 25-26 Recommendations
- ▶ Professional development
 - ▶ Lesson planning
 - ▶ Instruction aligned to JTHS norms and philosophy
- ▶ Standardized Process for Intervention Time

| | Meaningful Activities | | |
|----------------------|-----------------------|------------------------|----------------|
| Estimated Timeframe: | Teacher will: | Paraprofessional will: | Students will: |
| | | | |
| | | | |
| | | | |

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|---|--|---|---|---|
| First 25 min | Warm-up and Fast Bridge IXL levels | Curriculum based warm-up IXL web skills (Arena 15 min) | Warm-up and Fast Bridge IXL levels | Curriculum based warm-up IXL web skills | Warm-up and Fast Bridge IXL levels |
| Second 25 min | Algebra Class level Material (explicit instruction) | Algebra Class level Material (explicit instruction) | Algebra Class level Material (explicit instruction) | Algebra Class level Material (explicit instruction) | Algebra Class level Material (explicit instruction) |
| Third 25 min | We Do- class practice and whole group activities | We Do- class practice and whole group activities | We Do- class practice and whole group activities | We Do- class practice and whole group activities | We Do- class practice and whole group activities |
| Fourth 25 min | You Do- independent work time | You Do- independent work time | You Do- independent work time | You Do- independent work time | You Do- independent work time |

IEP Compliance

- ▶ IEP Audit
 - ▶ Goal Writing
 - ▶ Documentation of Parent and Student Voice
- ▶ Development of ongoing systemic process of auditing Individualized Education Plans
- ▶ Ongoing Professional Development in targeted areas of IEP process and form
- ▶ Professional development
 - ▶ IEP Managers
 - ▶ PLAAFP training for all special education teachers
 - ▶ 50/61 (82%) Staff trained
 - ▶ Outcome from training: Immediate changes were seen in PLAAFP statements that incorporated data and statements for all domain areas.

IEP Compliance

- ▶ 25-26 Recommendations
 - ▶ Annual audit of IEP PLAAFP statements to monitor implementation
 - ▶ Analyze IEP goals
 - ▶ Professional Development
 - ▶ Focus -IEP Goal Writing



Supports and Services

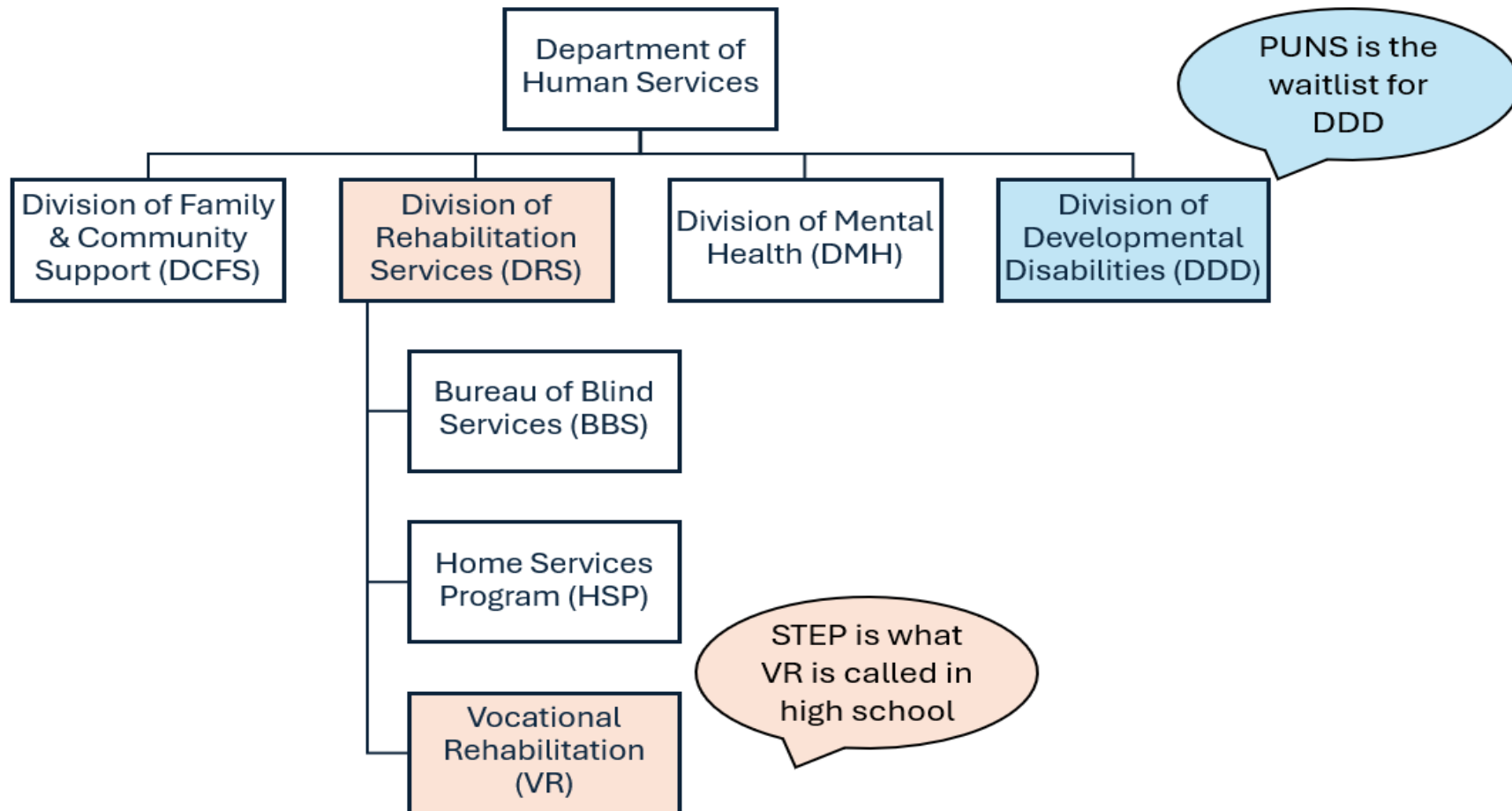
▶ Professional Development

- ▶ Functional Behavioral Assessment (FBA) and Behavior Intervention Support Plans (BIP)
 - ▶ Training & Systems Building
- ▶ Paraprofessional training on High Leverage Practices Areas of Collaboration, Assessment, Educational and Behavioral Supports

▶ **25-26 Recommendations**

- ▶ Continued FBA & BIP Process Audit & Revision
- ▶ Continued paraprofessional instructional practices professional development
- ▶ Learning Walks carried out by the Special Education Leadership Team

Department of Human Services Organization



Supports and Services

- ▶ Focus on increasing connection to post-secondary supports & vocational experiences
 - ▶ Training – Division of Developmental Disabilities (DDD)/PUNS(waiting list) and Disability Resource Services (DRS) & Post-secondary Educational Facilities Disability Resource Center
 - ▶ Transition Supports Webpage with community-based supports & Parent Education Opportunities
- ▶ JJC Disability Services Department- Speakers monthly in English 3 & 4 IN (West and Central)



Michelle Cottrell

District Transition Coordinator, PUNS Designee

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School: 815-727-6808

▶ **Advocacy**

▶ **Assistive Technology**

▶ **Able Accounts**

▶ **Guardianship**

▶ **Medicaid, SSI & SNAP**

▶ **Pace & Paratransit**

▶ **College/post-secondary training**

▶ **Employment support**

▶ **Community Living DRS/PUNS/DDD**

▶ **State ID & driver's license**

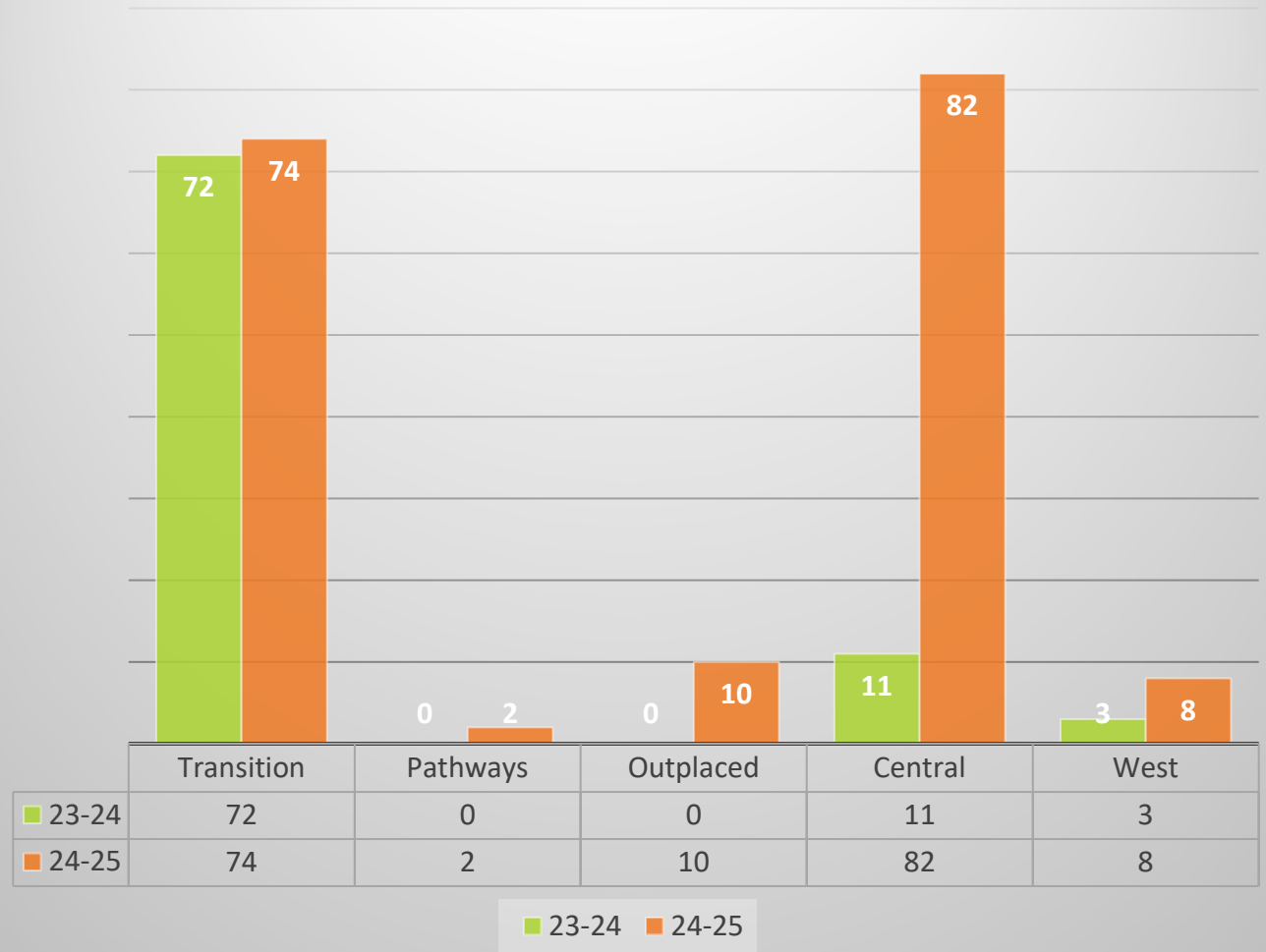
▶ **Social Connections**

▶ **Special Education High School Roadmap**

DRS-Division of Rehabilitation Services Clients

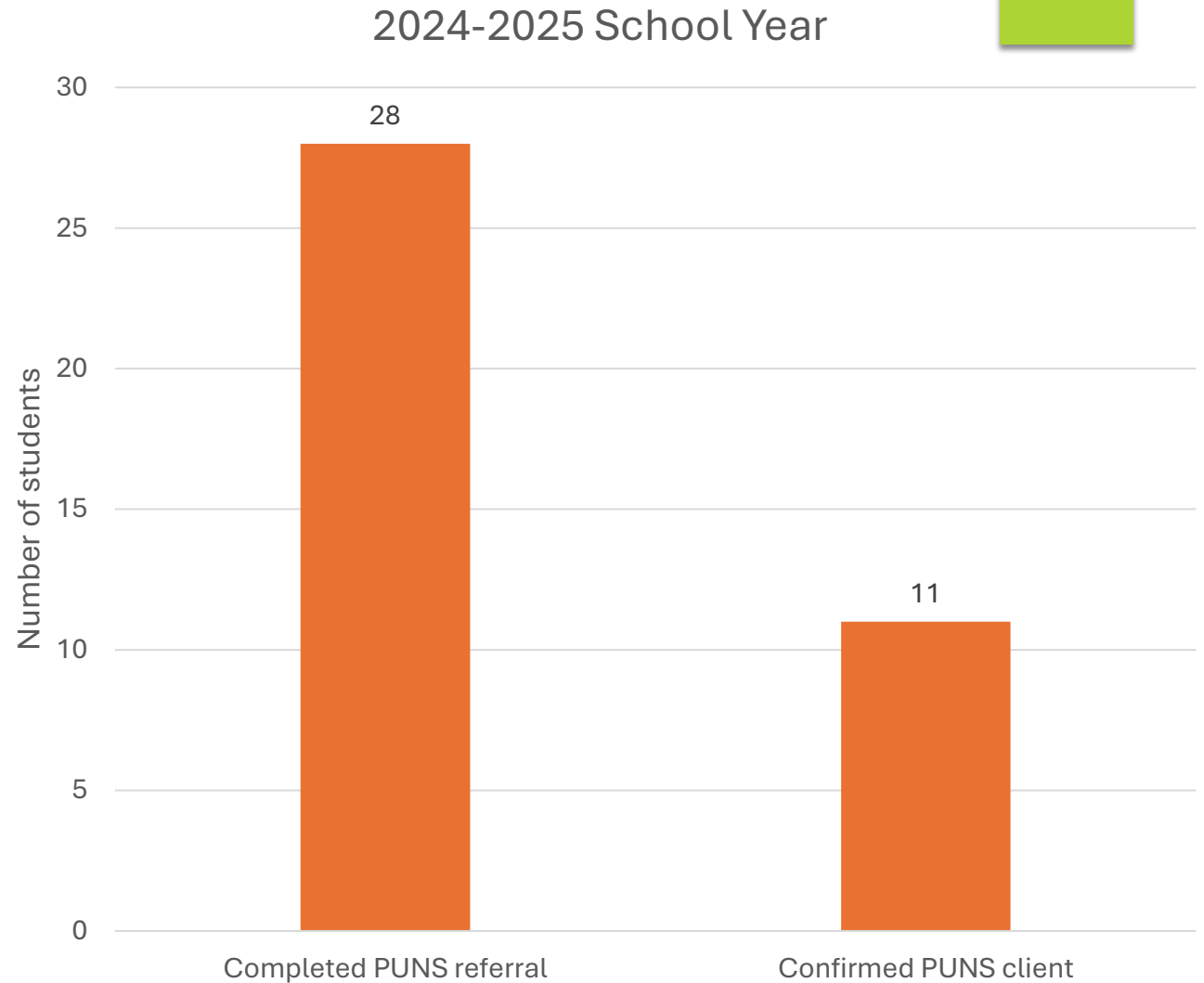
- ▶ Community College Initiative: Connects with colleges and trade schools.
- ▶ Accommodation Assistance: Ensures necessary accommodations.
- ▶ Career Planning: Identifies job opportunities and career paths.
- ▶ Training & Support: Tailored job training and employment assistance.
- ▶ Independent Living: Teaches life skills like financial management.
- ▶ Advocacy: Guides students in understanding and asserting their rights

Semester 1 Enrollment in DRS



Division of Developmental Disabilities (PUNS)

- ▶ Families not on PUNS waitlist for DDD services before aging out of school.
- ▶ Gaps in services post secondary.
- ▶ Statewide initiative/requirements to increase PUNS signup and education.
- ▶ Referral process to help families sign up for PUNS.
- ▶ ROI to collaborate with Service Inc. (manage PUNS list) and ensure necessary documents are provided.
- ▶ Many families think they are signed up for PUNS but either did not complete the process or confused DRS and DDD/PUNS.



Support and Services

- ▶ Continue
 - ▶ Expand DRS/DDD referral/services for all students with disabilities
 - ▶ Partnership with JJC Disability Services
 - ▶ Build Partnership with Disability Resource Center (DRC) to expand awareness of post-secondary supports and advocacy
 - ▶ Align district process and procedures to ensure all students have needed data to successfully transition to post-secondary supports and settings as appropriate through collaboration with community-based agencies (i.e. Service INC., DRS, DRC, JJC)
- ▶ Add
 - ▶ Exposure and knowledge of college and trade Disability Resources Services
 - ▶ Choices (College) & Options (trades) Fair
 - ▶ Align IEP Transition Goals to the Post Secondary Plans within Schoolinks