



River Trails

SCHOOL DISTRICT 26

Consolidated District Plan 2024-2025

Applicant: RIVER TRAILS SD 26**County:** Cook**Consolidated District Plan** ▼**Application:** 2024-2025 Consolidated District Plan - 00**Cycle:** Original Application[Printer-Friendly](#)[Click to Return to Application Select](#)**Project Number:** 25-CDP-00-05-016-0260-02

Overview

PROGRAM: Consolidated District Plan

PURPOSE: The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C.2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

BOARD GOALS:

- **Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- **Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- **Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

FY 2025 Included Programs:

Title I, Part A - Improving Basic Programs

Title I, Part A - School Improvement Part 1003

Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant Student Education Program (ISEP)

EL - Bilingual Service Plan (BSP)

Title IV, Part A - Student Support and Academic Enrichment

Title V, Part B - Rural and Low Income Schools

IDEA, Part B - Flow-Through

IDEA, Part B - Preschool

Foster Care Transportation Plan

LEGISLATION:

[Every Student Succeeds Act \(ESSA\)](#)

[Individuals with Disabilities Education Act](#)

[Rehabilitation Act](#)

[Strengthening Career and Technical Education for the 21st Century Act](#)

[Workforce Innovation and Opportunity Act](#)

[Head Start Act](#)

[McKinney-Vento Homeless Assistance Act](#)

[Adult Education and Family Literacy Act](#)

[105 ILCS 5/Illinois School Code Article 14C. Transitional Bilingual Education](#)

[23 Illinois Administrative Code 228 Transitional Bilingual Education](#)

DUE DATE:

District plans must be submitted to the Illinois State Board of Education and approved before any FY 2025 grant applications for included programs can be approved.

Submission by April 1 is recommended.

DURATION:

The District Plan was submitted initially for the school year 2024-2025 and must be updated annually thereafter.

AMENDMENTS:

Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.

INSTRUCTIONS:

[Instructions in PDF format](#)

COMMON

ABBREVIATIONS:

ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended)

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

BSP - Bilingual Service Plan

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Last Name*		First Name*	Middle Initial
<input type="text" value="Seifert"/>		<input type="text" value="Kristine"/>	<input type="text" value="L"/>
Phone*	Extension	Email*	
<input type="text" value="224"/> <input type="text" value="612"/> <input type="text" value="7303"/>	<input type="text"/>	<input type="text" value="kseifert@rtsd26.org"/>	

2. General Education Provisions Act (GEPA) Section 427 *

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.

[[count] of 2500 maximum characters used)The Strategic Plan in River Trails School District 26 focuses on two main pillars - academic growth and social emotional well-being for students and staff. We continue to work on job embedded professional development filtering from formal instruction to social learning and finally to embedded classroom practice. Our focus remains on individual student growth and finding ways to equip teachers with tools to differentiate to the individual student level. We have been, and will continue to, work with external coaches, internal coaches, administration, and teachers to understand the purpose of common formative assessment aligned to priority standards to drive instruction and intervention. These formative assessments have been developed with a clear understanding of the whole child and intended student outcomes.

By working to develop our teachers' capacity to truly understand and connect with their students, their backgrounds, cultural values, belief systems, language levels, family situation and preferences, our instruction can be tailored to meet their needs. We have embedded morning meetings at all schools to support student/teacher connections. At Euclid Elementary School (T1 Schoolwide Plan), we have a larger percentage of students from disadvantaged circumstances. With this comes higher evidence of adverse childhood effects, childhood trauma, and impacts of growing up in poverty. Additional staff are allocated to Euclid School to support individual student growth.

Across the district, we continue to grow our instructional practices toward a student centered model which embeds inquiry, wonder, and exploration into our classrooms. We strive to create Life Ready individuals ready to take on the demands of the future. We continue to focus on increasing our staff's knowledge of best practice as it relates to supporting English Learners as a larger majority of our students come from homes with native languages other than English. We continue to offer support to parents to help nurture their child's language development. We provide parent education seminars on topics that support both academic and social emotional wellbeing for students. Growing the district BPAC continues to be a focus.

3. Bilingual Program Director Assurance

Please take note of the following, which is determined by your district's English Learner (EL) count, shown below:

326

If the district has 1 or more EL students, the bilingual program director must participate in the completion of the Bilingual Service Plan (BSP). The bilingual program director must also participate in the completion of Title III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP).

4. General Completion Instructions

Work through the tabs from left to right. Save each page before moving to the next tab.

Required fields on each page are dependent upon funding sources selected on the Needs Assessment and Programs tab.

Many pages have notes at the bottom indicating for which programs the page is required.

To determine if a page is required for the funding sources selected earlier in the application, save the page before completing and look for error messages. If none, the page is not required for the program(s) selected.

How to Complete Pages with Pre-populated Fields

Several pages have two boxes below the narrative questions - one has the response from the prior year plan and the other allows responses for the updated plan. Copy the response from the redisplay and paste it into the updated plan box, revising the description as necessary. Be sure to save the page once this has been completed for all questions on the page.

Some pages display sections based on which grants were selected on the Funding page as anticipated as funded. To change the sections that display, return to the Funding page and select or de-select grants for which funding is anticipated.

*Required field, applicable for all funding sources

Applicant: RIVER TRAILS SD 26

County: Cook

Consolidated District Plan ▼

Application: 2024-2025 Consolidated District Plan - 00

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Amendments

Indicate whether this is the first submission for the fiscal year or an amendment to the APPROVED initial plan for the fiscal year.*

NOTE: This page must be completed each time a new plan version within the fiscal year is submitted to ISBE.

- ☒ Initial submission for the fiscal year
☐ Amendment to approved plan for the fiscal year

Plan Changes

Provide a brief description of the changes which have been made to the APPROVED initial application for the fiscal year or a subsequent APPROVED amendment with this amendment. Include the name of any page that was changed.

([count] of 5000 maximum characters used)

*Required field, applicable for all funding sources

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Needs Assessment and Programs

[Instructions](#)

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2024-2025.* [1]

NOTE: All funding sources should be reviewed after October 1, and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

- ☒ Title I, Part A - Improving Basic Programs
- ☐ Title I, Part A - School Improvement Part 1003
- ☐ Title I, Part D - Delinquent
- ☐ Title I, Part D - Neglected
- ☐ Title I, Part D - State Neglected/Delinquent
- ☒ Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- ☒ Title III - Language Instruction Educational Program (LIEP)
- ☒ Title III - Immigrant Student Education Program (ISEP)
- ☒ Title IV, Part A - Student Support and Academic Enrichment
- ☐ Title V, Part B - Rural and Low Income Schools
- ☒ IDEA, Part B - Flow-Through
- ☒ IDEA, Part B - Preschool

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

The Strategic Plan in River Trails School District 26 focuses on two main strategic directions - academic growth and social emotional well-being for students and staff. A primary focus of professional development has been student driven differentiation and equitable practices. In addition, we completed a robust analysis of the standards in English Language Arts. We prioritized standards, identified clear learning targets aligned to standards, and we developed common formative assessments to monitor student progress toward mastery. We worked collaboratively to calibrate our expectations by identifying student exemplars aligned to a common reading response rubric.

We continue to use formal structures of collaboration, following the Adaptive Schools Model, to understand the purpose of working together to build collective teacher efficacy. This collaborative work supports our strategic objective of using collaboration to center our interactions and guide decision making. By working to develop our teachers' capacity to truly understand their peers, their students, their backgrounds, cultural values, belief systems and preferences, students will find success. Several administrators and all district coaches have been trained in the Collaborative Coaching model aligned with Adaptive Schools to improve our practices of providing feedback and coaching.

At Euclid Elementary, our Schoolwide Title I school, we have a larger percentage of students from disadvantaged homes. This divide has increased due to the impacts of the pandemic. With this comes higher evidence of adverse childhood effects, childhood trauma and impact of poverty. Additional staff are needed to assess need, focus instruction and tailor instruction to meet the needs of all students as referenced by our plan.

By auditing both our MTSS and EL programs, and strengthening foundational skills core instruction, we are working to better align our instructional efforts directly to student needs as evidenced by learning data.

Our professional development opportunities and mentoring program, supported by Title II, align with the objective to develop collaborative, competent teams that use data based decision making. Our coaches continue to support student centered coaching to give intentional focus to student growth. Our coaching and administrative team officially launched student centered coaching in 2022-23. In 2023-24 they worked to blend the student centered coaching philosophy with cognitive coaching methods to develop a strong coaching program based to support district culture.

Our second language students, supported by our Title III programming, receive targeted instruction by certified multilingual teachers to support personalized language development. This instruction is tailored to language needs identified on the ACCESS assessment of language proficiency. Multilingual students are offered the opportunity to participate in extended school year to extend their language development opportunities over the summer. This is supported by the grant. Immigrant students will be guaranteed equal access to all programs, services and resources in the district and offered additional support and access to language support services if needed. Parents of Immigrants will also be offered support through adult language classes, access to social workers and access to counselors.

Title IV offers innovative and supportive opportunities for our students by supplying innovative technology and supporting student's social and emotional needs. Title IV offers us the opportunity to experiment with new technological offerings before adopting them into our District Technology Plan.

Finally, our IDEA grant will help support our students with special learning needs by providing additional adult support in the classroom, targeted materials geared towards special education instruction, web-based platforms to support Individual Education Plans (IEPs), collaborative Professional Development in the MTSS process and to offset the cost of some student tuition through the cooperative (NSSEO).

Response from the approved prior year Consolidated District Plan.

The Strategic Plan in River Trails School District 26 focuses on two main strategic directions - academic growth and social emotional well-being for students and staff. A primary focus of professional development has been student driven differentiation and equitable practices. In addition, we completed a robust analysis of the standards in English Language Arts. We prioritized standards, identified clear learning targets aligned to standards, and we are currently working to develop common formative assessments to monitor student progress toward mastery.

We continue to use formal structures of collaboration, following the Adaptive Schools Model, to understand the purpose of working together to build collective teacher efficacy. This collaborative work supports our strategic objective of using collaboration to center our interactions and guide decision making. By working to develop our teachers' capacity to truly understand their peers, their students, their backgrounds, cultural values, belief systems and preferences, students will find success.

At Euclid Elementary, our Schoolwide Title I school, we have a larger percentage of students from disadvantaged homes. This divide has increased due to the impacts of the pandemic. With this comes higher evidence of adverse childhood effects, childhood trauma and impact of poverty. Additional staff are needed to assess need, focus instruction and tailor instruction to meet the needs of all students as referenced by our plan. By auditing both our MTSS and EL programs, and strengthening foundational skills core instruction, we are working to better align our instructional efforts directly to student needs as evidenced by learning data.

Our professional development opportunities and mentoring program, supported by Title II, align with the objective to develop collaborative, competent teams that use data based decision making. Our coaching program has received extensive training in a student center coaching model to support intentional focus on student growth. Our coaching and administrative team officially launched student centered coaching in 2022-23 with great success and will continue in 2023-24. Our second language students, supported by our Title III programming, receive targeted instruction by certified multilingual teachers to support personalized language development. This instruction is tailored to language needs identified on the ACCESS assessment of language proficiency. Multilingual students are offered the opportunity to participate in extended school year to extend their language development opportunities over the summer. This is supported by the grant. Immigrant students will be guaranteed equal access to all programs, services and resources in the district and offered additional support and access to

language support services if needed. Parents of Immigrants will also be offered support through adult language classes, access to social workers and access to counselors.

Title IV offers innovative and supportive opportunities for our students by supplying innovative technology and supporting student's social and emotional needs. Title IV offers us the opportunity to experiment with new technological offerings before adopting them into our District Technology Plan.

ESSER funding continues to support student health and well-being. ESSER funds have and will continue to be allocated to support areas of academic impact and learning loss in the early elementary grades. ESSER funds support the enhancement of our foundational skills materials, extended summer school programs to support at risk students, and elementary math tools to build number sense as a foundation for all mathematical thinking.

Finally, our IDEA grant will help support our students with special learning needs by providing additional adult support in the classroom, targeted materials geared towards special education instruction, web-based platforms to support Individual Education Plans (IEPs), collaborative Professional Development in the MTSS process and to offset the cost of some student tuition through the cooperative (NSSEO).

3. Will the LEA braid funding?*

Indicate the funds that will be braided, and list the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, enter N/A in the text field.

If No Braiding is selected, additional fund sources will not be checked.

- ☒ No Braiding
- ☐ Title I, Part A - Improving Basic Programs
- ☐ Title I, Part A - School Improvement Part 1003
- ☐ Title I, Part D - Delinquent
- ☐ Title I, Part D - Neglected
- ☐ Title I, Part D - State Neglected/Delinquent
- ☐ Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- ☐ Title III - Language Instruction Educational Program (LIEP)
- ☐ Title III - Immigrant Student Education Program (ISEP)
- ☐ Title IV, Part A - Student Support and Academic Enrichment
- ☐ Title V, Part B - Rural and Low-Income Schools
- ☐ IDEA, Part B - Flow-Through

N/A

4. Will the LEA hybrid-blend Title II and/or Title IV funding?*

Indicate all that apply, and list the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, enter N/A in the text field.

If No Transfer of Funds is selected, additional hybrid blending options will not be checked.

- ☒ No Transfer of Funds
- ☐ Title II to Title I
- ☐ Title IV to Title I
- ☐ Title II to Title IV
- ☐ Title IV to Title II

5. Provide a Summary of the LEA's Needs Assessment.*

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used)

The needs assessment in River Trails School District is a comprehensive evaluation aimed at identifying the most pressing needs and priorities within the educational system. In the context of gathering input from key stakeholders to prioritize grant funding for the 2024-25 school year, the process involved the following steps:

1. Identification of Stakeholders: Key stakeholders included teachers, administrators, coaches, parents, and community members.
2. Data Collection: Various methods were employed to gather data, including surveys, interviews, focus groups, and observations. These methods aimed to capture insights into the current state of the district, challenges faced, and areas requiring improvement.
3. Analysis of Data: The collected data was carefully analyzed to identify recurring themes, trends, and areas of consensus among stakeholders. This analysis helped in understanding the specific needs and priorities of the district.
4. Prioritization of Needs: Based on the analysis, district administration worked together to prioritize the identified needs. Factors such as urgency, impact on student learning, equity considerations, and alignment with district goals were taken into account during this process.
5. Development of Action Plans: Once priorities were established, action plans were developed to address each identified need. These plans outline specific strategies, resources required, responsible parties, and timelines for implementation during the 2024-25 school year.
6. Alignment with Grant Funding: Upon approval of the Consolidated District Plan, the prioritized needs and corresponding action plans will be aligned with available grant funds.

Legislative References:

[1] Title I, Part A, Reference Section 1112(a) (1)

[2] Title I, Part A, Reference Section 1112(a) (1)

*Required field, applicable for all funding sources

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
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Needs Assessment Impact

Instructions

1. Indicate which of the instruments below were used in the LEA needs assessment process.*

A. ☒ School and/or district report card(s)

B. ☒ Five Essentials Survey

C. ☒ Student achievement data (disaggregated by student groups)

D. ☒ Current recruitment and retention efforts and effectiveness data

E. ☒ Professional development plan(s)

F. ☒ School improvement plan(s)

G. ☐ ESSA site based expenditure data

H. ☐ ED School Climate Survey (EDSCLS)

I. ☐ CDC School Health Index

J. ☐ National School Climate Center

K. ☐ ASCD School Improvement Tool

L. ☐ Illinois Quality Framework and Supporting Rubric

M. ☒ Other

List and describe other instruments and/or processes that were used in the needs assessment.[Principal interviews \(1/19/24, 2/2/24, 3/1/24, 3/15/24 \)](#), [coach interviews \(10/26/23, 12/14/23, 2/22/24, 4/18/24\)](#), [parent consultation \(Monthly Newsletter Surveys, 5 Essentials\)](#), [EL Team Consultation \(2/23/24, 3/19/24\)](#), [BPAC 2/12/14, 3/14/24, 4/15/24](#).

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable.* Writing space appears if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.

ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.

iii. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A - Improving Basic Programs

Stakeholders from District 26 are regularly engaged in the Title I planning and evaluation process. Regular check-in meetings with the building administration are scheduled to monitor effectiveness of the support plan. Stakeholders iterated that support is still needed to continue to close the learning gap amongst students by intentionally structuring learning plans that take into account cultural background, language of origin and specific learning needs. Additional support continues to be needed to address the learning impacts of COVID on intermediate elementary students. Intervention numbers indicate a need for additional staff members to provide targeted interventions in literacy and math.

B. Title I, Part A - School Improvement Part 1003

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.

A Needs Assessment was completed in consultation with building administration, building coaches, district administration, the mentor coordinator, classroom teachers and parents. 30 and 90 day Success Interviews of 1st and 2nd year teachers were given and generalized results were shared with district administration. The assessment highlighted the need to support teachers in developing understanding of the systems across the district and specific curriculum expectations. New support staff indicated satisfaction with the current support plan. One area of continuous needs indicated was to support staff in better understanding how to support children who struggle with emotional regulation and show signs of Autism.

G. Title III - LIEP

A Needs Assessment was completed in consultation with building administration, building coaches, district administration, classroom teachers, multilingual team leaders, multilingual teachers and BPAC members. Continued goals will focus on building an awareness of societal needs in relation to breaking down bias, understanding perspective, creating equity and fostering a love for learning. In addition, we are working to support teachers with providing differentiated instruction to our multilingual students to support language growth. Parents have expressed a desire to share resources related to native language program options in the community.

Multilingual teachers have been trained to use data systems to identify student needs, set goals, and monitor progress toward goals. This data management system, Ellevation, is funded by the Title III grant.

Finally, support will continue to be given to the bilingual community to increase and respect the school/family partnership. Significant growth was made in 23-24 and will continue to be a focus in 24-25.

H. Title III - ISEP

A Needs Assessment was completed in consultation with building administration, building coaches, district administration, classroom teachers, language teachers and parents. Support will continue to be given to EL learners/immigrants over summer months to address summer regression. Finally, support will be given to the bilingual and immigrant community to increase and respect the school/family partnership.

I. Title IV, Part A - Student Support and Academic Enrichment

Also provide information for Title IV-A programs and activities planned as a result of needs assessment that align with the Title IV-A budget.

A Needs Assessment was completed in consultation with building administration, building coaches, district administration, classroom teachers, social emotional support staff, health educators, the technology committee, technology support staff, and parents. One goal in this area will focus on embedding innovative practices into all classroom settings while embedding the newest technologies to support collaboration, problem solving and critical thinking. A secondary support will be providing teachers and students with access to materials to support social emotional growth and healthy lifestyles. Finally, title IV funds will be used to provide parent education on topics identified by parents.

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [1]

A Needs Assessment was completed through the cooperative: Northwest Suburban Special Education Organization (NSSEO) as well as a meeting on February 18, 2020 to discuss district needs. Additional plans are discussed through collaboration with NSSEO coaching staff, NSSEO administration and district administration annually. Goals will focus on social emotional learning, aligning special education services to core standards as well as increasing opportunities for students to participate in general education to ensure all students are head and heart ready in alignment with the District Strategic Plan. For privately placed students, a Timely and Meaningful Consultation (TMC) meeting takes place annually for the purpose of agreement to expend proportionate share dollars for students with IEPs.

L. IDEA, Part B - Preschool

A Needs Assessment was completed through the cooperative: Northwest Suburban Special Education Organization (NSSEO) in addition to annual meetings and consultation with NSSEO coaches specializing in early childhood. Goals will focus on closing the gap relative to the Early Learning Standards through the use of assessments such GOLD and VB- MAPF and with the support of STARNET and NSSEO coaching.

Legislative Requirement:

[1] IDEA - 23 IAC Section 1.420(q)

*Required field, applicable for all funding sources selected

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
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Stakeholder Involvement

Instructions

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

☒ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

☒ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Provide engaging and purposeful pathways to personalized academic growth for students by equipping staff with the requisite skills, knowledge and understanding necessary to provide high-quality, differentiated instruction that will prepare students to be successful to be 'Life (head) Ready'.

Cultivate resourceful, resilient citizens by supporting social emotional development and learning in a healthy environment.

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).* Check all that apply.

A. ☒ Teachers (1,7,8)

B. ☒ Principals (1,7,8)

C. ☒ Other school leaders (1,8)

D. ☒ Paraprofessionals (1)

E. ☒ Specialized instructional support personnel (1,2,3,4,8)

F. ☐ Charter school leaders (in a local educational agency that has charter schools) (1)

G. ☒ Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)

H. ☐ Parent liaisons

I. ☒ Title I director (1)

J. ☒ Title II director (1)

K. ☒ Bilingual director (1,6,8)

L. ☒ Title IV director (1)

M. ☒ Special Education director

N. ☒ Guidance staff

O. ☐ Community members and community based organizations (7)

P. ☐ Business representatives (2,3,4)

Q. ☐ Researchers (7)

R. ☐ Institutions of Higher Education (7)

S. ☐ Other - specify

T. ☐ Additional Other - specify

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- 6 = Title III, including LIEP and ISEP
- 7 = Title IV, Part A - Student Support and Academic Enrichment
- 8 = EL - BSP

2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used)

Stakeholders from District 26 developed the current strategic plan that guides all decision making. Teachers, principals, support staff, parents, students, and community members provided insight and collaboratively developed a strategic planning to support the district mission and vision. All stakeholder feedback was incorporated in the plan to ensure that all voices were captured and contributed towards the goal of meeting the needs of all children.

Since the initiation of the plan, stakeholders are regularly engaged in conversation related to student learning and growth to monitor progress toward goals. Stakeholders feel that support is needed to continue to close the learning gap amongst students by intentionally structuring learning plans that take into account cultural background, language of origin and specific learning needs. Staff need training on interpreting assessment results and differentiating instruction based on results. Specially trained staff, carefully chosen materials, and targeted professional development remain imperative to the success of the students.

Response from the prior year Consolidated District Plan.

Stakeholders from District 26 developed the current strategic plan that guides all decision making. Teachers, principals, support staff, parents, students, and community members provided insight and collaboratively developed a strategic planning to support the district mission and vision. All stakeholder feedback was incorporated in the plan to ensure that all voices were captured and contributed towards the goal of meeting the needs of all children.

Since the initiation of the plan, stakeholders are regularly engaged in conversation related to student learning and growth to monitor progress toward goals. Stakeholders feel that support is needed to continue to close the learning gap amongst students by intentionally structuring learning plans that take into account cultural background, language of origin and specific learning needs. Specially trained staff, carefully chosen materials, and targeted professional development remain imperative to the success of the students.

3. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied and diverse populations. [2]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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[[count] of 7500 maximum characters used)

The district maintains programs, activities and procedures for the parents/guardians of students receiving services in our district. These programs, activities and procedures are described in District-level and School-level compacts.

District-Level Parental Involvement Compact

The superintendent or designee shall develop a District-Level Parental Involvement Compact according to Title 1 requirements. The District-Level Parental Involvement Compact shall contain: (1) the District's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services or enrolled in programs under Title 1. This is housed in our District Handbook that is given to parents on an annual basis.

Through the development of an extensive communication plan, the district is working to find successful avenues for 2-way communication with parents. This is being done over social media, face to face meetings, open forum sessions with board members and the superintendent, and community gatherings/outings. Administrators and board members are present at nearly all building activities. Hosted school events are staffed with bilingual teachers serving our most common 2nd languages (Polish/Spanish/Malayalam). District invitations to collaboration events are being translated into native languages of our students. Our website uses a dynamic translation tool. Teachers stipend positions have been created and filled by bilingual teachers as community outreach agents. These individuals are responsible for reaching out to our bilingual community to invite them into the schools on a regular basis.

Response from the prior year Consolidated District Plan.

The district maintains programs, activities and procedures for the parents/guardians of students receiving services in our district. These programs, activities and procedures are described in District-level and School-level compacts.

District-Level Parental Involvement Compact

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Through the development of an extensive communication plan, the district is working to find 2-way communication methods with parents. This is being done over social media, face to face meetings, open forum sessions prior to board meetings, BPAC, and community gatherings/outings. Information tables will be present at all building activities staffed with bilingual teachers serving our most common 2nd languages (Polish/Spanish/Malayalam) to better engage families of ML learners. District invitations to collaboration events are being translated into native languages of our students. Teachers stipend positions have been created and filled by bilingual teachers as community outreach agents. These individuals are responsible for reaching out to our bilingual community to invite them into the schools on a regular basis.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable.**
[3]

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[[count] of 7500 maximum characters used)

Family engagement is a goal of the Board of Education. The board has a community engagement committee dedicated to engagement. They have developed various ways to seek community input and engage the community in topics of high interest. In our buildings, we will offer a variety of methods for families to engage in learning. At our Title 1 School, we will continue to support a program called Watchdogs. The purpose of this program is to bring adult role models into the school. The coordinator reaches out to families to build positive relationships by developing trust and offering a variety of pathways into the school to support their students, other students, and the learning environment. Secondly, the Communication's Specialist continues to study the existing forms of outreach to the community to ensure that all facets of the community are provided opportunities to engage in 2-way communication with district administration, building administration, and teaching staff. Finally, our communication's specialist engages the community through social media, monthly newsletters, and surveys in order to keep a regular pulse on community interest. Our district BPAC has been relaunched this year in a virtual format. Our BPAC is focusing on support multilingual families in locating community resources to enhance their connection and networks to the larger community.

Response from the prior year Consolidated District Plan.

Family engagement is a goal of the Board of Education. The board has a community engagement committee dedicated to engagement. They are in the process of developing various ways to seek community input and engage the community in topics of high interest. In our buildings, we will offer a variety of methods for families to engage in learning. At our Title 1 School, we will continue to support a program called Watchdogs. The purpose of this program is to bring adult role models into the school. The coordinator reaches out to families to build positive relationships by developing trust and offering a variety of pathways into the school to support their students, other students, and the learning environment. Secondly, the equity committee is studying the existing forms of outreach to the community to ensure that all facets of the community are provided opportunities to engage in 2-way communication with district administration, building administration, and teaching staff. Finally, our communication's specialist engages the community through social media, monthly newsletters, and surveys in order to keep a regular pulse on community interest. The district BPAC will be present at all large scale events to support communication with multilingual families. 4 BPAC meetings will be held (at a minimum) which will involve parent education and collaborative conversations. These events will be coordinated by our new bilingual administrator, Natalie Hudson, and district multilingual teacher assigned to support district newcomers.

Title I Requirement:

An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.

[ESEA section 1112\(a\)\(1\)\(A\).](#)

Title III Requirement:

An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private entities, and institutions of higher education. (Section 3121(b)(4)(C))

Legislative References:

[1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)

[2] Title I, Part A, Section 1116(a)(2)

[3] Title I, Part A, Section 1116(a)(2) and Section 1112(b)(7)

*Required field

**Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A



Consolidated District Plan

SESSION
TIMEOUT 59:54[Close Printer Friendly Page](#)

Private School Participation

[File Upload instructions are linked below. Click here for general page instructions.](#)

NOTE: This page may remain blank if no private schools are listed or participating in the programs

NOTE: This page is not applicable to state schools or state-authorized charter schools.

Using the latest available verified data, private schools within the district's boundaries that are registered with ISBE are pre-populated in the table below. Timely and meaningful consultation with these schools is required by legislation for ESEA Titles I, II, and IV, as well as both IDEA grants. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Will Private Schools participate in the Program?

☒ Yes ☐ No

LEA has informed Private Schools of the Title II/Title IV transfer.

☒ Yes ☐ No ☐ N/A

[Nonpublic School Consultation Form](#)[Upload Instructions for Private/Nonpublic School Forms](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
St Emily School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="0"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="261"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="261"/>	<input type="button" value="Choose File"/> No file chosen

Comments:

This will be updated following our timely consultation meeting on May 6, 2024.

Applicant: RIVER TRAILS SD 26

Application: 2024-2025 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 25-CDP-00-05-016-0260-02

County: Cook

Consolidated District Plan ▼

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
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Preschool Coordination

Instructions

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

☒ Elevating Educators: Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

☒ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

GOAL 1: Head Ready students grow academically, problem solve creatively and learn how to learn. We will provide engaging and purposeful pathways to personalize academic growth for ALL students by equipping staff with the requisite skills, knowledge and understanding necessary to provide high-quality, differentiated instruction.

GOAL 2: Heart Ready students are respectful, resourceful and resilient citizens. We will provide a healthy learning environment with a focus on social emotional development.

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs.* [1]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

If the district does not offer early childhood education programs, enter

No Preschool Programs

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used)

The district houses blended preschool classes and Bilingual PK classes for district students. In the blended model, all related services are integrated into the classroom setting (Speech, OT, PT, and social work services). Services are coordinated through the local Early Intervention agency; Child and Family Connections. Screenings are held monthly to meet the requirements of Child Find and to determine best placement options. Some students are supported through itinerant speech and language therapy. As of 2022, a district early childhood building was opened that houses PK and Kindergarten under the same roof, allowing for close articulation of teams for Kindergarten transition. Some students will have the same therapy providers in Kindergarten. During the 23-24 school year, based on student needs, a self contained special education kindergarten classroom was added to this building to build their continuum of services in order to support all students receiving special education at the early childhood and kindergarten level in their home school.

In terms of supporting this goal, teachers will continue to have common plan time in the morning and on Thursdays to work on their units of study as well as embedded professional development. Additionally, they will receive support and guidance from best practice literature, administration and coaching from NSSEO to support this work. Vertical alignment with Kindergarten will be a part of the process as well.

Response from the approved prior year Consolidated District Plan.

The district houses blended preschool classes and Bilingual PK classes for district students. In the blended model, all related services are integrated into the classroom setting (Speech, OT, PT, and social work services). Services are coordinated through the local Early Intervention agency; Child and Family Connections. Screenings are held monthly to meet the requirements of Child Find and to determine best placement options. Some students are supported through itinerant speech and language therapy. As of 2022, a district early childhood building was opened that houses PK and Kinder under the same roof, allowing for close articulation of teams for Kindergarten transition. Some students will have the same therapy providers in Kindergarten.

In terms of supporting this goal, teachers will continue to have common plan time in the morning and on Thursdays to work on their units of study as well as embedded professional development. Additionally, they will receive support and guidance from best practice literature, administration and coaching from NSSEO to support this work. Vertical alignment with Kindergarten will be a part of the process as well.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

[1] Title I, Part A, Section 1112(b)(8)

*Required field for Title I and/or IDEA Preschool



Applicant: RIVER TRAILS SD 26

Application: 2024-2025 Consolidated District Plan - 00

Cycle: Original Application

County: Cook

Consolidated District Plan ▼

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Project Number: 25-CDP-00-05-016-0260-02

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
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Student Achievement and Timely Graduation

Instructions

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.***ISBE Goals:**

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☐ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- ☒ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

GOAL 1: Head Ready students grow academically, problem solve creatively and learn how to learn. We will provide engaging and purposeful pathways to personalize academic growth for ALL students by equipping staff with the requisite skills, knowledge and understanding necessary to provide high-quality, differentiated instruction.

GOAL 2: Heart Ready students are respectful, resourceful and resilient citizens. We will provide a healthy learning environment with a focus on social emotional development.

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement the program(s).* [1]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

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River Trails School District 26 provides every child with a common core aligned curriculum in Math and English/Language Arts. All board adopted curricular materials in River Trails School District 26 aim to provide children with strong foundation skills to support student problem solving. Our professional development plan is directly aligned to the district's strategic plan focusing on instructional strategies to support student-centered, differentiated learning environments supportive of the unique and individual needs of each student.

During the 18-19 school year, a targeted ELA committee made up of a representative staff of elementary teachers reviewed Best Practices in teaching ELA. The committee used this learning to reflect on our teaching practices in ELA and make adjustments. We implemented a Reader's Workshop Model of instruction to better differentiate our teaching to meet the needs of all learners in a process of continuous improvement to support student growth in the areas of comprehension and metacognition.

Reading workshop has provided the structure for a balanced approach to teaching literacy. Additional support to teachers has been given in developing a Foundational Skills programming based on the science of reading research. During the 2023-24 school year a staff collaborated to create and implement a series of common assessments to monitor student progress in all areas of reading and writing development. This work will continue in 2024-25 as we move into developing consistent student data portfolios to monitor individual student progress over time.

Our Middle School adopted Collections from Houghton Mifflin/Harcourt in 2018-19. Collections has shown proven effective at creating thoughtful, passionate readers in the classroom. Collections presents materials and activities in a variety of ways, allowing students to interact with different types of content and material. Teachers provide students with the tools they need to think critically, expand their curiosity, and tackle challenging concepts through the Gradual Release of Responsibility model which helps them learn to close read selections and prepare for high-stakes assessments. The 2022-23 school year allowed teachers time to align their instruction to the district identified priority standards in reading, writing, speaking, and listening. A thorough data review was completed in 2023-24, and while we found students to be highly engaged in reading, individual student growth has been lower than expected. We plan to complete an audit during the 2024-25 school year as we look to potentially adopt new student materials.

To support students who are reading below grade level, the team of multilingual teachers and interventionists carefully plan targeted, need based interventions. These interventions include daily small group work. This is supplemented by computer interventions such as Read Live, Lexia, and Waterford. All interventions are carefully monitored for effectiveness. In the Middle School, students in need of additional support are provided an additional support block to address reading and writing needs. This support block is in addition to their daily literacy block. Progress is monitored with the hope of reducing support over time. As we move into 2024-25, we hope to develop a better assessment system to support middle school MTSS, and, in doing so, be able to more clearly define student learning gaps to target in intervention.

During the 2021-22 school year, the elementary math committee reviewed district math data, studied best practice math instruction, and reviewed the common core math standards. Using that knowledge, they completed a thorough pilot program of two math curriculums during the 2022-23 school year and came to consensus on an elementary math adoption which was launched in 2023-24. Staff participated in multiple professional learning sessions focused on implementation and fidelity of instruction. This support will continue in 2024-25.

Our Middle School teachers utilize the Eureka Mathematics curriculum to support grade level core instruction. This program is aligned to the Common Core Standards for Mathematics. Similar to the elementary program, this program focuses not only on the basic skills and algorithms of mathematics but delves deeply into application and problem solving. The middle school math team is in the process of auditing the materials to make sure they meet the needs of all learners with a connected path between on level and accelerated coursework.

Social Studies provides students with a standards aligned experience through text and hands-on activities. Students work to understand how communities, the United States and Global perspective interact together to make our society. Children read, act, use technology and write about history and how these events relate to modern day times.

Next Generation science standards are taught through experiments and problem-based learning modules as a means to engage children. Using an NGSS aligned program called STEMscopes in elementary and OpenSciEd in middle school, support teachers in creating learning experiences that engage students in the scientific method, cross-cutting concepts and exciting engineering practices with every lesson. Students use math, science,

engineering, and technology along with rich content-based informational text for the building of background knowledge. Problem-based learning and raw materials that students use to explore the natural world further compliment this learning.

Every student participates in full art, music and physical education classes. These special classes take place either every day or multiple times each week to further expand the learning experiences of students. A well-rounded education is secured with these content areas to allow for student expression, voice, visual representation and kinesthetic learning.

The final program of impact is the District's focus on social and emotional learning. The SEL team completed a two year audit in 2024. New curriculum will be launched during the 2024-25 school year.

Response from the prior year Consolidated District Plan.

River Trails School District 26 provides every child with a common core aligned curriculum in Math and English/Language Arts. All board adopted curricular materials in River Trails School District 26 aim to provide children with strong foundation skills to support student problem solving. Our professional development plan is directly aligned to the district's strategic plan focusing on instructional strategies to support student-centered, differentiated learning environments supportive of the unique and individual needs of each student.

During the 18-19 school year, a targeted ELA committee made up of a representative staff of elementary teachers reviewed Best Practices in teaching ELA. The committee used this learning to reflect on our teaching practices in ELA and make adjustments. We are in the process of implementing a Reader's Workshop Model of instruction to better differentiate our teaching to meet the needs of all learners in a process of continuous improvement. Prior to this adoption, teachers were using Pearson Reading Streets Curriculum. Although well-intentioned, this approach did not support high engagement in text and limited teachers' ability to differentiate.

Reading workshop has provided the structure for a balanced approach to teaching literacy. Additional support to teachers has been given in developing a Foundational Skills programming during the 22-23 school year. This support will continue in 23-24.

Our Middle School has recently renewed our reading materials adoption, Collections, from Houghton Mifflin Harcourt. Collections has shown proven effective at creating thoughtful, passionate readers in the classroom. Teachers put the learning in their students' hands. Collections presents materials and activities in a variety of ways, allowing students to interact with different types of content and material. Teachers provide students with the tools they need to think critically, expand their curiosity, and tackle challenging concepts through the Gradual Release of Responsibility model which helps them learn to close read selections and prepare for high-stakes assessments. The 2022-23 school year allowed teachers time to align their instruction to the district identified priority standards in reading, writing, speaking, and listening. Continued work in the area of common assessment practices will occur during the 2023-24 school year.

To support students who are reading below grade level, the team of multilingual teachers and interventionists carefully plan targeted, need based interventions. These interventions include daily small group work. This is supplemented by computer interventions such as Read Live, Lexia, and Waterford. All interventions are carefully monitored for effectiveness. In the Middle School, classroom schedules are built to support struggling readers in a more teacher responsive classroom with a lower teacher:student ratio. Support periods are also provided to address learning gap areas. A revised student support spectrum of services was deployed universally in 2022-23 and will be expanded in 2023-24.

During the 2021-22 school year, the elementary math committee reviewed district math data, studied best practice math instruction, and reviewed the common core math standards. Using that knowledge, they completed a thorough pilot program of two math curriculums during the 2022-23 school year and came to consensus on an elementary math adoption to initiate in 2023-24 focused on student inquiry, investigation, and finding multiple pathways to a correct answer.

Our Middle School teachers utilize the Eureka Mathematics curriculum to support grade level core instruction. This program is aligned to the Common Core Standards for Mathematics. Similar to the elementary program, this program focuses not only on the basic skills and algorithms of mathematics but delves deeply into application and problem solving.

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Next Generation science standards are taught through experiments and problem-based learning modules as a means to engage children. Using an NGSS aligned program called STEMscopes in elementary and OpenSciEd in middle school, support teachers in creating learning experiences that engage students in the scientific method, cross-cutting concepts and exciting engineering practices with every lesson. Students use math, science, engineering, and technology along with rich content-based informational text for the building of background knowledge. Problem-based learning and raw materials that students use to explore the natural world further compliment this learning.

Every student participates in full art, music and physical education classes. These special classes take place either every day or multiple times each week to further expand the learning experiences of students. A well-rounded education is secured with these content areas to allow for student expression, voice, visual representation and kinesthetic learning.

The final program of impact is the District's focus on social and emotional learning. Second Step, a scientifically-based curriculum is delivered at every grade level throughout the district. Students learn strategies and ideas for healthy choices and methods to use these in social groups in and outside of school. In middle school, students have exposure to Newsela, which embeds the CASEL curriculum. All SEL programs are currently under audit. The SEL team will be presenting recommendations for 2023-24 in the near future.

2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.* Include criteria for low-income, EL, special education, neglected, and delinquent as applicable to the district. [2]

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[[count] of 7500 maximum characters used)

All K-1 students participate in AIMSweb. All 2-8 students participate in NWEA. These benchmark/general outcome measures are tested multiple times each year. The data is analyzed for the purpose of providing a starting point for tiered intervention services based on specific results from the assessments. Teacher recommendations and outcomes of common, classroom based assessments are also collected to try and balance the standardized testing with classroom performance. A matrix and system are built to specifically identify children performing first the 1-9% for Tier II or III services, depending on recent history of interventions. The matrix is used by intervention teams to analyze data and look to match performance levels with intervention services. The building-wide intervention team schedules and works with general education and intervention teachers to schedule and provide services to children. This process is repeated at each benchmark cycle to ensure that children are making anticipated growth and have adequate achievement scores on benchmark tests. The next grouping of children are from the 10-24% performance levels which may then align with Tier II services. So between AIMSweb and NWEA, children in the 1-24% are identified for services which are then customized based on the assessments such as phonemic awareness, fluency, comprehension, etc. Children are then progress monitored in their intervention groups for growth and movement towards grade level performance. Children in the 25-75% are provided services from classroom/homeroom teachers in the form of small groups, differentiated assignments and curriculum, as well as other options. Children in the 25-75% performance level may also participate in push-in intervention services. Students in the 76%-99% are considered for further differentiation or even a content-based gifted program or acceleration. This is again based on the areas of strength matched with the type of services for advanced learners.

Response from the prior year Consolidated District Plan.

All K-1 students participate in AIMSweb. All 2-8 students participate in NWEA. These benchmark/general outcome measures are tested three times each year. The data is analyzed for the purpose of providing a starting point for tiered intervention services based on specific results from the assessments. Teacher recommendations and outcomes of classroom based assessments are also collected to try and balance the standardized testing with classroom performance. A matrix and system are built to specifically identify children performing first the 1-9% for Tier II or III services, depending on recent history of interventions. The matrix is used by intervention committees to analyze data and look to match performance levels with intervention services. The building-wide intervention committee then schedules and works with general education and intervention teachers to schedule and provide services to children. This process is repeated at each benchmark cycle to ensure that children are making anticipated growth and have adequate achievement scores on benchmark tests. The next grouping of children are from the 10-24% performance levels which may then align with Tier II services. So between AIMSweb and NWEA, children in the 1-24% are identified for services which are then customized based on the assessments such as phonemic awareness, fluency, comprehension, etc. Children are then progress monitored in their intervention groups for growth and movement towards grade level performance. Children in the 25-75% are provided services from classroom/homeroom teachers in the form of small groups, differentiated assignments and curriculum, as well as other options. Children in the 25-75% performance level may also participate in

push-in intervention services. Students in the 76%-99% are considered for further differentiation or even a content-based gifted program or acceleration. This is again based on the areas of strength matched with the type of services for advanced learners.

3. Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing additional help meeting the challenging State academic and language standards. This includes a description of any additional and supplemental instructional assistance designed to assist English learners and immigrant students to access academic content and develop language proficiency, as applicable.* [3]

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([count] of 7500 maximum characters used)

Systems will remain consistent in this areas from subsequent years as our MTSS system of intervention is serving students well. A new system of delivering intervention services at the middle school launched successfully in 2022-23 and refined in 2023-24. Goals for 2024-25 include identifying a stronger diagnostic assessment system and aligning instructional materials to identified student needs. In addition to a formal intervention program being offered, the middle school shifted to a block schedule in 2022-23 allowing more time in class for differentiated instruction to occur. We continue to focus on the implementation of instructional strategies to maintain student engagement over a longer instructional block of time.

Through our extensive MTSS process, students are offered a range of additional educational assistance should they require additional support to meet the standards. These supports span from Tier I classroom instruction, to tiered intervention support, to Special Education services. Support of students in need of additional support begins in the general education classroom. Assessments are completed using multiple measures in the fall, winter, and spring - across all grade levels. This data is triangulated and reviewed with classroom teachers at Data Review Meetings for the initial identification of students who may be at risk for not meeting state standards. Teachers use this information to plan for differentiated instruction in the classroom, which includes small-group guided reading and guided math instruction. Grade-level teachers meet on a weekly basis to collaborate and discuss and plan for students who are struggling to meet benchmarks. Furthermore, grade-level RTI team meetings are held with the school principal, school psychologist and interventionists twice regularly to review students' progress and modify instruction and support as needed.

The Data Review Meetings are also a cornerstone of our Response to Intervention (MTSS) framework. This year District 26 created a District MTSS committee to review decision rules, build calendars, and support the development of equitable programming across schools. At each Data Review Meeting students falling below set criteria are placed into Tier 2 or Tier 3 intervention groups depending on their level of need and prior intervention history. At a minimum, intervention groups meet 3 times per week for 30 minutes per session, although most intervention groups meet 5 days per week. In order to ensure that interventions are implemented with integrity and to maintain a high degree of student-teacher interaction Tier 2 groups are limited to a maximum of 6 students and Tier 3 groups are limited to a maximum of 4 students. In addition to interventions provided by classroom teachers, academic interventionists provide intervention support. All of our interventionists have either a Master's degree in Reading or Special Education.

Intervention cycles range from 6-10 weeks in length, for a total of 4 intervention cycles per school year. Students who participate in interventions are progress monitored on a weekly basis. Interventionists review students' progress and make adjustments to interventions at the midpoint of each intervention cycle. At the end of each intervention cycle the school MTSS Team holds an End of Cycle Review Meeting, where each student's progress monitoring data and any new benchmarking data are reviewed to determine if students have made adequate progress in response to intervention supports, if intervention supports can be reduced, or if intervention supports need to be intensified. Students who are not making adequate progress in response to Tier 2 are considered for Tier 3 support and are referred to our Tier 2 Building-level Problem Solving Team for the development of an individualized support plan. Outside of the MTSS process, teachers can refer a student to the Building-level MTSS team at any time. Finally, students who are not making adequate progress in response to Tier 3 intervention support are referred for a Special Education evaluation. Students found eligible for special education receive comprehensive instruction and support as needed in small-group settings and in general education classrooms with Special Education Teachers pushing in to provide support.

During the 2021-22 school year an audit of the multilingual programs was performed, and a revised service spectrum was redefined. Services delivered to students are based on language proficiency levels. Students are categorized into groups based on the level of support needed to be successful in the classroom (low level of need, moderate level of need, high level of need, newcomer). Support services vary and fluctuate as students become more language proficient. For example, students with high needs will be placed in co-taught classrooms with ML and general education teachers. Newcomers receive additional blocks of instruction on a daily basis to provide support for early language acquisition as will immigrant students. This service delivery model is flexible and responsive to student need.

Finally, District 26 offers academic support to students during the summer. Summer school is also available for students at risk of not meeting academic standards. The three/four-week summer school session also offers instruction that focuses on moderate to high need ML students, special education students, and students who are considered at-risk learners.

Response from the prior year Consolidated District Plan.

Systems will remain consistent in this areas from subsequent years as our MTSS system of intervention is serving students well. A new system of delivering intervention services at the middle school launched successfully in 2022-23 and will be expanded in 2023-24. In addition to a formal intervention program being offered, the middle school shifted to a block schedule in 2022-23 allowing more time in class for differentiated instruction to occur. This has been a focus of professional development in the middle school this year and will continue into 2023-24.

Through our extensive MTSS process, students are offered a range of additional educational assistance should they require additional support to meet the standards. These supports span from Tier I classroom instruction, to tiered intervention support, to Special Education services. Support of students in need of additional support begins in the general education classroom. Assessments are completed using multiple measures in the fall, winter, and spring - across all grade levels. This data is triangulated and reviewed with classroom teachers at Data Review Meetings for the initial identification of students who may be at risk for not meeting state standards. Teachers use this information to plan for differentiated instruction in the classroom, which includes small-group guided reading and guided math instruction. Grade-level teachers meet on a weekly basis to collaborate and discuss and plan for students who are struggling to meet benchmarks. Furthermore, grade-level RTI team meetings are held with the school principal, school psychologist and interventionists twice regularly to review students' progress and modify instruction and support as needed.

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Finally, District 26 offers academic support to students during the summer. Summer school is also available for students at risk of not meeting academic standards. The three/four-week summer school session also offers instruction that focuses on moderate to high need ML students, special education students, and students who are considered at-risk learners.

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners and immigrant students, as applicable.* [4]

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We strive to continually review and improve upon the instruction, strategies, and programs that support our students' learning and development. This begins with ongoing professional development. Every Thursday morning teachers participate in a one hour professional development session focusing on embedding research-based educational strategies into instruction to improve teaching and learning. Throughout the school year teachers also participate in inservice training and professional development. District coaches are assigned to each building to support coaching cycles. Through collaborative practice, coaches have supported teachers in setting student-centered learning goals, aligning instruction to standards, and studying progress toward goals through a learning cycle. Finally, District 26 encourages and supports teachers seeking out professional development opportunities outside the district.

When providing differentiated and intervention support we always attempt to use strategies, materials, and curricular programs that are a close fit with students' individual instructional needs. For example, many of our reading intervention groups target a specific aspect of reading such as decoding, fluency, or comprehension. To teach these skills we use a range of research based instructional programs. In addition, we utilize web-based instructional tools to individualize learning paths.

Specific instructional strategies and supports are provided to support our ML students, which account for a large portion of our student population. Our students are supported by ML endorsed teachers who provide targeted support utilizing best practice strategies. Most instruction is provided by means of a collaborative teaching model, while some small-group instruction in targeted skill areas is provided outside of the general education classroom. All instruction targets the domains of speaking, listening, reading, and writing. Our service delivery model is flexible and responsive to student needs. We have a variety of curriculum materials that are correlated to language standards to provide additional support to students. Curriculum materials are chosen by trained staff based on the area of need identified.

Technology is also a powerful tool that we use to augment and expand upon our student's learning. We use a variety of web-based tools that students are able to access at both school and home. We have added many technology tools to our catalog this school year focusing on intentional use of technology to drive learning forward.

Response from the prior year Consolidated District Plan.

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5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.[5]**

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([count] of 7500 maximum characters used)

All hires in River Trails District 26 meet and exceed criteria for highly qualified and Illinois certification requirements. On an annual basis, current staffing assignments are reviewed to ensure that all children receive highly effective teachers with experience. If a case arises where a classroom is being impacted by teaching practices, changes will be made in the staffing plan. Moreover, the District is committed to providing reimbursement options for staff seeking to increase credentials and coursework in order to better support student learning. The highest rate of new endorsements for certified staff continues to be ESL/Bilingual endorsement.

Targeted professional development is also designed to address this potential situation by ensuring that the District provides in-house or external growth opportunities for all staff in the areas of working with children from low-socioeconomic status or second language learning. All hires in River Trails District 26 meet and exceed criteria for highly qualified and Illinois certification requirements. On an annual basis, staffing assignments are reviewed to ensure that all children receive instruction from highly effective and prepared teachers. If a case arises where a classroom is being impacted by teaching practices, changes will be made in the staffing plan. Building leaders set high expectations for teachers and closely monitor teacher performance through our formal evaluation model.

Targeted professional development, supportive mentoring, and coaching opportunities are available to teachers. Success interviews with new staff members are performed throughout the year to gather and address any concerns from staff in order to quickly remediate any issues, provide necessary professional development, or supply necessary materials to keep staff feeling supported and engaged. This supports retention and building a high-quality, highly-effective staff.

Response from the prior year Consolidated District Plan.

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6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement. [6]**

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Building librarians and media specialists are utilized to help support students. Their role is a multifaceted role that has taken on several revisions in recent years. They are currently responsible for addressing the ISAIL standards in addition to the ISTE standards related to Digital Citizenship. A comprehensive audit of the elementary library program was completed in the 2023-24 school year with a potential middle school audit schedule for 2024-25. All library media specialists are held to a high standard as defined by Charlotte Danielson in her rubric for success as they are maintaining and researching high quality resources for our students reading at all ability levels. This team meets regularly on a rotating schedule with students in grades K-5 to focus on innovation (critical thinking, problem solving, collaboration, communication and creativity). We are continually adding resources to their classrooms that foster investigation and innovation such as coding robots, unplugged resources and the like. In middle school, the library media specialist supports teachers of all content areas providing materials, instruction, and support when needed.

Response from the prior year Consolidated District Plan.

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7. Describe how the district will identify and serve gifted and talented students by using objective criteria. [7]**

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During the 18-19 school year, a team of teachers, administrators and practitioners developed a District Acceleration Policy in coordination with the new state policy for grades K-8. The policy addresses 3 major components 1) Early Entry to School 2) Single Subject Acceleration 3) Whole Grade Acceleration. Criteria have been identified to gauge readiness for acceleration. Additionally, the district has focused professional development for all teachers on differentiation. Minor revisions were necessary in spring of 2020 due to the COVID-19 crisis. Additional revision was made to plan for the 21-22 school year due to lacking data. Accelerated course work is provided to students in reading and math with a formal accelerated program beginning in 4th grade. The district audited the accelerated program during the 21-22 school year. The results of this audit indicated a need to better define our instructional goals of our accelerated program. In addition, it revealed a need for better consistency in identification criteria between the elementary schools and middle school. These revisions were put in place during the 22-23 school year. The adjustment to the autoacceleration law in 2023-24 is going to have impacts on our acceleration identification process. This is being studied in 2023-24, and small adjustments are expected for 2024-25 to be in better alignment with high school programs as we see the need to support our students prior to their transition to accelerated classes in 9th grade.

Response from the prior year Consolidated District Plan.

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Title I Requirements:

Ensure that all children receive a high-quality education.

Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Legislative References:

[1] Title I, Part A, Section 1112(b)(1)(A)

[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646

[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646

[5] Title I, Part A, Section 1112(b)(2)

[6] Title I, Part A, Section 1112(b)(13)(B)

[7] Title I, Part A, Section 1112(b)(13)(A)

*Required if funding selected for Title I, Part A; Title I, Part 1003a; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

**Required field for only Title I, Part A

Applicant: RIVER TRAILS SD 26
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 25-CDP-00-05-016-0260-02

County: Cook

Consolidated District Plan ▼

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Needs	Stakeholders	Private	Preschool	Student	College	Professional	Safe	Title	IDEA	Youth	Bilingual
Assessment Impact		Schools Participation	Coordination	Achievement	and Career	Development	Learning Environment	I Specific Pages	Specific Requirements	in Care Stability Plan	Service Plan

College and Career Readiness

Instructions

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☐ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- ☒ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

GOAL 1: Head Ready students grow academically, problem solve creatively and learn how to learn. We will provide engaging and purposeful pathways to personalize academic growth for ALL students by equipping staff with the requisite skills, knowledge and understanding necessary to provide high-quality, differentiated instruction.

GOAL 2: Heart Ready students are respectful, resourceful and resilient citizens. We will provide a healthy learning environment with a focus on social emotional development.

1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable, through:* [1]

- i. Coordination with institutions of higher education, employers, and other local partners;* and**
- ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.***

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Our K-8 District transition plan includes multiple staff and program extensions to ensure that all students successfully matriculate from 8th to 9th grade. Quantitative data is used in terms of student grades, assessment scores and placement exams to help match student needs with course options in high school. Qualitative measures are used in terms of teacher recommendations, past student involvement in MTSS, special education, or ML programming along with social/emotional factors. Students with special needs have comprehensive transition meetings to ensure that all programming requirements for the students are planned and prepared ahead of new school years. When applicable and appropriate, arrangements are also made to allow middle school students access to high school coursework (typically in math) of advanced placement options. Middle School teams meet by department with the high school to review expectations, teaching objectives and student needs. Administration between districts have formal collaboration sessions quarterly to improve communication regarding transition planning.

Response from the approved prior year Consolidated District Plan.

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2. If applicable, describe the district's support for programs that coordinate and integrate the following:* [2]

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.

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NOTE: If not applicable because district serves only grades K-8, enter *Elementary District*

([count] of 7500 maximum characters used)

We are a K-8 program so this section is not applicable.

Response from the approved prior year Consolidated District Plan.

We are a K-8 program so this section is not applicable.

Legislative References:

[1] Title I, Part A, Section 1112(b)(10)(A and B)

[2] Title I, Part A, Section 1112(b)(12)(A and B)

*Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title IV, Part A; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

Applicant: RIVER TRAILS SD 26
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 25-CDP-00-05-016-0260-02

County: Cook

Consolidated District Plan ▼

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
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Professional Development - Highly Prepared and Effective Teachers and School Leaders

[Instructions](#)

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ISBE Goals:

- ☐ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☐ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☒ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- ☐ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

For each program for which funding is anticipated for the 2024-2025 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

NOTE: - If Professional Development will not be provided for a funded program below, enter **NOT PROVIDING**.

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

Our district professional development plan is directly tied to our Strategic Plan - Head Ready, Heart Ready, Life Ready. We realize that in order to effectively serve all students, we need to work collaboratively as adults. During the 20-21 school year, we trained all administrators and coaches in the Adaptive Schools Collaborative Leadership Model and Cognitive Coaching. During the 21-22 school year we expanded this training to members of the building leadership team. Administrators and coaches received level 2 training. 22-23 was our first full implementation year. Building Leadership Team members were tasked with using the collaborative strategies in team meetings to build collective capacity. This work continued in 23-24 as we learned to use consistent data to guide collaborative conversations tied to student learning. In 2024-25 we look to move to institutionalization of these strategies in the work that we do. The goal of Adaptive Schools is to develop the collective identity and capacity of organization members as collaborators and inquirers and leaders. Human organizations and individuals can be adapted to a specific niche or can become adaptive, flexing to meet the challenges of a changing world.

B. Title I, Part A - School Improvement Part 1003

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Our district values the mentor partnership to develop new staff. All new teachers will be given a mentor to support their first year of teaching. This mentor will observe the teacher a minimum of 3 times to provide feedback and recommendations for improvement. The mentee will also observe the mentor. Second year staff will be offered levels of mentoring 1) Formal Mentoring for Year 2 2) Mandatory Coaching Cycles. This differentiated level of support will help all staff feel connected and supported in their discipline -leading to retention and classroom success. Finally, a formal mentor position has been created at all buildings to support the needs of new support staff. Job specific support and professional development will be the two main functions of this mentor. We continue to see higher staff turnover leading to a continued need for mentoring. In 2024-25 we will study our two year mentoring program/need as we adjust to the new accelerated tenure model.

G. Title III - LIEP

Professional development will focus on building our capacity to be co-teachers in a co-taught classroom to support high and moderate need ML students. We will also focus our professional learning on supporting newcomers as our newcomer population has increased significantly over the last two years.

H. Title III - ISEP

down bias, understanding perspective, creating equity and fostering a love for learning. Staff will be given support to better understand how to differentiate language needs from special education language deficits. Staff will also be educated on trauma informed practices and impacts of trauma on learning. Many immigrant students have been impacted by trauma while transitioning to a new country. Teachers will be given tools to support these learners.

I. Title IV, Part A - Student Support and Academic Enrichment

Title IV funds are intended to support the improvement of students' academic achievement by increasing capacity, providing access to well-rounded education, improving school conditions, and using technology and digital literacy. Title IV will help fund our professional development in August open to all teachers in the district. At this event, teachers learn from one another how to effectively integrate technology into their instruction.

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [2]

Our partnership with NSSEO allows for professional development opportunities, collaborative coaching and supportive mentoring in a number of our focus areas. We will continue to utilize coaching for learning and understanding specific needs, such as structuring learning environments, supporting students with Autism and disruptive behavior in elementary students, as well as supporting our facilitated IEP goal. Professional development opportunities will help support our staff in equity and social justice, and other specific topics and fostering resilient learners in trauma sensitive environments.

L. IDEA, Part B - Preschool

Preschool teachers participate in differentiated professional development through Starnet focused on supporting social emotional development and learning in a healthy environment. We also utilize our partnership with NSSEO for coaching and professional development related to improving language development for our young learners, structured learning environments and facilitating collaborative team meetings and data based decision making.

Legislative Requirement:

[1] Title III, Section 3115(c)(2)

[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

*Required if funding selected for Title I, Part A; Title II, Part A; Title III; Title IV, Part A; Title V, Part B; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

Applicant: RIVER TRAILS SD 26
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-05-016-0260-02

County: Cook

Needs	Stakeholders	Private	Preschool	Student	College	Professional	Safe	Title	IDEA	Youth	Bilingual
Assessment Impact		Schools Participation	Coordination	Achievement	and Career	Development	Learning Environment	I Specific Pages	Specific Requirements	in Care Stability Plan	Service Plan

Safe and Healthy Learning Environment

Instructions

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- ☐ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☐ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- ☒ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

GOAL 2: Heart Ready students are respectful, resourceful and resilient citizens. We will provide a healthy learning environment with a focus on social emotional development.

1. Describe the process through which the districts will:

- i. reduce incidences of bullying and harassment;
- ii. reduce the overuse of discipline practices that remove students from the classroom [1];
- iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below [2]:

a. each major racial and ethnic group;

b. economically disadvantaged students as compared to students who are not economically disadvantaged;

c. children with disabilities as compared to children without disabilities;

d. English proficiency status;

e. gender; and

f. migrant status.

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

All staff and students receive anti-bullying training/bullying prevention training in the beginning of the school year. Bullying/harassment is considered a major disciplinary offense in our district and incidents are investigated thoroughly. In addition to discipline referrals, the district will use the data from the social emotional universal screener to help the district identify areas of additional focus. Each school has a problem solving team through the MTSS process. A part of that team's responsibility is to look at data and discuss and implement appropriate interventions. Interventions can range from a basic check in to an entire team approach to support a student. For a student referred for bullying/harassment or for students who have expressed that they have been bullied, specific interventions would be put in place that would be specific and appropriate for that student. Universal Systems of Support and Comprehensive curriculum materials support teachers in creating a safe and welcoming school environment differentiated to meet the needs of the students within the walls of the classroom. Elementary schools implement morning meeting time, specific to creating a welcoming community and environment. Middle schools have advisory time to meet this same objective. During these times, Tier I instruction, such as Second Step or other social emotional focused lessons are implemented with all students. With appropriate tools, students will be able to respond to incidents of bullying and report when necessary. Finally, each school has a school specific social emotional goal related to supporting healthy emotional development and creating a healthy learning environment. School Improvement Teams meet monthly to create action plans and monitor progress of these goals. This year a new procedure was developed to guide administrators in inclusive disciplinary practices, which must be tried before moving to exclusionary practices. Training will continue in this area for all staff.

Response from the prior year Consolidated District Plan.

All staff and students receive anti-bullying training/bullying prevention training in the beginning of the school year. Bullying/harassment is considered a major disciplinary offense in our district and incidents are investigated thoroughly. In addition to discipline referrals, the district will use the data from the social emotional universal screener to help the district identify areas of additional focus. Each school has a problem solving team through the MTSS process. A part of that team's responsibility is to look at data and discuss and implement appropriate interventions. Interventions can range from a basic check in to an entire team approach to support a student. For a student referred for bullying/harassment or for students who have expressed that they have been bullied, specific interventions would be put in place that would be specific and appropriate for that student. Universal Systems of Support and Comprehensive curriculum materials support teachers in creating a safe and welcoming school environment differentiated to meet the needs of the students within the walls of the classroom. Elementary schools implement morning meeting time, specific to creating a welcoming community and environment. Middle schools have advisory time to meet this same objective. During these times, Tier I instruction, such as Second Step or other social emotional focused lessons are implemented with all students. With appropriate tools, students will be able to respond to incidents of bullying and report when necessary. Finally, each school has a school specific social emotional goal related to supporting healthy emotional development and creating a healthy learning environment. School Improvement Teams meet monthly to create action plans and monitor progress of these goals. This year a new procedure was developed to guide administrators in inclusive disciplinary practices, which must be tried before moving to exclusionary practices. Training will continue in this area for all staff.

2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of

homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]

(42 U.S.C. 11301 et seq.):*

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Children and families identified as homeless receive transportation free of charge from nightly residence to school and back. Additional resources provided include: free breakfast and lunch, field trip fees as applicable, instructional materials, clothing, uniforms, social agency referrals and/or services, coordination with local caseworkers or regional liaison. Additional supports may be needed, such as before and after school care, gas cards, hot spots for internet access and others. The school team works with each family to learn about their unique circumstance and provide support. This summer, we are also partnering with the Mt. Prospect Park District to offer scholarship for day camp and swimming lessons.

Response from the prior year Consolidated District Plan.

Children and families identified as homeless receive transportation free of charge from nightly residence to school and back. Additional resources provided include: free breakfast and lunch, field trip fees as applicable, instructional materials, clothing, uniforms, social agency referrals and/or services, coordination with local caseworkers or regional liaison. Additional supports may be needed, such as before and after school care, gas cards, hot spots for internet access and others. The school team works with each family to learn about their unique circumstance and provide support.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards

Legislative Requirements:

[1] Title I, Part A, Section 1112(b)(11)

[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(6)

*Required if funding selected for Title I, Part A and/or Title IV, Part A

Consolidated District Plan

SESSION
 TIMEOUT 59:56

[Close Printer Friendly Page](#)

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1006 - RIVER TRAILS MIDDLE SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2001 - EUCLID ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6/30/2022
2003 - INDIAN GROVE ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2004 - PRAIRIE TRAILS SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

Describe anticipated Reorganizations:	
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Applicant: RIVER TRAILS SD 26
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County: Cook

Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
Title I Specific - Part One							Title I Specific - Part Two				

Title I Specific Requirements - Part Two

Instructions

If Title I funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use Title I funds, return to the Needs Assessment and Programs page and select Title I, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☐ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

- ☒ GOAL 1: Head Ready students grow academically, problem solve creatively and learn how to learn. We will provide engaging and purposeful pathways to personalize academic growth for ALL students by equipping staff with the requisite skills, knowledge and understanding necessary to provide high-quality, differentiated instruction.
GOAL 2: Heart Ready students are respectful, resourceful and resilient citizens. We will provide a healthy learning environment with a focus on social emotional development.

1. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).* (Section 1112(b)(3))

Section 1111(d)

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
If the district does not have any schools identified as comprehensive or targeted, enter

No schools identified under this part

[[count] of 7500 maximum characters used)
River Trails School District facilitates comprehensive school improvement planning at the (comprehensive identified) school - Euclid. The learning community engages in a data-based process to create goals and strategies to ensure that at-risk students are meeting State and local learning standards. These plans are reviewed every year and are based on student and community needs. Specifically, instructional and environmental strategies are used to reduce the achievement gap, provide every student with highly-qualified teachers and a curriculum designed to engage and challenge students to grow. These plans include evidence-based interventions that are based on school level needs assessments that are approved at the building, district and school board levels. Additionally, these goals and plans are reviewed to ensure success or potential changes. All staff members will utilize evidence-based instruction to ensure success and fidelity of programming.

Response from the approved prior year Consolidated District Plan.
River Trails School District facilitates comprehensive school improvement planning at the (comprehensive identified) school - Euclid. The learning community engages in a data-based process to create goals and strategies to ensure that at-risk students are meeting State and local learning standards. These plans are reviewed every year and are based on student and community needs. Specifically, instructional and environmental strategies are used to reduce the achievement gap, provide every student with highly-qualified teachers and a curriculum designed to engage and challenge students to grow. These plans include evidence-based interventions that are based on school level needs assessments that are approved at the building, district and school board levels. Additionally, these goals and plans are reviewed to ensure success or potential changes. All staff members will utilize evidence-based instruction to ensure success and fidelity of programming.

2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution?*(Section 1112(b)(5))

- ☐ Yes
- ☒ No

3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.* (Section 1112(b)(4))

Measures of Poverty from 1113(5)(A) and (B)

- ☒ School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),

- ☐ TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
- ☐ Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program, and/or
- ☐ Direct Certification.

4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.* (Section 1112(b)(5))

Section 1114 and 1115

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used)

Schoolwide programming in District 26 is approached within a differentiated instructional model designed to meet the needs of all learners. Universal screenings include AIMSweb, NWEA MAP testing and common standards-based assessments. Teachers are provided with weekly common planning time for the purpose of analyzing data and planning instruction with support from the building administration, coach, and intervention team. Formative assessments are conducted and analyzed depending on need and directly aligned to district priority standards. The district provides a comprehensive scope of services to students: co-taught classrooms, small group in-class reading and math instruction, pull-out small group reading and math instruction, as well as differentiated instructional groups for math and reading which is supported by a team of teacher and instructional assistants utilizing research-based materials.

Response from the approved prior year Consolidated District Plan.

Schoolwide programming in District 26 is approached within a differentiated instructional model designed to meet the needs of all learners. Universal screenings include AIMSweb, NWEA MAP testing and common standards-based assessments. Teachers are provided with weekly common planning time for the purpose of analyzing data and planning instruction with support from the building administration, coach, and intervention team. Formative assessments are conducted and analyzed depending on need and directly aligned to district priority standards. The district provides a comprehensive scope of services to students: co-taught classrooms, small group in-class reading and math instruction, pull-out small group reading and math instruction, as well as differentiated instructional groups for math and reading which is supported by a team of teacher and instructional assistants utilizing research-based materials.

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1112(b)(9))

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

*If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only***

[[count] of 7500 maximum characters used)

District 26 will be operating a comprehensive, school-wide program. The district stakeholders work with all stakeholders to solicit and collect ideas around providing at-risk students with high quality learning experiences. The comprehensive school approach is designed to: 1) Represents a primary means to maximize flexibility in using Federal funds 2) Serve as a vehicle to upgrade the entire educational program of a school 3) Allow for easier leveraging of non-Federal and Federal funds to work together to improve educational performance of the entire school and 4) Address student needs through a schoolwide plan based on a comprehensive needs assessment.

Response from the approved prior year Consolidated District Plan.

District 26 will be operating a comprehensive, school-wide program. The district stakeholders work with all stakeholders to solicit and collect ideas around providing at-risk students with high quality learning experiences. The comprehensive school approach is designed to: 1) Represents a primary means to maximize flexibility in using Federal funds 2) Serve as a vehicle to upgrade the entire educational program of a school 3) Allow for easier leveraging of non-Federal and Federal funds to work together to improve educational performance of the entire school and 4) Address student needs through a schoolwide plan based on a comprehensive needs assessment.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

*Required field

Applicant: RIVER TRAILS SD 26
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

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Project Number: 25-CDP-00-05-016-0260-02

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
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IDEA Specific Requirements

Instructions

If IDEA funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funds, return to the Needs Assessment and Programs page and select IDEA, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

ISBE Goals:

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☒ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

- ☒ GOAL 1: Head Ready students grow academically, problem solve creatively and learn how to learn. We will provide engaging and purposeful pathways to personalize academic growth for ALL students by equipping staff with the requisite skills, knowledge and understanding necessary to provide high-quality, differentiated instruction.
GOAL 2: Heart Ready students are respectful, resourceful and resilient citizens. We will provide a healthy learning environment with a focus on social emotional development.

1. How was the comprehensive needs assessment information used for planning grant activities?* This section should include the comprehensive needs identified that will be targeted by the activities and programs funded by IDEA.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The comprehensive needs assessment information was utilized to plan grant activities that fit a number of criteria. We met with NSSEO's professional development team and considered activities that would fit into the scope of our current school day and school year, activities that would support goals already identified by our district and activities that would be sustainable throughout the school year and beyond. Specific needs identified by our district team included a continued focus on structure and processes for best practices in IEP writing and case management as well as transition planning between buildings and programs. We plan to continue our work on Facilitated IEP in terms of implementation and running fidelity checks and team reflections. ADOS training was previously put on hold due to the pandemic and was administered this year. A newly developed FBA/BIP process was implemented, and our partnership with NSSEO provided training for new staff and fidelity checks continued during the 23-24 school year with a focus on building capacity with our social emotional building teams so they could lead the process with their own teams starting in the 24-25 school year.

Response from the approved prior year Consolidated District Plan.

The comprehensive needs assessment information was utilized to plan grant activities that fit a number of criteria. We met with NSSEO's professional development team and considered activities that would fit into the scope of our current school day and school year, activities that would support goals already identified by our district and activities that would be sustainable throughout the school year and beyond. Specific needs identified by our district team included a continued focus on structure and processes for best practices in IEP writing and case management as well as transition planning between buildings and programs. We plan to continue our work on Facilitated IEP in terms of implementation and running fidelity checks and team reflections. ADOS training was previously put on hold due to the pandemic and was administered this year. A newly developed FBA/BIP process was implemented, and our partnership with NSSEO provided training for new staff and fidelity checks that will continue to be a focus for this coming year.

2. Summarize the activities and programs to be funded within the grant application.*

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Specific activities, programs and supports that will be funded include a variety of options. Professional development opportunities and coaching support from our cooperative, NSSEO, as well as informational webinars and in person sessions to focus on our goal IEP writing and case management, facilitated IEP training, ADOS training and FBA/BIP training. Other programmatic options will be licenses for social emotional screening, IEP Embrace system, AEPs and other curricular items. During the 23-24 school year, we used a portion of these funds to expand middle school interventions as well as to finalize the social emotional curriculum audit for the District resulting in a recommendation for elementary and middle school programming. In order to support our most intense functional and life skills needs, we adopted a replacement curriculum that offers content for all core areas (math, literacy, social studies, science) as well as social emotional and life skills programming.

Response from the approved prior year Consolidated District Plan.

Specific activities, programs and supports that will be funded include a variety of options. Professional development opportunities and coaching support from our cooperative, NSSEO, as well as informational webinars and in person sessions to focus on our goal IEP writing and case management, facilitated IEP training, ADOS training and FBA/BIP training. Other programmatic options will be licenses for social emotional screening, IEP Embrace system, AEPs and other curricular items. We also plan to use a portion to expand middle school intervention blocks and a social emotional curricular pilot.

3. Describe any changes in the scope or nature of services from the prior fiscal year.*

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Based on increased needs of students eligible for special education services, we have added a self contained kindergarten classroom in that home school, we are maintaining two self contained programs at one of our

elementary schools. We are also adding a self contained program to the middle school starting in the 24-25 school year to support students with more intense functional and life skills needs.

Response from the approved prior year Consolidated District Plan.

The changes are slight and focus on the shift of resources from elementary intervention to middle and PK intervention as well as supporting our full continuum of programming within the district.

4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator that's applicable. For a listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.

<https://www.isbe.net/Pages/SPPAPR-Indicators.aspx>

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used)

Funds are used to support performance on Statewide Assessments by providing support for MTSS interventions as well as curricular materials for instruction on individualized IEP goal areas as well as grade level standards. We have no instances of suspensions of students over 10 days during the 23-24 school year. Funding is used to support the educational environment by providing consistent support and coaching to ensure teams are doing all they can to maintain least restrictive environments for students with IEPs. Prior to considering outplacement, teams partner with building and district administration as well as NSSEO coaches to update and revise behavior plans and supports to exhaust all district options. Funding will support Early Childhood Outcomes through training to increase the structure of the educational environment with individualized schedules and visuals for our youngest learners to improve their emergent academic and social emotional skills. Parent Involvement is an area of focus through our Facilitated IEP process in which parents are valued team members at all IEP meetings and such meetings are run with a strength based philosophy across the district. Equity and cultural awareness are focus areas to reduce the chances of disproportionality through evaluation of curricular materials, providing MTSS interventions, and consistent discipline processes as well as instruction on social emotional skills from early childhood through middle school. Evaluation timelines and compliance are monitored and adhered to across the district. We have a process for Early Childhood transition and account for students entering our early childhood programs through Early Intervention by their third birthday. Those tuition free spots are saved for this transition.

*Required field

Applicant: RIVER TRAILS SD 26

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Cycle: Original Application

County: Cook

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Project Number: 25-CDP-00-05-016-0260-02

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			Youth In Care Transportation Plan		

Overview***Note: This plan section is not required for the Department of Juvenile Justice.**

PROGRAM: Youth in Care Stability

PURPOSE: To comply with ESSA requirements for educational stability for students who are Youth in Care.

REQUIRED FOR: All Illinois school districts and state-authorized charter schools

RESOURCES: [ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)
[US Department of Education \(USDE\) web page for Students in Foster Care](#)
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)
[Educational Stability Requirements \(Effective October 7, 2008\)](#)
[Public Act 099-0781 \(effective 8/12/2016\)](#)
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)
[Finance, Budgets & Funding – Transportation Programs \(scroll to Foster Care Transportation section\)](#)
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

BACKGROUND

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain students who are Youth in Care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time as Youth in Care.

DEFINITION AND REFERENCES

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total.

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

REQUIREMENTS

A. The following factors should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:

1. Safety
2. Duration of the need for services
3. The time/length of travel time for the student each day
4. Time of placement change
5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
6. Traffic patterns
7. Flexibility in school schedule
8. Impact of extracurricular activities on transportation options.
9. Maturity and behavioral capacity of student

B. The following low-cost/no-cost options should be considered when developing the transportation procedures:

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
 - a. Contracted services - taxis, student transport companies, etc. - see note below
 - b. Public transportation such as city buses, rails, etc.
 - c. Carpools - see note below
 - d. School/District staff - see note below
 - e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes

NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

REMINDER: A multifunction school activity bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]

C. The following funding options should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP
5. Local funds

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Pla
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			Youth In Care Transportation Plan		

Contact Information

***Note: This page is not required for the Department of Juvenile Justice.**

As part of the Youth in Care Stability Plan development process, several stakeholders should be involved. These may include, but are not limited to:

- a. Local educational agency (LEA) point of contact for Youth in Care/Foster Care students (LEA-POC)
- b. LEA transportation director
- c. Child welfare agency point of contact
- d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
- e. Title I director
- f. School social worker
- g. Guidance counselor
- h. Special education personnel

Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are required; others are optional and should be included as applicable.

1. Youth in Care/Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Cohen	Carie	Assistant Superintendent	ccohen@rtsd26.org

☐ Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Tom	Jean	Business Services Coordinator	jtom@rtsd26.org

☐ Click here to add information for other personnel involved in the plan development.

*Required field

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			Youth In Care Transportation Plan		

Best Interest Determination as it relates to School Stability

***Note: This page is not required for the Department of Juvenile Justice.**

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining the best interest of the affected student's placement if the student becomes a Youth in Care or changes residences while they are a Youth in Care. Include the positions of all district personnel and other stakeholders involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in their best interest, as it relates to ensuring school stability.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. If a child is identified as being in foster care, determining whether to remain in the child's school of origin should be a collaborative process. Consideration factors should include both academic and social functioning of the child. Additionally, the distance and amount of time transported should also be considered. In terms of academics, factors should include attendance, academic functioning, support services or interventions needed or used, growth made in current placement and any special programming that the schools offer. The time of year and grade level are important to look at also, especially if the child is nearing graduation. In terms of social functioning, I (Asst. Supt. Student Services in conjunction with the building administration- Carie Cohen) would consider what connections the child has made at the school with other students, adults, clubs and activities, the likelihood of these relationships getting built again and emotional supports available to the student in both placements.

Response from the approved prior year Consolidated District Plan.

If a child is identified as being in foster care, determining whether to remain in the child's school of origin should be a collaborative process. Consideration factors should include both academic and social functioning of the child. Additionally, the distance and amount of time transported should also be considered. In terms of academics, factors should include attendance, academic functioning, support services or interventions needed or used, growth made in current placement and any special programming that the schools offer. The time of year and grade level are important to look at also, especially if the child is nearing graduation. In terms of social functioning, I (Asst. Supt. Student Services in conjunction with the building administration- Carie Cohen) would consider what connections the child has made at the school with other students, adults, clubs and activities, the likelihood of these relationships getting built again and emotional supports available to the student in both placements.

2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.*

[See IDEA legislation here](#) [See Section 504 here](#)

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

If a child in foster care has disabilities under IDEA or Section 504, collaboration would take place between the schools, caregiver and DCFS to determine the best supports for the student. A team effort is essential for creating the best and most effective plan for a student with disabilities.

Response from the approved prior year Consolidated District Plan.

If a child in foster care has disabilities under IDEA or section 504, collaboration would take place between the schools, caregiver and DCFS to determine the best supports for the student. A team effort is essential for creating the best and most effective plan for a student with disabilities.

3. Describe any special consideration and legal requirements taken into account for children who are English learners.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

In addition to both academic and social functioning of the child, the distance and amount of time transported should also be considered. In terms of academics, factors should include attendance, academic functioning, support services or interventions needed or used, growth made in current placement and any special programming that the schools offer. For English language learners, it is important to consider the amount of time in the country, growth made in language acquisition, programming needed and supports available in both placements. The time of year and grade level are important to look at also, especially if the child is nearing graduation. In terms of social functioning, taking into account what connections the child has made with other students, adults, clubs and activities, the likelihood of maintaining these relationships and emotional supports available to the student in both placements.

Response from the approved prior year Consolidated District Plan.

In addition to both academic and social functioning of the child, the distance and amount of time transported should also be considered. In terms of academics, factors should include attendance, academic functioning, support services or interventions needed or used, growth made in current placement and any special programming that the schools offer. For English language learners, it is important to consider the amount of time in the country, growth made in language acquisition, programming needed and supports available in both placements. The time of year and grade level are important to look at also, especially if the child is nearing graduation. In terms of social functioning, taking into account what connections the child has made with other students, adults, clubs and activities, the likelihood of maintaining these relationships and emotional supports available to the student in both placements.

4. Describe the dispute resolution process should there be disagreement among education decision makers, and other stakeholders regarding the best interest determination.*

Be sure to include the step-by-step process if one would want to initiate a dispute about the Best Interest Determination decision. NOTE: include that DCFS has the final say if a resolution cannot be determined.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

In the event of a dispute the following process should be followed. First, initiation of a dispute must happen. This can be in the form of a letter with all necessary information, including the reason for the dispute within 10 school days of receiving the LEA's placement decision. The letter must be forwarded to the superintendent or designee. From that point, the student remains in the current placement until a final resolution has been met. The Superintendent will arrange a conference with the educational decision maker, the student if appropriate, and a representative from the local child welfare agency. The conference should take place within 10 business days of receipt of dispute letter. Following that

meeting, the Superintendent, within 5 business days shall follow up with the educational decision maker which shall be in writing. The educational decision maker can then agree or disagree with the Superintendent. A disagreement shall escalate the dispute to Level II, which shall take place within 5 school days. The educational decision maker must inform the Superintendent of their intent to appeal to Level II. A level II dispute follows a similar pattern and appeals to the State Education Authority (SEA), foster care point of contact. Again, the student shall remain in their school of origin. The SEA will forward their final written decision to the educational decision maker and the school superintendent. The school must implement the SEA's decision in full, immediately. DCFS has the final say if parties cannot come to an agreement.

Response from the approved prior year Consolidated District Plan.

In the event of a dispute the following process should be followed. First, initiation of a dispute must happen. This can be in the form of a letter with all necessary information, including the reason for the dispute within 10 school days of receiving the LEA's placement decision. The letter must be forwarded to the superintendent or designee. From that point, the student remains in the current placement until a final resolution has been met. The Superintendent will arrange a conference with the educational decision maker, the student if appropriate, and a representative from the local child welfare agency. The conference should take place within 10 business days of receipt of dispute letter. Following that meeting, the Superintendent, within 5 business days shall follow up with the educational decision maker which shall be in writing. The educational decision maker can then agree or disagree with the Superintendent. A disagreement shall escalate the dispute to Level II, which shall take place within 5 school days. The educational decision maker must inform the Superintendent of their intent to appeal to Level II. A level II dispute follows a similar pattern and appeals to the State Education Authority, foster care point of contact. Again, the student shall remain in their school of origin. The SEA will forward their final written decision to the educational decision maker and the school superintendent. The school must implement the SEA's decision in full, immediately. DCFS has the final say if parties cannot come to an agreement.

5. Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who are identified as Youth in Care.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

A child who is identified as being in foster care is entitled to free transportation to and from the foster home and school. Upon registration, the school office notifies the district transportation coordinator who will log the child appropriately in the system. Considerations should be made as to whether or not there is a minimal or no cost option available, such as dropping a student at an existing bus stop, creating a new bus stop or considering any district wide routes that may be available for pick up. If the child is an appropriate age, considerations will be made regarding whether there are other public transportation opportunities available. Other options may include a taxi cab and/or shared service with a student that is already being transported. Considerations of age, functional ability and dependability of transportation should be considered.

*Required field

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			Youth In Care Transportation Plan		

Youth in Care Stability Plan Development

***Note: This plan section is not required for the Department of Juvenile Justice.**

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process.*

Be sure to include the factors that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. A child who is identified as being in foster care is entitled to free transportation to and from the foster home and school. Upon registration, the school office notifies the district transportation coordinator who will log the child appropriately in the system. Considerations should be made as to whether or not there is a minimal or no cost option available, such as dropping a student at an existing bus stop, creating a new bus stop or considering any district wide routes that may be available for pick up. If the child is an appropriate age, considerations will be made regarding whether there are other public transportation opportunities available. Other options may include a taxi cab and/or shared service with a student that is already being transported. Considerations of age, functional ability and dependability of transportation should be considered.

Response from the approved prior year Consolidated District Plan.

A child who is identified as being in foster care is entitled to free transportation to and from the foster home and school. Upon registration, the school office (school secretary) notifies the district transportation coordinator (Donato Coglianese) who will log the child appropriately in the system. Considerations should be made as to whether or not there is a minimal or no cost option available, such as dropping a student at an existing bus stop, creating a new bus stop or considering any district wide routes that may be available for pick up. If the child is an appropriate age, considerations may include other public transportation opportunities available. Other options may include a taxi cab and/or shared service with a student that is already being transported. Considerations of age, functional ability and dependability of transportation should be considered.

2. Indicate which options will be considered when developing the transportation plan. Check all that apply.*

- ☒ a. Pre-existing transportation route
- ☒ b. New transportation route
- ☐ c. Route-to-route hand-offs
- ☐ d. District-to-district boundary hand-offs
- ☒ e. Other services for which student is eligible, such as IDEA transportation options
- ☒ f. Options presented by DCFS worker
- ☒ g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

- ☐ h. Other - describe
- ☐ i. Other - describe
- ☐ j. Other - describe

3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.*

Be sure to include the funding options that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

The district will use local funds or title grants depending on need.

Response from the approved prior year Consolidated District Plan.

The district will use local funds or title grants depending on need.

4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

Given the emphasis on shared agency responsibility to ensure educational stability, the local child welfare agency should make every possible effort to reach agreement regarding how transportation should be funded. Transportation is a central component of educational stability and may be needed in order to fulfill the requirements that both LEAs and child welfare agencies ensure educational stability for children in foster care; thus, both agencies must collaborate regarding transportation if it is necessary so that a child in foster care may remain in his or her school of origin. In the event that an LEA and local child welfare agency face difficulties reaching agreement on how to fund any additional costs incurred to provide transportation to the school of origin, the state agency should meet with the school superintendent to review the dispute. The superintendent should work with the state agency on a resolution.

Response from the approved prior year Consolidated District Plan.

Given the emphasis on shared agency responsibility to ensure educational stability, the local child welfare agency should make every possible effort to reach agreement regarding how transportation should be funded. Transportation is a central component of educational stability and may be needed in order to fulfill the requirements that both LEAs and child welfare agencies ensure educational stability for children in foster care; thus, both agencies must collaborate regarding transportation if it is necessary so that a child in foster care may remain in his or her school of origin. In the event that an LEA and local child welfare agency face difficulties reaching agreement on how to fund any additional costs incurred to provide transportation to the school of origin. The state agency should meet with the school superintendent to review the dispute. The superintendent should work with the state agency on a resolution.

5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.*

NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

The school district of origin is responsible and will provide transportation in the form of our local bus service or taxi while the dispute is being resolved.

Response from the approved prior year Consolidated District Plan.

The school district of origin is responsible and will provide transportation in the form of our local bus service or taxi while the dispute is being resolved.

6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of a student who is eligible for such services.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

Typically the first people to receive this information are the building secretaries. They receive annual training on how to proceed with this information. The next layer of staff is the student services team, if the student receives any special instruction. If not, then the school social worker may get this information first. All staff are trained to notify the Assistant Superintendent, who will notify the transportation coordinator. Once a plan is developed, it will be shared with all necessary parties. This information will be available to all staff during faculty meetings, district announcements on the district staff web page and through consistent communication with staff/grade level teams.

Response from the approved prior year Consolidated District Plan.

Typically the first people to receive this information are the building secretaries. They receive annual training on how to proceed with this information. The next layer of staff is the student services team, if the student receives any special instruction. If not, then the school social worker may get this information first. All staff are trained to notify the Assistant Superintendent, who will notify the transportation coordinator. Once a plan is developed, it will be shared with all necessary parties. This information will be available to all staff during faculty meetings, district announcements on the district staff web page and through consistent communication with staff/grade level teams.

*Required field

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Needs	Stakeholders	Private	Preschool	Student	College	Professional	Safe	Title	IDEA	Youth	Bilingual
Assessment Impact		Schools Participation	Coordination	Achievement	and Career	Development	Learning Environment	I Specific Pages	Specific Requirements	in Care Stability Plan	Service Plan
BSP Overview					BSP Plan Specifics						

BSP Overview

Program Name:	EL - Bilingual Service Plan
Purpose:	The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.
Rules:	23 Ill. Admin. Code, Part 228.50
Contact:	Multilingual Department at 312-814-3850 multilingual@isbe.net

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
BSP Overview					BSP Plan Specifics						
BSP Program Contact	BSP Program Info	BSP Short Form	BSP Program Enrollment			BSP Parent Advisory Committee			BSP Professional Development		

BSP Contact Information

English Learners (ELs) are in the district

Provide information below for the Program Director/individual who completed this application:

Last Name*	First Name*	Middle Initial
<input type="text" value="Hudson"/>	<input type="text" value="Natalie"/>	<input type="text"/>
Phone*	Email*	
<input type="text" value="224"/> <input type="text" value="612"/> <input type="text" value="7801"/>	<input type="text" value="nhudson@rtsd26.org"/>	

EL Program Director Requirements:

Does the Program Director meet the requirements to administer an English Learner program?* Yes ☒ No ☐

[Administrator Requirements](#)

If not, provide an action plan describing how the district will meet the requirements in the space below:

Comments:

Use this text area for any needed explanations to ISBE in regard to this program.
([count] of 3000 maximum characters used)

*Required field

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Y in Care S
BSP Overview					BSP Plan Specifics					
BSP Program Contact	BSP Program Info	BSP Short Form	BSP Program Enrollment			BSP Parent Advisory Committee				Profession

BSP District Program Information

326 English Learners (ELs) are in the district

Complete the requested information below.

Key: Types of Instructional Design

1. Dual Language - Two Way (Self-contained)
2. Dual Language - One Way (Self-contained)
3. Transitional Bilingual Program (Self-contained)
4. Transitional Bilingual Program (Collaboration)
5. Transitional Program in English (Self-contained)
6. Transitional Program in English (Collaboration)

	Attendance Center Name	Grade Span	Program Type (check all that apply)		Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement - Enter zero if no teachers in a category.			ELS-TBE and ELS-VIT - Enter zero if no teachers in a category.	Language C
			TBE	TPI	1	2	3	4	5	6	Number of PEL Teachers with ESL Endorsement Only	Number of PEL Teachers with Bilingual Endorsement Only	Number of PEL Teachers with ESL and Bilingual Endorsement	Number of Teachers with ELS-TBE or ELS-VIT Endorsements	
1.	Prairie Trails School	K	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	7	0	1	0	001
2.	Euclid School	1-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	23	0	1	0	001
3.	Indian Grove School	1-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	14	0	1	0	004
4.	River Trails Middle School	6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5	1	0	0	001
5.	Timber Ridge School	K-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	0	1	0	001
6.	Minor School	K-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	1	0	0	001
7.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
8.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
9.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
10.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
11.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
12.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
13.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
14.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
15.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

16.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
17.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
18.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
19.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
20.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
21.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
22.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
23.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
24.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
25.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

If one or more attendance centers has EL enrollment but no ESL/Bilingual endorsed teachers above, then describe how the district will ensure that EL students receive appropriate language support for their education endorsed teachers.

([count] of 2500 maximum characters used)

We have ESL/Bilingual staff represented in all buildings. Most students who are outplaced (Timber Ridge and Minor) have significant needs identified in their individualized education plans. ML teachers are present at the IEP table to develop appropriate accommodations. Both schools have identified ML staff to support students and teachers (moreso in a consultative fashion). Bilingual assistants are present in classrooms for students with very limited English proficiency. Native language literacy is not provided.

At Indian Grove Elementary School, numbers indicate a need for certified teachers in Malayalam and Polish. This year our EL teacher received her bilingual certification in Polish (004). We have been attempting to hire a certified teacher in Malayalam for 1.5 years had any luck finding a candidate. For this reason, we have hired 2 fluent teaching assistants to support students/teachers.

*If district has more than 25 attendance centers, please contact Multilingual/Language Development Department at multilingual@isbe.net or (312) 814-3850.

Applicant: RIVER TRAILS SD 26
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Project Number: 25-CDP-00-05-016-0260-02

County: Cook

Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
BSP Overview					BSP Plan Specifics						
BSP Program Contact	BSP Program Info	BSP Short Form	BSP Program Enrollment			BSP Parent Advisory Committee			BSP Professional Development		

BSP Short Form

Instructions

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English Learners (ELs) are in the district

BSP Short Form Page - Use only for Districts with 1 to 19 ELs.

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
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BSP Program Enrollment

[Instructions](#)

326 English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Check the type(s) of Program Enrollment offered

TBE ☒ TPI ☒

SPANISH LANGUAGE ARTS CURRICULUM

Indicate whether or not the district is offering Spanish language arts. All districts with a full-time TBE Spanish program must offer Spanish language arts.

Does the district offer Spanish language arts to TBE/TPI students?*

Yes ☒ No ☐

Describe the instructional and evaluation methods used to measure student progress with respect to the Illinois [Spanish Language Arts Standards](#).

Measuring and monitoring student progress in Spanish Language Arts involves various assessment methods and tools to gauge their proficiency in reading, writing, speaking, and listening in Spanish. Reading is assessed using Aimsweb early y literacy and fluency assessments. Writing is assessed by formative means. The district writing rubrics are use to evaluate writing in both English and Spanish. Speaking and listening are assessed through observation as well as with technological resources. In the classroom, students receive initial instruction in English. English lessons are aligned with lessons from Savvas - MiVision, our board adopted bilingual Spanish curriculum. Students are provided native language instruction with MiVision as needed based on the outcomes of the assessment. We do not have specific curriculum materials in Polish and Malayalam, however, we support students in their native language using technological tools to support translation when appropriate.

Students are instructed in English first. English lessons are aligned with lessons from Savvas - Mi Vision. Students are provided native language instruction with MiVision curriculum as needed. Students have access to a bilingual Spanish certified teacher for instruction. Students will be monitored with Spanish Aimsweb Early Literacy (1) and Spanish Fluency (2). We will explore using MiVision benchmark assessments to monitor growth in native language skills.
BSP Parent Advisory Committee

REMINDER: Districts that offer Spanish language arts instruction to TBE or TPI students must provide at least one training session annually related to the implementation of the Illinois Spanish Language Arts Standards to staff who provide instruction in Spanish language arts.

Indicate whether the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3) and has the part-time TBE rational template in the students' records.

Yes ☒ No ☐

[Part-Time Transitional Bilingual Education \(TBE\) Placement](#)

*Required field

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
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TBE Parent Advisory Committee

[Instructions](#)

English Learners (ELs) are in the district

Parent Advisory Committee Page - Complete this page **ONLY** if the district has a TBE program. A district is required to have a Bilingual Parent Advisory Committee if an attendance center has 20 or more EL students with the same language group (Preschool counted separately).

Verification of Plan Review by Bilingual Parent Advisory Committee for TBE Programs

Parent and Community Participation - Each district or cooperative with a TBE program shall establish a parent advisory committee consisting of the following: parents, legal guardians, transitional bilingual teachers, counselors, and community leaders. A majority of its members must be parents of students enrolled in the TBE program. This committee shall:

1. Meet at least four times per year;
2. Maintain on file with the school district, minutes of these meetings; and
3. Review district's annual Bilingual Service Plan and EBF spending plan submitted to the State Board of Education.

Identify all members of the Bilingual Parent Advisory Committee. Indicate under Role whether they are a parent (P), legal guardian (G), teacher (T), counselor (C), or community member (CM). Indicate the language(s) spoken by the member. Indicate the member's home address and phone number where they can be reached.

Name	<input type="text" value="Desislava Goshev"/>	Role	<input type="text" value="P"/>	Language(s)	<input type="text" value="Bulgarian"/>	Telephone	<input type="text" value="773"/> <input type="text" value="807"/> <input type="text" value="6624"/>
Street	<input type="text" value="1435 N Park Dr"/>	City	<input type="text" value="Mt. Prospect"/>	State	<input type="text" value="IL"/>	Zip+4	<input type="text" value="60056"/> <input type="text" value=""/>
Name	<input type="text" value="Sebastian Jose"/>	Role	<input type="text" value="P"/>	Language(s)	<input type="text" value="Malayalam"/>	Telephone	<input type="text" value="224"/> <input type="text" value="432"/> <input type="text" value="7622"/>
Street	<input type="text" value="1774 AZALEA PL"/>	City	<input type="text" value="Mt. Prospect"/>	State	<input type="text" value="IL"/>	Zip+4	<input type="text" value="60056"/> <input type="text" value=""/>
Name	<input type="text" value="Malgorzata Plewa"/>	Role	<input type="text" value="P"/>	Language(s)	<input type="text" value="Polish"/>	Telephone	<input type="text" value="773"/> <input type="text" value="580"/> <input type="text" value="1995"/>
Street	<input type="text" value="903 N Sumac Ln"/>	City	<input type="text" value="Mt. Prospect"/>	State	<input type="text" value="IL"/>	Zip+4	<input type="text" value="60056"/> <input type="text" value=""/>
Name	<input type="text" value="Zhyldyz Maksatbek"/>	Role	<input type="text" value="P"/>	Language(s)	<input type="text" value="Russian"/>	Telephone	<input type="text" value="312"/> <input type="text" value="485"/> <input type="text" value="2237"/>
Street	<input type="text" value="104 Creek Bend"/>	City	<input type="text" value="Mt. Prospect"/>	State	<input type="text" value="IL"/>	Zip+4	<input type="text" value="60056"/> <input type="text" value=""/>
Name	<input type="text" value="Cigdem Caliskan"/>	Role	<input type="text" value="P"/>	Language(s)	<input type="text" value="Turkish"/>	Telephone	<input type="text" value="224"/> <input type="text" value="529"/> <input type="text" value="7832"/>
Street	<input type="text" value="1431 E EMMERSON LANE"/>	City	<input type="text" value="Mt. Prospect"/>	State	<input type="text" value="IL"/>	Zip+4	<input type="text" value="60056"/> <input type="text" value=""/>
Name	<input type="text" value="Anna Latocha Malkowski"/>	Role	<input type="text" value="P"/>	Language(s)	<input type="text" value="Polish"/>	Telephone	<input type="text" value="708"/> <input type="text" value="949"/> <input type="text" value="0675"/>
Street	<input type="text" value="886 Madelyn Dr"/>	City	<input type="text" value="Mt. Prospect"/>	State	<input type="text" value="IL"/>	Zip+4	<input type="text" value="60056"/> <input type="text" value=""/>
Name	<input type="text" value="Natalie Hudson"/>	Role	<input type="text" value="T"/>	Language(s)	<input type="text" value="English"/>	Telephone	<input type="text" value="224"/> <input type="text" value="612"/> <input type="text" value="7801"/>

Street	805 N. Burning Bush Lane	City	Mt. Prospect	State	IL	Zip+4	60056
Name	Ida Rodriguez	Role	T	Language(s)	Spanish	Telephone	224 612 7800
Street	805 N. Burning Bush Lane	City	Mt. Prospect	State	IL	Zip+4	60056
Name	Amy Ferguson	Role	T	Language(s)	English	Telephone	224 612 7500
Street	1340 Burning Bush	City	Mt. Prospect	State	IL	Zip+4	60056
Name	Dorota Citak	Role	T	Language(s)	Polish	Telephone	224 612 7500
Street	1340 Burning Bush	City	Mt. Prospect	State	IL	Zip+4	60056
Name	Martha Atanus	Role	T	Language(s)	English	Telephone	224 612 7400
Street	700 E. Euclid	City	Mt. Prospect	State	IL	Zip+4	60056
Name	Kristine Seifert	Role	T	Language(s)	English	Telephone	224 612 7303
Street	1900 E. Kensington Road	City	Mt. Prospect	State	IL	Zip+4	60056
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
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Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	

☒ I certify that the Bilingual Parent Advisory Committee has had an opportunity to review this Bilingual Service Plan. I furthermore assure on behalf of the district that the Bilingual Advisory Committee has had the opportunity to review the EL-EBF Spending Plan as required by 23 IL Admin Code Part 228.30, section C, (4) A, by or before October 31, 2024.

Date: 04/15/2024

Name of Committee Chairperson: Sebastian Jose

A committee chair must be a member of the BPAC.

* A printed copy of the completed page with the signature of the Committee Chairperson must be retained on file at the district for review upon request.

Meeting Projected Dates
(7/1/2024 -

Activity

6/30/2025)

1. 09/16/2024 Bilingual Advisory Committee Training (required activity).
2. 11/04/2024 BPAC Roundtable @ Parent Teacher Conferences
3. 02/06/2025 Parent Education - Supporting Native Literacy
4. 04/14/2025 BSP/Bilingual Spending Plan

Consolidated District Plan

SESSION
TIMEOUT 59:57

Applicant: RIVER TRAILS SD 26

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Project Number: 25-CDP-00-05-016-0260-02

Overview	Contact Information	Amendments	Needs Assessment and Programs			Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
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BSP Professional Development

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326 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

Describe the professional development activities proposed to be developed and implemented for staff involved in the education of English Learners and immigrant students. Such training activities should be directly related to helping staff attain the qualifications, knowledge, and skills needed to increase EL and immigrant students' academic performance. These activities must also meet requirements set forth in the laws and regulations governing the TBE/TPI program.

TBE/TPI Staff Inservice Plan - Indicate at least two Professional Development Activities

Inservice activities must be provided to all TBE/TPI staff at least twice yearly. Specify the areas to be addressed, which must include, but need not be limited to, one of the following: Current Research in the Teaching of EL Students; Methods for Teaching in the Native Language and Methods of Teaching ESL; Content Area and Language Proficiency Assessment of EL Students; Issues Related to the Native Culture and the Culture of the United States; and Issues Related to EL Students with Disabilities. Additionally, for new certificated and noncertificated program staff, the following must be addressed: Minimum Program Standards; District Identification and Assessment Procedures; Program Design; and Basic Instructional Techniques for Teachers of EL Students.

Districts that offer Spanish language arts must offer at least one session related to the implementation of Spanish language arts for staff members who provide the instruction in that course subject.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	01/06/2025	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	50
<input type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Language Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to EL Students with Disabilities		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Program Standards	08/13/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10
<input checked="" type="checkbox"/> District Identification Assessment	08/13/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10
<input checked="" type="checkbox"/> Program Design	08/13/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10
<input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	08/13/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10
<input type="checkbox"/> Spanish Language Arts		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

Save Page

*Required field

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